

The Grange School

2 Milner Way, Ossett, West Yorkshire, Wakefield, West Yorkshire WF5 9JE

Inspection dates

9 December 2020

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The proprietor has ensured that there is a curriculum policy in place, including for the proposed addition of key stage 1 pupils. The school aims to re-engage pupils and nurture their love of learning. Teachers get to know how each pupil learns best. They do this through the positive and trusting relationships that they build with the pupils.
- The curriculum has been carefully considered. The curriculum includes English; mathematics; spiritual, moral, social and cultural (SMSC) development; computing; citizenship; science; physical education; personal, social, health and economic (PSHE) education; art and design; religious education; humanities, functional skills, food technology and music.
- Leaders have introduced new elements into the curriculum that are more specific to pupils in key stage 1. Curriculum materials from an external organisation provide topics which appeal to younger pupils.
- Plans and schemes of work are in place for key stage 1. These will be supplemented by more-detailed plans which will adjust learning activities to meet pupils' needs. Teachers begin by finding out what pupils know about the topic being studied. They use this information as a starting point, from which they build on new learning. Each topic culminates in a practical celebration of what pupils have learned, for example pretending to go on a holiday.
- Pupils with special educational needs and/or disabilities (SEND) have individual education and/or behaviour plans. Information from education, health and care (EHC) plans is used to write pupils' targets in literacy and numeracy. These targets are incorporated into lesson planning so that learning is personalised to each pupil.
- The headteacher and staff are very keen for pupils to build strong self-esteem. They do this through a programme of enrichment activities where pupils can experience a sense of achievement. Activities include swimming, walking, orienteering and

climbing. Currently, pupils' success in these activities gives them the self-esteem and self-confidence to tackle difficult work in the classroom.

- The headteacher has planned carefully for the proposed material change. The curriculum has been developed to include key stage 1. Plans are relevant and age appropriate and will be personalised to match individual needs.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The proprietor has ensured that pupils have access to careers advice and guidance. From Year 7 onwards, pupils experience money management and life skills, to prepare them for life after school. They plan a recipe, work out the costings and buy from the local shops. In Year 8, pupils undertake a qualification in the preparation for the world of work. In Year 9, pupils receive independent careers advice and guidance, where they share their aspirations for the future. Plans are in place to prepare pupils academically, socially and emotionally to make the transition to the next stage in their lives.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders have put in place a variety of assessment and progress tracking systems. Pupils' knowledge and understanding will be assessed as they work through the curriculum. This means that any pupil who falls behind where they should be in their learning can be quickly helped to get back on track.
- There is a positive learning environment in this school. Classrooms are bright, attractive and well resourced. Information on classroom wall displays helps pupils to get on with their work instead of asking the teacher. The proposed classroom for key stage 1 pupils is appropriate and opens onto an outside enclosed play area. The play area offers a range of equipment and soft surfaces. Leaders are planning to provide additional early years resources to support pupils in their transition to key stage 1.
- Staff have a comprehensive knowledge of the needs of each pupil. When pupils start at the school they have often experienced feelings of failure in their previous placements. Staff build trusting relationships with pupils. This helps pupils to feel more confident to have a go at work that they find difficult.
- Leaders undertake lesson observations and make regular visits to check on the quality and consistency of learning. Helpful feedback is provided to staff to celebrate their achievements and support them in improving their practice.
- Staff are well trained and experienced in responding to pupils who have challenging behaviour. Each pupil has a behaviour plan. A high priority is placed on talking to pupils about the consequences of their actions. Staff help pupils to understand how their actions make people feel. They learn how to manage their own behaviour so that they can achieve academically and find success in social situations.
- Teachers have a thorough understanding of pupils' interests and abilities. They use this information to plan work that is matched to each individual pupil.
- In the event that the school is granted the material change that they have requested, experience and expertise in teaching key stage 1 pupils is already available in the school.

- The standards in Part 1 are likely to continue to be met if the material change requested by the school is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders say that they aim to encourage pupils' personal responsibility, respect, co-operation and sensitivity to the needs of others. They focus on addressing pupils' feelings about themselves and raising their self-esteem. The PSHE curriculum is based on materials from an external organisation. This programme contributes to developing these qualities.
- The school actively promotes the British value of democracy through discussing how democracy works and voting to select candidates for the school council. The local police community support officer visits the school to help pupils understand the rule of law. Pupils have visited an open day at the fire station to understand the consequences of making false calls to the fire brigade.
- Pupils are encouraged to have respect and tolerance for other faiths. They have visited a mosque and a Sikh temple in Bradford and a cathedral and synagogue in Leeds. They learn about other cultures, for example through learning Polish words and making a Polish meal.
- Pupils are given opportunities to develop their initiative through choosing a charity to support. For Remembrance Day, pupils planted a tulip to remember a loved one and donated money to Age Concern.
- Pupils learn how to distinguish right from wrong in tutor time when they talk about the consequences of behaviour. They learn about the police and fire services, and how both help the community, through working on a public services module of work.
- The provision for pupils at key stages 2 and 3 has a positive impact on their social, moral, spiritual and cultural development. Evidence observed during the inspection shows that this is likely to be replicated with key stage 1 pupils.
- The standards in Part 2 are likely to continue to be met if the material change requested by the school is implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- An appropriate safeguarding policy has been provided by the proprietor. The policy meets the most current legislative guidance and is reviewed regularly. The policy is available to parents and carers on the school's website. It can also be obtained on request from the school.
- Staff are well trained in safeguarding. They receive annual refresher training and undertake online mandatory training. Such training modules include units about the government's 'Prevent' duty and peer-on-peer abuse. The designated safeguarding leads receive up-to-date training and all managers in the organisation have been trained to this level.

