

# Rooley Moor – Green Corns

Independent school inspection report

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DCSF registration number	354/6020
Unique Reference Number (URN)	131392
URN for registered social care	SC025522
Inspection number	348716
Inspection dates	22–23 June 2010
Reporting inspector	Mohammad Ismail
Social care inspector	Jacqui Malcolm

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A<sup>1</sup> of the Education Act 2002, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

An inspection of the care provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes. This inspection took place at the same time but the full report is published separately on Ofsted's website and should be read in conjunction with this report which covers the educational registration of the school.

## Information about the school

Rooley Moor is an independent special school and children's home which is part of Green Corns schools. It currently makes provision for one student between 11 and 18 years of age. All students have behavioral, emotional and social difficulties and are placed in care by their local authorities. Students can have a statement of special educational needs (SEN). Education is provided by a regular tutor and a team of visiting teachers. The school was opened in 2006 and was last inspected in 2007. The school's last social care inspection was in January 2010. This was the school's first joint inspection with Ofsted Social Care. The school aims 'to enable students to become confident, resourceful, enquiring and independent learners.'

## Evaluation of the school

Rooley Moor school meets its aims by providing a good quality of education. The school's curriculum, teaching and assessment are good and students make good progress. The students' spiritual, moral, social and cultural development is good and their behaviour is outstanding. The provision for the pupils' welfare, health and safety is good. The school meets all the requirements for child protection and safeguarding. The school's boarding and care provision is also good. The school has made good improvement since its last inspection particularly in planning and resourcing provision for students' individual special educational needs. The school meets all but one of the regulations for independent schools.

## Quality of education

The overall quality of education is good. The school's curriculum is good and based on the National Curriculum with some additional programmes of basic skills and options for vocational training. The curriculum is appropriately adapted to meet the

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

individual needs of students with behavioural, emotional and social difficulties and the requirements of statements of special educational needs. The curriculum offers students opportunities to develop independent life skills and provides effective pastoral care to prepare them for their future life in the community. There is a detailed curriculum policy which is effectively implemented through good quality schemes of work with suitable long- medium- and short-term plans. Curriculum planning takes into account the requirements of each individual student's learning needs as well as their cultural needs and interests; courses include health and social care, food technology, hair and beauty, and catering and hospitality. Students have opportunities to take part in vocational training programmes at a local college which includes, for example, car mechanics.

The school's pastoral care provision for its students is very good. The school's personal social and health education (PSHE) provision is appropriately planned to reflect its pastoral care policy and meet the needs of its students effectively. Students have access to different health workers, doctors and psychologists to address their personal needs. The school's PSHE programme has a beneficial impact on students and helps them to respect the law and learn how to get on well with other people in the community. Students' social skills are effectively enhanced through the food technology, catering and hospitality programmes. The school offers good careers guidance in partnership with the Connexions service. The offer of Award Scheme Development and Accreditation Network (ASDAN) awards also helps to develop students' key life skills.

A suitable amount of time is allocated to academic learning with a greater focus on the core subjects of English mathematics and science. However, little time is allocated weekly for information and communication technology. The curriculum is enhanced with a variety of extra-curricular activities offered in the evenings and at the weekends. These include different sports, leisure activities and outings to promote students' social and emotional development. Overall, the school offers a good programme of visits effectively linked with different subjects in the curriculum. Recent visits include those to a police museum, a football stadium, an art gallery and the Imperial War Museum North.

The quality of teaching and assessment is good. As a result, students make good progress. Education and care staff work well together as a team to support teaching. They meet regularly and share information. Care staff ensure that students are ready and on time for their lessons. Teachers plan their lessons carefully to meet the particular needs of each individual student and take students' prior learning into account in their planning. They use different teaching methods to make teaching and learning effective and enjoyable. They ask challenging questions and give students the right level of work to develop their knowledge and skills. Teachers effectively link together different subject areas and motivate students with the use of educational games and varied learning activities. Students are involved in discussions and taught how to debate important social issues. For example, a citizenship lesson involved discussion about understanding the courts, the justice system and about

miscarriages of justice. While lessons are delivered on a one-to-one basis, students have good opportunities for independent learning. There are sufficient resources. Students are engaged in their lessons; student-staff relationships are very good. The school has an appropriate marking and assessment policy. Students are regularly assessed and information is kept in individual files and shared amongst different teachers to assist their planning. Teachers mark students work regularly. Marking and assessment is monitored by the senior leadership team along with progress and attendance.

