

The Grange School

Independent school standard inspection report

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Reporting inspector	Sheila Boyle

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

The Grange is a small day special school which opened in January 2010. It is managed by The Keys Group, which owns several children's homes and schools throughout the United Kingdom. These include Denby Grange Secondary School with which this school has close links, including a joint headship. The Grange school is registered for 12 boys and girls aged between seven and 14 years of age who are identified as having behavioural, emotional and social difficulties. Some have additional mental health needs. Pupils are placed at the school by a number of local authorities. Most have been excluded from their previous schools or have persistently not attended school. Currently, there are 10 boys on roll between the ages of nine and 13 years. All have statements of special educational needs. The school's premises, in Osset, near Wakefield comprise a large, refurbished former residential property with its own grounds, surrounded by an industrial estate. The school aims to 're-engage pupils in learning and provide a quality education for even the most challenging pupils'. This is the school's first full inspection.

Evaluation of the school

The Grange provides a satisfactory quality of education and meets its aims. It is effective in re-engaging troubled pupils in learning through suitably planned and individualised education programmes and high levels of adult support. Progress overall is satisfactory as teaching and assessment are satisfactory. The provision for pupils' welfare, health and safety and for their spiritual, moral, social and cultural development is good. Safeguarding arrangements are good, and pupils' behaviour is good. The school meets all the requirements for registration as an independent school.

Quality of education

The quality of the curriculum is satisfactory. It meets all requirements and is planned satisfactorily to meet the needs of pupils. All of the necessary areas of learning are

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

supported by suitable schemes of work. The subjects studied include literacy, numeracy, information and communication technology (ICT) art, practical science, food technology and topic work which including units on history and geography. A weekly lesson in physical education is taught in the school's outdoor area. Physical activities increase in the summer term to include a wider range of outdoor activities. There are plans to extend the curriculum to include lessons in design and technology, music and French and to give older pupils opportunities to study accredited courses through Assessment and Qualifications Alliance (AQA) units of work. The core curriculum is supplemented with a good programme for personal, social and health education which contributes well to pupils' good behaviour and personal development. ICT is used well to support teaching. However, apart from discrete weekly lessons, there is little evidence that ICT is used by pupils in different subjects or areas of learning.

Where a pupil has a statement of special educational needs, the school's provision meets the requirements of the statement and, as a result, progress towards achieving the areas of development identified is satisfactory overall. The school's own individual education plans help in meeting the requirements of the statements. However, whilst clear, challenging and measurable targets are set in relation to pupils' personal and social development, the targets for academic improvement in the individual education plans are not always clear and measurable and, as a result, the assessment and tracking of progress is not sufficiently robust. The curriculum is enhanced by visits off site, including to museums and art galleries and the Yorkshire Sculpture Park. Arrangements are being made for a group of pupils to have a camping experience overnight in the school grounds following a leisure trip to Blackpool in the summer term.

Teaching and assessment are satisfactory and the pupils' progress is satisfactory. Some aspects of teaching are good, including the excellent relationships between pupils and staff which help pupils to control their behaviour and cope with classroom routines. There are good opportunities in lessons for pupils to participate in discussions and this helps to develop their speaking and listening skills, their vocabulary and contributes well to building their self-confidence and self-esteem. Lessons are generally planned satisfactorily and all identify success criteria for the lesson. However, teachers do not always take full account of the pupils' individual needs and their academic targets when planning lessons and, as a result, at times the work set lacks sufficient challenge, especially for more able pupils.

The assessment system is satisfactory. It gives a broad indication of pupils' attainments in all subjects, but is not sufficiently refined to highlight where exactly gaps exist in pupils' basic skills. As a result, work in English and mathematics is not sharply focused on building skills systematically. Key workers provide valuable support in encouraging individual pupils in their work and in fostering good behaviour. As a result, the progress in pupils' personal development is good. Resources for teaching and learning are satisfactory for the subjects taught.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good overall. Pupils' self-confidence develops rapidly and, with the continual encouragement of staff, they quickly acquire a more positive outlook. Their behaviour improves and is good in lessons and around the school. Their attendance is good; it improves as they begin to enjoy school, experience success and make friends. There is an atmosphere of trust which contributes to raised aspirations. Pupils have a clear awareness of what might be fair or unfair, with a strong sense of right and wrong, which is evident in their interactions and work in lessons. Pupils develop some of the personal skills they will need in lessons on the social and emotional aspects of learning. They learn about tolerance and respect for others, irrespective of their faith, culture or background. They also learn about the national institutions and services that guide and support peoples' lives and why they are important. Pupils enjoy school and in particular the sense of success and achievement.

