

Eastwood Grange School

Eastwood Grange, Milken Lane, Ashover, Chesterfield, Derbyshire S45 0BA

Inspection dates

6–8 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietor and headteacher have not ensured that all the independent school standards are met at the school's satellite provision, The Beacon.
- Recently implemented systems to record pupils' attendance at The Beacon and other alternative providers are not used consistently by all staff.
- Teachers' assessments of pupils' work are sometimes too generous. This is particularly the case in writing.
- Pupils at The Beacon are making less progress than their counterparts at Eastwood Grange.

The school has the following strengths

- The headteacher and proprietor have ensured that all the independent school standards are met at Eastwood Grange.
- Newly appointed senior leaders have made a good start in their roles. They are effective in driving through improvements.
- The quality of teaching is good. Teachers plan lessons which motivate and engage pupils.
- There is a broad and balanced curriculum which prepares pupils well for future independent living and for life in modern Britain.
- On the whole, pupils make good progress from their low, and sometimes very low, starting points. They are prepared well for the next stage of training or employment.
- The therapy and intervention teams provide very good support for pupils' social and emotional needs. Pupils are kept safe and feel safe.
- Pupils behave very well, and incidents of bullying are rare. Relationships between the adults and pupils are extremely positive.
- The sixth form is good. The teaching and support the students receive prepare them well for their next steps.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Ensure that the independent school standards are consistently met at The Beacon.
- Ensure that the recently implemented procedures to record pupils' attendance are used consistently across the school and at alternative providers.
- Ensure that leaders new to their roles receive effective support and training in order to continue to improve their areas of responsibility, particularly at The Beacon.
- Create opportunities to share good practice and moderate pupils' work and, thereby, ensure that assessment judgements are accurate, especially in writing.

The school must meet the following independent school standards

- The proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first-aid policy (paragraph 13).
- The proprietor ensures that an admissions and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including: accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and the accommodation provided may be used for other purposes (apart from teaching), provided it is always readily available to be used for the purposes set out in paragraph 24(1) and sub-paragraphs 24(1)(a), 24(1)(b) and 24(2).
- The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The proprietor and headteacher have not ensured that all the independent school standards have been met at The Beacon. Standards relating to the effective implementation of the first-aid policy, the maintaining of an appropriate attendance register and the short-term care of sick or injured pupils are unmet. Leadership and management, therefore, require improvement.
- To date, these unmet standards have not had a negative impact on pupils' welfare, since the provision is relatively new. However, the Beacon site has not been subject to the same high standards that govern the main site.
- Leaders have an accurate view of the strengths and development areas at Eastwood Grange. Areas that require improvement at The Beacon had been reported to leaders and the governing body by staff earlier in the term, and some action has been taken to improve the provision. However, some failings remain.
- The proprietor and headteacher have ensured that all the independent school standards have been met at Eastwood Grange. Recent improvements to the building have ensured that the school is now ready to accept girls and pupils in key stage 1.
- There is an appropriate school improvement plan that focuses on the right areas. Governors frequently and carefully check progress against this plan, thereby holding senior leaders to account effectively.
- The headteacher and senior leaders have high aspirations for the pupils and are ambitious for them to succeed. Leaders expect that pupils will consistently behave well and have a positive approach to learning. Leaders expect pupils will leave the school with recognised qualifications in English and mathematics or the life skills to help them live independently once they leave. The headteacher told an inspector, 'Our aim is to provide pride and success for pupils and certified qualifications.'
- The assistant headteacher is effective in developing the skills and practice of other staff. Most recently, this work has seen marked improvements in pupils completing work independently and the consistent use by teachers of the school's marking and feedback policy.
- The new leader responsible for assessment has taken steps to improve this area of the school's work through holding a 'data clinic', which gives teachers the opportunity to discuss the progress being made by pupils. Consequently, any pupil who is not making good progress is identified promptly and given extra help. However, some teachers' assessments of pupils' writing are too generous.
- Leaders have ensured that there is a broad and balanced curriculum. Pupils have the opportunity to develop their knowledge and skills in, for example, linguistic, mathematical, scientific, physical and creative subjects. One class was off-site during the inspection, deepening their knowledge of the First World War by visiting the National Memorial Arboretum.
- Communication between leaders and staff is largely effective. Morning meetings allow staff to share information about pupils, regarding incidents that may have occurred

overnight. This allows teachers to alter their plans for the day as necessary.