### Spiritual, moral, social and cultural development of the pupils

The school's provision for its students' spiritual, moral, social and cultural development is good and students' behaviour is outstanding. The school promotes students' behaviour through effective policies and programmes which include a suitable sanctions and rewards policy. Students usually show respect to their teachers and mostly enjoy their lessons and greet visitors courteously. Students feel happy and safe, enjoy school and their attendance is good. They make contributions to charities through opportunities organised by the school. They also have opportunities to take part in sports activities organised in the community.

The school prepares its students well for the next stage of their life by developing their basic skills and by providing different work-related programmes. Students learn about public institutions and what it means to be useful members of society through their work in citizenship, history and PSHE. Although it provides appropriately for students' own cultural needs, the school's educational visits programme does not include visits to places of interest for students to learn about different cultural heritages. Students can attend a place of religious worship in the company of an assigned care officer if they wish to do so. The school's care and education staff encourage students to take an active part in leisure and sports activities to develop their talents and abilities. Care staff support and transport students to extra-curricular activities in the evenings.

### Welfare, health and safety of the pupils

The school's provision for the welfare, health and safety of its pupils is good. Overall, the school ensures that its required policies are effectively implemented. There are good arrangements to ensure the health and safety of students and staff in the school. Relevant risk assessments and regular safety checks are carried out and are recorded appropriately. The school has an anti-bullying policy which is effectively implemented and includes cyber-bullying. The school encourages students to adopt healthy lifestyles through different activities within its curriculum and care programme, such as raising students' awareness of drug abuse and smoking. The students are involved in drawing up menus and in preparing healthy food. The school has a suitable safeguarding and child protection policy which is effectively implemented and all staff, including the designated officer, are appropriately trained. The school maintains an admission register but it is not always completed accurately

and does not meet requirements. The school fulfils its duties under the Disability Discrimination Act.

### Suitability of the proprietor and staff

The school has undertaken all the required measures to ensure that its staff, proprietors and volunteers are suitable to work with children. There is a robust recruitment policy in place which is suitably enforced. The school maintains a single central register which meets the regulations.

### School's premises and accommodation

The school building is a safe and effective place for learning. It is well equipped, has the required facilities and is well maintained. There is a small garden outside for students to use. The school uses a local sports facility for its physical education activities.

### Provision of information for parents, carers and others

The school meets all requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus. The school has an effective policy of reporting to parents, carers and others annually.

### Procedures for handling complaints

The school has a complaints policy and set of procedures, which meet all of the regulations. The school has taken steps to ensure that parents are aware of them. No formal complaints have been registered in the past year.

### Effectiveness of the boarding provision

The care provision was judged to be good and National Minimum Standards were met. A full report on the care provision is available on Ofsted's website and should be viewed in conjunction with this report.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of one listed below.<sup>3</sup>

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- maintain an attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 3(9)).

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- increase the number of information and communication technology lessons each week to develop students' skills in this subject
- expand the programme of educational visits to include places of interest relevant to different cultures.

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<sup>3</sup> [www.opsi.gov.uk/si/si2003/20031910.htm](http://www.opsi.gov.uk/si/si2003/20031910.htm)

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of boarding provision

Evaluation of boarding provision		√		
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## School details

Name of school	Rooley Moor – Green Corns		
DCSF number	354/6020		
Unique reference number (URN)	131392		
Type of school	Residential school and children’s home for pupils with behavioural, emotional and social difficulties		
Status	Independent		
Date school opened	March 2006		
Age range of pupils	11-18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 1	Girls: 0	Total: 1
Number of boarders	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 1	Girls: 0	Total: 1
Annual fees (boarders)	£ 257,400		
Email address	Angela.norris-heyas@greencorns.co.uk		
Headteacher	Angela Norris-Heyes		
Proprietor	Green Corns		
Reporting inspector	Mohammad Ismail		
Dates of inspection	22–23 June 2010		