

Smallbrook School

Smallbrook, Unit 1–4, Sleaf, Harmer Hill, Shropshire SY4 3HE

Inspection dates

20 September 2018

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders have reviewed and amended the school's curriculum policy statement to ensure that it caters for key stage 2 pupils. Leaders have produced appropriate detailed schemes of work for each of the subjects that they plan to offer. While schemes include age-appropriate content, teachers propose to adapt their planning to meet the aptitudes and needs of specific pupils. The headteacher is committed to ensuring that key stage 2 pupils receive a full-time education.
- Teachers have devised robust assessment procedures in order to determine pupils' individual starting points on entry to the school. This includes a range of standardised tests, any available information from a pupil's previous school and teachers' initial observations. Teachers intend to use this information to create individual 'pupil-centred plans' which identify specific learning objectives. Examples of these plans for current older pupils, seen during the inspection, demonstrate that teachers take into account education, health and care plan objectives for those who have special educational needs and/or disabilities.
- Leaders work collaboratively with social workers, local authority virtual school headteachers and other external agencies to ensure that children who are looked after have personal education plans (PEP) that support their learning and development. Leaders are tenacious in ensuring that pupils are given the opportunity to have a say in the outcomes, both personal and academic, that they want to achieve. Their views are reflected clearly in their PEP.
- The school currently has a wide range of subject-specialist teachers for key stages 3 and 4. Leaders intend to capitalise on their strengths in providing an appropriate and engaging curriculum for key stage 2 pupils. The school also has two key stage 2 specialist teachers with a background in primary education. Leaders' planned deployment of current staff, who are suitably qualified and skilled, is likely to support

key stage 2 pupils' good progress.

- Leaders already have suitable curriculum resources for key stage 2 pupils to support learning. This includes phonics materials and reading books to promote pupils' early reading development. Teachers have placed purchase orders for additional equipment to ensure that key stage 2 pupils have all the necessary resources to support their learning.
- Leaders intend to, where appropriate, enter pupils for national tests at the end of key stage 2. The school's assessment system will be based on age-related expectations and be aligned to the national curriculum programmes of study. However, leaders acknowledge that it is likely that a significant proportion of pupils may be working below national curriculum assessment standards. Leaders plan to ensure that the school's assessment system will take this factor into account.
- The proposed key stage 2 leader has worked hard to build on the existing curriculum design that helps current pupils to make meaningful links between subjects. For example, an innovative history unit, related to the Romans, draws together descriptive writing about Roman shields, and the creating of a shield in design and technology. This type of planning is likely to capture pupils' attention and encourage them to want to learn.
- The proprietor has already invested in the construction of a dedicated classroom for key stage 2 pupils, which is sectioned off from key stages 3 and 4. The classroom is warm and inviting, pleasantly decorated and contains furniture suitable for the size of key stage 2 pupils. There is also a dedicated garden area and 'minibeast' wildlife area that teachers intend to use as a curriculum resource to develop pupils' scientific skills and understanding.
- During the inspection, pupils were typically fully engaged in their learning and in developing their skills, knowledge and understanding effectively. Pupils' behaviour was good, which resulted in pupils settling down to tasks quickly and working hard. Pupils showed pride in their work and were keen to share with others what they had accomplished.
- The school is likely to meet all the requirements for this standard.

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

Paragraphs 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, rightly, place great emphasis on pupils' spiritual, moral, social and cultural (SMSC) development. They provide current pupils with a broad range of rich opportunities to promote their SMSC development. This includes educational visits to places of historic interest such as Wroxeter Roman city to help pupils deepen their cultural knowledge and understanding of history. Leaders expect to extend these same opportunities to key stage 2 pupils.
- Leaders have given careful consideration to the relationships and sex education curriculum, particularly in relation to vulnerable pupils who are likely to have suffered from trauma during their childhood. Leaders intend to draw on expertise from health professionals to ensure that key stage 2 pupils get the best possible advice and

guidance regarding relationships and sex education.