- The governing body have oversight of the school's safeguarding arrangements. The headteacher reports regularly to governors on how children are kept safe.
- The standards in Part 3 are likely to continue to be met if the material change requested by the school is implemented.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

- The proprietor has systems in place to ensure that all appropriate checks are carried out on staff who work at the school.
- The headteacher, deputy headteacher and other leaders in the organisation have undertaken safer recruitment training.

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(5)(d), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The school has a single central register in place. This records all the appropriate recruitment checks that have been made on staff.
- The standards in Part 4 are likely to continue to be met if the material change requested by the school is implemented.

Part 6. Provision of information

Paragraph 32(1)(c)

- The safeguarding policy is published on the school's website. Parents and carers can also request a copy from the school.
- The standards in Part 6 are likely to continue to be met if the material change requested by the school is implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor body has a comprehensive understanding of how to meet the needs of the pupils who attend the school. The managing director and regional manager bring a wealth of experience and knowledge to support school leaders. They will continue to use their expertise to meet the needs of key stage 1 pupils if the material change requested is implemented. They place a high priority on the welfare and well-being of the pupils. This was demonstrated by the decision to have fewer pupils on roll while new pupils settled into school life.
- The proprietor body and the governing body have rigorous monitoring systems in place to check on the quality of the work of the school. The regional manager and

school improvement partner undertake audits of teaching and learning, health and safety and the independent school standards. The headteacher is held to account through regular reports to the governing body.

- The headteacher is ambitious for the pupils. She is committed to helping pupils to achieve their full potential by having a successful and positive experience at school.
- The quality of the existing curriculum planning, policies and documentation indicate that this high standard would continue into key stage 1.
- The standards in Part 8 are likely to continue to be met if the material change requested by the school is implemented.

Schedule 10 of the Equality Act 2010

The proprietor has ensured that there is a relevant and up-to-date accessibility plan in place. The plan sets out how the school will improve access to the curriculum for pupils with SEND, the physical environment and access to information. Actions will be to increase learning resources and to train staff to develop teaching and learning styles, providing level access to ground floor facilities and making information for parents more accessible.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	136040
DfE registration number	384/6126
Inspection number	10171526

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Jennie Allport
Annual fees (day pupils)	£35,100–£66,300
Telephone number	01924 278957
Website	www.keys-group.co.uk
Email address	jennieallport@keys-group.co.uk
Date of previous standard inspection	26–28 November 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 14	5 to 14	5 to 14
Number of pupils on the school roll	12	N/A	N/A

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	12	N/A
Number of part-time pupils	0	N/A
Number of pupils with special educational needs and/or disabilities	12	N/A
Of which, number of pupils with an education, health and care plan	12	N/A
Of which, number of pupils paid for by a local authority with an education, health and care plan	12	N/A

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	12	N/A
Number of part-time teaching staff	0	N/A
Number of staff in the welfare provision	0	N/A

Information about this school

- The Grange School is a small independent special day school which opened in 2009. It is managed by the Keys Group.
- The Keys Group own several other children's homes and schools throughout the United Kingdom.
- The Grange School has close links with Denby Grange School and Park House, including a joint headteacher.
- The school is registered to admit up to 16 boys and girls aged between seven and 14 years who are identified as having social, emotional and mental health needs.

- Pupils are placed at the school by a number of local authorities. Most pupils have been excluded from previous schools or have experienced significant disruption in their previous education. Currently there are 12 pupils on roll.
- All pupils have an EHC plan. The school aims to 're-engage pupils in learning and provide a quality education for even the most challenging pupils'.
- The school does not make use of any alternative education provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to the restrictions caused by practising social distancing.
- The material change inspection was commissioned by the DfE in response to the school's request to increase the age range from seven to 14 to five to 14. It is the school's second material change inspection.
- The school's previous inspection was a standard inspection in November 2019. The school's overall effectiveness was evaluated as good.
- Evidence was gathered to check whether the school is likely to meet the independent school standards through a visit to the school, and online and telephone meetings.
- The inspector looked at a wide range of documents and policies provided by the school. These include the SMSC policy, curriculum policy, curriculum documentation, timetables, safeguarding policy, single central register, prospectus and documents relating to the proposed key stage 1 curriculum.
- The inspector met with the headteacher and the chair of the governing body.
- The inspector met remotely with the designated safeguarding lead, the regional manager, the lead teacher for PSHE, the lead teacher for the curriculum, the key stage 1 teacher and the deputy headteacher.

Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector

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