- Leaders responsible for English and mathematics have brought about improvements in their subjects. For example, a recent focus on encouraging pupils to read more frequently and discuss texts has led to pupils making better progress in reading.
- The leader responsible for science is new to the role. In a short space of time, there has been significant improvement to the science curriculum. For example, biology and chemistry are now taught more often and the science laboratory has reopened. Pupils recently used microscopes to compare the differences between plant and cheek cells.
- The leader responsible for the provision for pupils with special educational needs and/or disabilities ensures that pupils' targets on individual education plans are appropriate. These targets are included in teachers' planning and are reviewed frequently in order to ensure that pupils get the right support and to set future targets. When pupils achieve their targets, teachers ensure that everyone celebrates their success.
- The leader responsible for the allocation and monitoring of the pupil premium funding is effective in identifying barriers to learning and putting the right strategies in place to overcome these. For example, the recent purchase of electronic tablet computers has dramatically increased the frequency with which pupils choose to read.
- Leaders have ensured that there are frequent opportunities for staff to talk over any issues with a member of the therapy team. These 'supervision' sessions help staff to deal with any disclosures made by pupils that may be distressing.
- Staff are supportive of the new leadership team and agree that pupils behave well and are making good progress.
- The school has a suitable safeguarding policy published on its website that is available for parents and carers to download. The independent school standards 7–7(b), 32(1) and 32(1)(c) are, therefore, met.

Governance

- The governing body has not ensured that all the independent school standards are met at The Beacon provision. They have acted recently to try and address the shortcomings. However, weaknesses still exist.
- The governing body has a good mix of skills and experience. Governors have undertaken suitable training in, for example, the safer recruitment of staff, safeguarding, health and safety and the promotion of equality.
- The proprietor is on-site at Eastwood Grange most days. He, therefore, knows the staff and pupils very well and is aware of any difficulties that may arise at this provision.
- The governing body holds weekly meetings to 'risk-rate' the school. The meetings take into account, for example, pupils' attendance and behaviour. These findings are shared with the managing director and any necessary action is taken.

Safeguarding

- The arrangements for safeguarding are effective.
- The proprietor ensures that all relevant checks are made on adults before they begin work at the school. These checks are meticulous, and all records are kept securely and are in good order.
- The designated safeguarding leads are well trained in a wide range of areas, including the 'Prevent' duty, self-harm and suicide prevention. Staff are attuned to spotting the potential signs of abuse and know how to report any concerns they may have.
- Leaders have ensured that there are clear procedures in place for staff to follow, should they be worried about the welfare of a pupil. Staff contact outside agencies swiftly should the pupil need extra support. Pupils can complete a pupil-friendly version of the 'cause for concern' form if they are worried about themselves or another pupil. The culture of safeguarding is strong and well established.
- Leaders are fully aware of their responsibility to refer any concerns regarding staff to the local authority.

Quality of teaching, learning and assessment

Good

- Pupils enter the school with knowledge and skills well below those normally expected for their ages. From these low starting points, the effective teaching they receive enables them to make good progress.
- Transition into the school is effective. Staff visit pupils – either at home or in their current settings – to establish a relationship and gain an understanding of the pupils' individual needs. Bespoke timetables are put in place to cater specifically for each pupil. A specialist teaching assistant is assigned to make sure that the pupil becomes familiar with the school and its routines. Consequently, pupils settle quickly into school life.
- Teachers provide pupils with a social start to the day. The chance to interact informally allows pupils to prepare for the work ahead. It also allows staff to gauge the mood of the pupils and make any necessary adjustments to the lesson, meaning that they adapt the learning very effectively to meet pupils' needs.
- Staff are experts in developing positive relationships with pupils. They understand that, without this, pupils will not learn effectively. Staff and pupils treat each other with respect.
- Teachers create a 'what works for me' plan for each pupil. These plans give pupils the opportunity to inform adults of what to do if they become agitated and how the pupils would prefer a situation to be de-escalated. The plans help to reduce the number of potential behavioural incidents and allow lessons to run more smoothly.
- Teachers plan learning that engages and interests pupils. For example, pupils in Year 7 enjoyed using the correct scientific vocabulary to describe different food groups as carbohydrates, proteins and vegetables. The pupils then went to the cookery room and used the catering equipment sensibly to bake their own cottage pies.
- Teachers have good subject knowledge. For example, in a Year 10 science lesson, the teacher and pupils were engaged in discussing the contents of different cells involved in reproduction. These included the terms 'haploid', 'chromosome', 'fertilisation' and 'sperm'.
- Teachers develop pupils' literacy skills well. During a Year 8 English session, pupils were

correctly finding parts of a text by highlighting specific aspects, including quotations, headings and the use of emotive language. Pupils completed this activity because they were not yet ready to write a persuasive piece of writing for themselves.

