

Gretton School

Independent school progress monitoring inspection report

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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 inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Gretton School opened on 5 January 2010 as a day special school for children and young people with autistic spectrum disorders (ASD), specifically high functioning autism and Asperger's syndrome. It is located on the edge of the village of Girton, Cambridgeshire in a rural community. It is registered for 24 boys and girls and there are currently 13 pupils on roll, placed by a number of local authorities. All pupils have statements of special educational needs.

The school is owned by Piscari Learning. A principal was appointed in November 2010 who has a background in both social care and special schools, and in April 2011 a headteacher was appointed with a background in special educational needs, specifically ASD.

The school follows the National Curriculum and offers a range of therapies to meet the needs of pupils' statements, for example speech and language therapy and occupational therapy. A behaviour therapist and educational psychologist also work with staff and pupils. The school aims to provide individually tailored programmes that promote pupils' personal, social and academic development.

The school was inspected in October 2010 when the quality of education was judged to be satisfactory and provision for pupils' welfare, health and safety was good. A further inspection in February 2011 considered the school's request for a material change to increase the number of pupils for which the school is registered to 36, and to provide residential accommodation for up to 12 pupils.

Context of the inspection

The school was inspected in October 2010 when the quality of education was judged to be satisfactory and provision for pupils' welfare, health and safety was good. Not all regulations were met. A further inspection in February 2011 considered the school's request for a material change to increase the number of pupils for which the school is registered to 36, and to provide residential accommodation for up to 12 pupils. The material change was not recommended at that time as there were a number of regulations unmet.

Following the full inspection in October 2010, an action plan was prepared to address the unmet regulations. Ofsted requested further information as evidence of

successful implementation. A further action plan was prepared following the material change inspection in February 2011. This was evaluated and approved in April 2011. The purpose of the current inspection was to check the progress the school has made with the implementation of its two action plans.

Summary of the progress made in implementing the action plan

At the time of the inspection in October 2010 medium term curriculum plans did not contain sufficient detail. The school, in its action plan, proposed to allocate curriculum coordinators to each subject area, produce schemes of work for each subject at each key stage, and to ensure that all planning was monitored for appropriate implementation. The plan has been implemented and suitable class planning files are now in place for primary classes. The school is in the process of moving to a system of subject-based planning files for Key Stage 3 and above. Planning is now satisfactory for all age groups.

In October 2010, not all required subjects were taught. The school planned to appoint specialist teachers to ensure that all areas of learning were provided. As a result of implementing the plan and making the best use of staff expertise, the school now ensures that all required areas of learning are taught in an appropriate curriculum structure for each key stage.

The inspection in October 2010 found that the full requirements of pupils' statements of special educational needs were not met. In addition, targets in individual education plans (IEP) were too broad and not broken down sufficiently into small steps. The school, in its action plan, proposed to introduce a modern foreign language to meet the requirements of statements of special educational needs, and to introduce improved IEPs for all pupils. Spanish is now taught to all pupils in Key Stages 2 and 3, and will be available as a GCSE in September 2011. All pupils have an IEP written to a new format. Targets for personal and academic progress are linked to pupils' statements of special educational needs. Lesson plans refer to particular pupils' IEPs; objectives relate to specific and measurable emotional and social outcomes and management of personal learning.

At the time of the inspection in October 2010 there was no whole school approach to recording pupils' progress against agreed criteria and national norms. The school proposed to introduce a new assessment, recording and reporting policy. The assessment policy has been produced and assessment procedures are satisfactory.

The inspection in October 2010 found that the progress of individuals and groups of pupils from the time they start at the school was not mapped robustly enough. The school responded by planning to implement its new policy for assessment, recording and reporting. As a result, a template to record a summary of achievement for all pupils, displayed collectively, has been constructed. Records of progress for individuals are now being systematically analysed to assess the extent and

appropriateness of progress for both individuals and cohorts of pupils. Commercial software for recording of assessment data is being introduced; the headteacher is booked to attend training.

In October 2010 it was found that there was no plan to give pupils a broad general knowledge of public institutions and services in England. A suitable citizenship programme is now in place. Community visits are built into the scheme and visits are made by community services to the school. Knowledge of government systems is included in the citizenship programme, including knowledge of the workings of the Houses of Parliament.

At the time of the inspection in February 2011, the acting principal had not received training in the local safeguarding children's board procedures, and these were not included in the safeguarding policy. Not all staff had up-to-date child protection training. The school planned to ensure that all required training was completed and appropriate amendments were made to the safeguarding policy. The designated person has now completed training at an appropriate level and training for all staff has been completed; this is now also built into induction for all staff including visiting therapists. The Local Safeguarding Children Board's procedures are now built into policy. A policy for managing allegations against staff has now been produced.

The inspection in February 2011 found that the behaviour policy lacked detail on sanctions, including the use of exclusion. The policy has been updated to meet requirements; agreed sanctions and the school's policy on exclusions have been incorporated into the behaviour management policy. Separate record books are used to maintain records of sanctions, physical interventions, and incidents. Staff had not received training or guidance in the awareness of bullying or effective strategies to counter it. Training for all staff is now complete and is included in induction, including policy, procedure and risk assessment.

At the time of the inspection in February 2011 there were inadequate arrangements in place for some aspects of the safety and security of the site, including fire safety. All the security, health and safety issues have been addressed successfully. There are no identified health and safety risks awaiting attention. A fire risk assessment by a commercial company is in place and all issues raised have been addressed, as confirmed by the local fire and rescue service.

The inspection in February 2011 found that the school had not made arrangements for the recording of physical interventions by staff. Records are now maintained to the required standard.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	Special school for pupils with autism		
Date school opened	January 2010		
Age range of pupils	5–19 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 0	Total: 13
Number of pupils with a statement of special educational needs	Boys: 13	Girls: 0	Total: 13
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£75,000		
Address of school	Manor Farm Road Girton Cambridge CB3 0RX		
Telephone number	01223 277438		
Email address	admin@grettonschool.com		
Headteacher	Tina Harris		
Proprietor	Mike Lander		