- Current pupils engage in weekly enrichment activities that support their SMSC development effectively. For example, key stage 4 pupils assisted the Shropshire Beekeepers' Association in the development of a new apiary. These experiences help pupils to develop their self-esteem, grow in confidence and contribute positively to society. Leaders expect that key stage 2 pupils will engage in similar activities.
- Leaders intend to deliver a regular personal, social, health and economic (PSHE) education programme to key stage 2 pupils, designed to equip them with the skills to negotiate some of the personal challenges that they are likely to encounter as they grow up. Pupils' current work demonstrates that they receive a strong grounding in PSHE education, exploring topics such as crime and its consequences on the victim and perpetrator. Key stage 3 pupils participated actively in a lesson about the harmful impact of smoking, demonstrating a good understanding about its effect on the heart.
- Teachers plan to engage key stage 2 pupils in whole-school decision-making through their involvement in the existing school council. This will help them to appreciate the importance of fundamental British values, such as democratic decision-making.
- The school is likely to meet all the requirements for this standard.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- The headteacher has developed a suitable safeguarding policy that has regard to the guidance issued by the Secretary of State. It is published on the school's website. Staff implement the policy effectively to ensure that pupils are kept safe. There is a culture of vigilance throughout the school, where staff report any concerns about pupils to the designated safeguarding lead. Leaders take action promptly, liaising with external agencies as necessary.
- The school has a comprehensive single central record which conforms to the latest Department for Education guidance. Leaders carry out all appropriate and required checks on new staff to ensure that they are suitable to work with children.

Part 8. Quality of leadership in and management of schools

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

- The headteacher, proprietor and other leaders have given much careful thought to the addition of a primary key stage in the school. They have placed a strong focus on safeguarding. For example, they have considered safeguarding with regards to older pupils potentially mixing with younger pupils. Leaders have put in place effective measures to manage this.
- The proprietor and headteacher are knowledgeable about the necessary adaptations that are required in order to accommodate key stage 2 successfully. Moreover, they are focused on ensuring that key stage 2 pupils receive positive and worthwhile learning experiences.
- Leaders have started to develop links with other schools, including within the primary sector, to help them share good practice and learn from other settings.
- The school is likely to meet all the requirements for this standard.

Schedule 10 of the Equality Act 2010

- The school meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. Leaders' objectives are purposeful, such as those related to improving access for pupils on school visits, and, if implemented, will enable better participation for pupils who have disabilities.

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	134000
DfE registration number	893/6026
Inspection number	10068056

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	Day school
School status	Independent special school
Proprietor	Mr Robert Yetzes – Bryn Melyn Care Ltd
Chair	Mr Robert Yetzes
Headteacher	Mr Craig Seretny
Annual fees (day pupils)	£28,444
Telephone number	01939 233 042
Website	www.brynmelyncare.com
Email address	education.smallbrook@brynmelyncare.com
Date of previous standard inspection	20–22 June 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 19	7 to 19	7 to 19
Number of pupils on the school roll	39	Not applicable	Not applicable

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Not applicable

Number of full-time pupils of compulsory school age	39	Not applicable
Number of part-time pupils	0	Not applicable
Number of pupils with special educational needs and/or disabilities	39	Not applicable
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	31	Not applicable
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	31	Not applicable

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	25	Not applicable
Number of part-time teaching staff	2	Not applicable
Number of staff in the welfare provision	11	Not applicable

Information about this school

- Smallbrook School is an independent day special school for pupils who have social, emotional and mental health needs. It is part of Bryn Melyn Care Limited. All pupils have special educational needs and/or disabilities. Many pupils have an education, health and care plan.
- The school's last full standard inspection was 20–22 June 2017, where the school was judged to be good in all areas. An emergency inspection was carried out on 16 January 2018. The inspector judged that the school met all of the independent school standards that were checked during the emergency inspection.
- The school uses two alternative providers, Redknap Humphreys Specialist Educational

Consultancy and Tuition Service and Stable Relationships at Telford Equestrian Centre.

- The school is currently registered for 50 pupils. Pupils are referred to the school by a large number of local authorities, including a few that are beyond the West Midlands region.
- The school does not have a religious character or ethos.
- The school is located in a rural setting south of Wem in Shropshire.

Information about this inspection

- This material change inspection was carried out by Ofsted at the request of the registration authority, the Department for Education, under section 109(1) and (2) of the Education and Skills Act 2008. The school applied for a material change to amend the school's age range from 11 to 19 to 7 to 19, thereby including key stage 2 primary pupils.
- This was the school's first material change inspection.
- The inspector met with the proprietor, the headteacher, senior and middle leaders. He conducted a tour of the school and observed teaching in several classrooms. The inspector spoke to a small number of pupils about their learning experiences at Smallbrook.
- The inspector viewed pupils' work and scrutinised a range of documents, including assessment information, policies, schemes of work and safeguarding information.

Inspection team

Tim Hill, lead inspector

Her Majesty's Inspector

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