Topic work including, for example, history lessons about the Greeks and Romans, provides sufficient opportunities for pupils to learn about different cultures and to make comparisons between current and earlier times. In an English lesson, older pupils compared the experiences of children evacuated during the Second World War with their own experience of being separated from loved ones. Pupils' spiritual awareness is promoted through assemblies where pupils have a period of reflection based on a 'thought for the day'.

Welfare, health and safety of pupils

The provision for pupils' welfare, health and safety is good. All the required procedures for safeguarding including the vetting of staff are in place. Staff, including the designated officer, are trained at the required levels in child protection procedures. Risk assessments, fire evacuations and tests on fire equipment are carried out regularly. Pupils are reminded about how to check for potentially hazardous situations in lessons such as food technology. The school supervises pupils closely. Teachers and assistants manage behaviour very effectively and follow a policy that rewards positive behaviour. The school pays very close attention to pupils' emotional health and well-being and quickly spots when individuals are having problems. There are good links with other agencies and parents to coordinate the care and welfare of pupils. One parent's comment summed up the very positive views from other parents: 'The difference this school has made to my son's education, behaviour and self-esteem is immeasurable.'

Any bullying is dealt with effectively and pupils report that they feel safe and well looked after in school. Suitable procedures for first aid are in place and a number of staff are fully trained in first aid procedures. The encouragement of healthy eating is evident in the healthy breakfasts offered and the quality of lunches that pupils prepare for themselves and the staff. In lessons on the social and emotional aspects of learning, pupils are offered advice on diet and weight control, smoking and on

alcohol and drug misuse. Opportunities for physical education are good in the summer term as pupils engage in a wide variety of water sports. However, in the winter months physical pursuits are restricted to one outdoor lesson per week, weather permitting. The school has a suitable three-year plan to meet the requirements of the Disability Discrimination Act 1995, as amended, to increase accessibility.

Suitability of staff, supply staff and proprietors

The school conducts all the checks that are required on staff, including a check with the Criminal Records Bureau. Recruitment procedures are thorough. The school maintains a record of the checks undertaken on a single central register, as required.

Premises and accommodation at the school

All of the requirements for premises and accommodation are met. The teaching accommodation is spread over two floors. There are two dedicated classrooms and a number of specialist rooms including an ICT suite, a small science room with equipment for practical work, and a small room for food technology. The general kitchen is also used for food technology lessons. There is a suitable grassed area at the rear of the building where pupils can play and participate in physical education activities when the weather permits. Displays linked to several areas of the curriculum are attractive and informative. There is a suitable room for pupils who are unwell.

Provision of information

The school provides a very good range of information for parents, carers and others through its prospectus, a parents' information booklet and regular newsletters. Parents and carers are given information on their children's progress through annual reports and they have opportunities to talk to the staff about their children's progress at the annual review meeting for their statement of special educational needs. The school operates an open-door policy and the staff are available to speak to parents and carers at other times.

Manner in which complaints are to be handled

The school has a suitable set of procedures which are available to parents and carers. There were no complaints made last year.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

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

- improve the quality of individual education plans by identifying more precise and challenging academic targets for pupils so progress can be more accurately assessed
- ensure all teachers are aware of pupils' academic targets and use them when planning their lessons
- provide more opportunities for pupils to develop their physical skills particularly during the winter months
- provide more opportunities for pupils to use ICT in their learning.

Inspection judgements

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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School details

School status	Independent		
Type of school	Special school for pupils with behavioural, emotional and social difficulties		
Date school opened	January 2010		
Age range of pupils	7-14 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 10	Girls: 0	Total: 10
Number of pupils with a statement of special educational needs	Boys: 10	Girls: 0	Total: 10
Annual fees (day pupils)	£33,735		
Address of school	2 Milner Way Ossett Wakefield West Yorkshire WF5 9JE		
Telephone number	01924 278957		
Email address	jennielittleboy@keyschildcare.co.uk		
Headteacher	Jennie Littleboy		
Proprietor	Keys Group		