- Teachers use the school's marking and feedback policy consistently. Pupils are given helpful advice on how to improve their work.
- Teachers' assessments of pupils' work are sometimes too generous. This is particularly the case for writing. There are not currently enough opportunities for staff to share good practice or moderate pupils' work, thereby ensuring that these assessments are accurate.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils significantly improve their attitudes, engagement and progress during their time at the school. A typical comment from pupils was 'This is the only school that I have been to where the staff actually care.'
- Pupils know how to keep themselves safe in a wide variety of contexts, including when online. During the inspection, pupils from key stages 3 and 4 were seen teaching pupils from key stage 2 about the dangers of using shared Wi-Fi and leaving a 'digital footprint'. The digital police community support officer has visited the school to warn pupils about the dangers of online grooming and 'sexting'.
- Pupils respond well to rewards when they have gone 'above and beyond' what is expected of them in terms of their respectfulness, resilience and being in the right place at the right time. These rewards encourage pupils to consistently follow the school rules.
- Visitors to the school have developed pupils' understanding of race and knife crime, and highlighted the dangers of replica weapons and radicalisation in an age-appropriate way.
- Classroom displays help pupils express their emotions non-verbally. 'Zones of regulation' allow pupils to, for example, tell a member of staff if they are feeling anxious or nervous without speaking. Teachers then alter their lessons accordingly.
- The intervention team is effective in developing pupils' social, emotional, language, friendship, intervention and self-esteem skills during specific sessions. Recent work with the counselling and therapy teams has helped to ensure that pupils are improving their understanding of their own emotions and feelings.
- Pupils know how to keep themselves healthy through personal hygiene, regular exercise and a healthy balanced diet.
- Pupils attending The Beacon do not consistently have access to a member of staff who has a suitable first-aid qualification or to the appropriate facilities should they need short-term care. At this provision, the medical room has no washing facilities and the room is also used as a classroom. These standards are, therefore, unmet.

Behaviour

- The behaviour of pupils is good in classrooms, in corridors and around the school site. Pupils respond promptly to adults' instructions, thereby allowing lessons to run smoothly

and without interruption.

- Pupils behave well at lunchtime. The dining room allows adults and pupils to eat their lunch together in a relaxed and sociable environment. This reinforces the extremely positive relationships.
- Pupils report that instances of poor behaviour and bullying are extremely rare. They are confident that adults deal with any incidents swiftly and fairly. Any incidents of poor behaviour are investigated thoroughly by the assistant headteacher, who then analyses these incidents to see if there are any patterns or triggers. The number of incidents has reduced this term.
- Pupils' attendance increases dramatically compared to that in their previous school or setting. There are effective procedures in place to encourage good attendance with, for example, adults collecting a pupil from their home if they have not arrived in the morning.
- The procedures in place for reporting pupils' attendance at the school and any off-site alternative provision are not consistently used by all staff. Therefore, it is sometimes unclear which provision a pupil is attending. There is no risk to pupils' welfare because pupils are always accompanied by adults.

Outcomes for pupils

Good

- Pupils typically enter the school having spent a significant amount of time out of mainstream education. They have often attended many settings before arriving at the school. Pupils' needs mostly relate to their behavioural, social, emotional or mental health difficulties. Pupils, therefore, arrive with gaps in their knowledge and skills and needing significant support in order to settle quickly.
- Pupils' improved attendance and engagement – combined with the positive ethos and high expectations set by the headteacher and staff – ensure that pupils make good progress from their low, and sometimes very low, starting points.
- Pupils achieve various qualifications depending on their abilities. For example, pupils have recently achieved GCSE passes in subjects such as English, mathematics, science, art, catering and resistant materials. The less able pupils have recently achieved level 1 and entry level qualifications in English, mathematics, employment training and construction and the BTEC National Diploma in sport.
- Inspection evidence and information provided by the school show that the vast majority of pupils make good progress in English, mathematics and science. Progress in reading was particularly strong last year due to the effective work carried out by the subject leader.
- Information provided by the school shows that children looked after and those pupils who have attended Eastwood Grange for the longest period make the strongest progress. Pupils attending The Beacon make less progress than their counterparts at Eastwood Grange.
- Leaders have recently been successful in reintegrating a small number of pupils back into mainstream schools.
- Staff are aware of pupils' future ambitions. There is impartial careers advice and guidance offered. Pupils are often accompanied by staff to attend college interviews, thereby giving

pupils the support they need. When academic qualifications are not appropriate, teachers focus on developing pupils' life skills, thereby preparing them effectively for independent living. This careers advice and guidance ensure that pupils are well prepared for the next stage of their education, training or employment.

Sixth form provision

Good

- The leadership of the sixth form is good. There are equally high expectations set for the small numbers of students in the sixth form as there are for pupils in the rest of the school. Students receive bespoke support and are prepared well for their next steps.
- Teaching in the sixth form is good. Students engage well in lessons and have positive relationships with all staff. Teachers use assessment information effectively to plan learning that ensures that students make good progress from their various starting points.
- The sixth-form leader ensures that students' progress is checked frequently. Any student falling behind is therefore identified quickly and given support by the intervention team to help them to catch up.
- Students' outcomes vary from year to year, with some moving on to vocational courses and training. When this is not appropriate, students are prepared well for semi-independent or independent living.
- Students receive effective independent careers advice and guidance. They are visited by a careers adviser from Derbyshire local authority and there are links with the various other local authorities from which the students originate. Students are therefore supported well to make an informed choice for their future training, education or employment.
- The curriculum allows students to study a range of subjects that are suitable for their individual needs. These include functional skills in English, mathematics, construction, motor vehicle maintenance and countryside management.
- Students receive effective opportunities to develop personally. For example, the personal, social, health and emotional curriculum allows students to explore British values and deepen their understanding of how to keep themselves safe and healthy.
- Students' behaviour in the sixth form is good. They engage well with their learning, both at Eastwood Grange and at the alternative providers.
- Work experience placements have recently been limited to the school kitchen, where students have helped to prepare food and keep the kitchen clean. The sixth-form leader is currently working to increase the number of local businesses who can offer appropriate work experience.

School details

Unique reference number	113026
DfE registration number	830/6013
Inspection number	10053963

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	9 to 18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	31
Of which, number on roll in sixth form	3
Number of part-time pupils	0
Proprietor	Priory Education Services Ltd
Chair	Anthony Armstrong
Headteacher	Eric Knutsen
Annual fees (day pupils)	£69,000
Telephone number	01246 590 255
Website	www.prioryeducation.com
Email address	eastwoodgrange@priorygroup.com
Date of previous inspection	8–10 December 2015

Information about this school

- Eastwood Grange School is an independent special school owned by the Priory Group.
- There is a satellite provision named The Beacon, based in Sheffield, which opened in May 2018. The Beacon is part of Eastwood Grange School.
- All pupils have an education, health and care plan. Pupils' needs relate to their behavioural, social, emotional or mental health difficulties.

- The school's previous standard inspection was in December 2015. The school underwent a material change inspection to admit girls and pupils in key stage 1 in September 2018.
- A new headteacher was appointed in January 2018. Several senior leaders are also new to their roles.
- The school uses six alternative providers to contribute to the curriculum in key stage 3, key stage 4 and the sixth form. These are The Genesis Academy, Crisp Vocational Provision Ltd, On Board, ACE, Lane End Farm Trust and Da Hood.

Information about this inspection

- Inspectors observed the learning in classes across all key stages and examined a wide variety of pupils' workbooks from a range of subjects. These activities were carried out jointly with the assistant headteacher.
- Inspectors held a range of meetings with the headteacher, proprietor, members of the governing body, including the chair, the managing director of the Priory Group and a group of staff. An inspector also spoke formally with a group of pupils from key stage 4 and the sixth form, and informally with pupils around the school and at lunchtime.
- Inspectors scrutinised a range of documents, including those relating to the curriculum, assessment, pupils' progress, school improvement planning and safeguarding.
- An inspector visited The Beacon satellite provision and an alternative provider. Telephone calls with two other alternative providers were made to establish the attendance and safeguarding arrangements.
- There were no responses to Ofsted's Parent View and pupil questionnaires. There was one response to Ofsted's parental free-text service. The 27 responses to Ofsted's staff survey were taken into consideration.

Inspection team

Peter Stonier, lead inspector

Rachel Tordoff

Her Majesty's Inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018