

# Wathen Grange School

Church Walk, Mancetter, Atherstone, Warwickshire CV9 1PZ

**Inspection dates**

2 April 2019

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(2), 2(2)(h), 3, 3(a)*

- At the time of the last full inspection in July 2018, the quality of teaching was too variable and did not meet the needs of all pupils. Teachers did not use information about pupils' previous knowledge and understanding effectively to plan learning. Teaching did not do enough to enable pupils to acquire new knowledge and make good progress according to their ability. Teaching lacked challenge and did not build on what pupils already knew and what they could already do. As a result, not all pupils had the opportunity to learn and make consistent progress across the curriculum.
- High staff turnover resulted in inconsistent teaching. A large number of staff left the school and were not replaced. Teaching therefore lacked continuity and often changed topic without completion. In some subjects, such as information and communication technology, history and geography, pupils were unable to complete their work. Leaders had not taken appropriate effective action to improve recruitment and retention of staff. This impacted negatively on the progress pupils were able to make.
- The action plan evaluation in December 2018 stated that, although the plan was acceptable, it required modification as it lacked specific detail. It was not clear how leaders planned to improve teaching in humanities or the resources they intended to use.
- The proprietor has since engaged with external consultants and acted upon their advice. These consultants have supported the headteacher in identifying suitable actions to secure improvements to teaching. Monitoring of teaching and learning is more effective. It identifies appropriate areas for development. The impact of this work is positive. Teachers are now permanent members of staff and can act upon feedback.
- The proprietor has taken appropriate action to recruit and retain staff. Regular, consistent teaching staff know the pupils and their abilities. They use this information to plan learning that meets the needs of their pupils. Teachers track and monitor progress effectively. This means that pupils benefit from continuity of teaching that enables them to acquire new knowledge and make progress from their starting points.

- The headteacher reviews pupils' progress every term. The school's assessment information shows that most pupils are making strong progress in English, mathematics and reading. The inspector agrees that this is the case.
- The work in pupils' books shows that learning is sequentially planned. Across key stages 3 and 4, work is matched appropriately to pupils' abilities and aptitudes. Tasks increase in difficulty over time and enable pupils to build on their existing knowledge. Pupils' work in other areas of the curriculum has also improved. They complete topic work in history and geography and follow a comprehensive scheme of work in personal, social, health and economic (PSHE) education.
- The action plan has been implemented effectively. These standards are now met.

### Part 3. Welfare, health and safety of pupils

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

- This standard was met at the time of the last inspection. The school continues to make appropriate arrangements to safeguard pupils.
- The school has a detailed safeguarding policy. The policy refers to current guidance issued by the Secretary of State. The policy outlines what to do in the event of a concern about a child. At the time of the last inspection, the school's most up-to-date safeguarding policy was not published on the school's website. This was rectified at the point of inspection. Paper copies of the policy are also available.
- Since the last inspection, the school has appointed an additional designated safeguarding officer. They are appropriately trained to carry out the role effectively. Leaders follow up concerns appropriately and engage with external professionals when necessary.
- Staff have completed appropriate training in child protection and are aware of their roles and responsibilities. They have received updates on statutory guidance. Staff are vigilant. They know their pupils well and are quick to recognise and report concerns.
- The checks carried out on the suitability of staff meet requirements.
- The school continues to meet this standard.

### Part 5. Premises of and accommodation at schools

#### *Paragraph 28(1), 28(1)(d)*

- At the time of the last full inspection, routine checks on water temperature had not been carried out. As a result, the temperature of hot water posed a scalding risk to users.
- The proprietor had not made sure that portable electrical appliances were tested frequently.
- The proprietor has taken swift action to rectify these failings. A system is now in place to check and record water temperatures on a weekly basis. These checks are monitored by the headteacher. The temperature of the hot water no longer poses a scalding risk to users.

- An external contractor has tested the water supply for bacteria and confirmed it as safe.
- A system has been implemented to make sure that the portable electrical appliances are tested regularly. The school's records show that the tests were completed recently, and all appliances tested were found to be safe to use.
- The action plan has been implemented effectively. This standard is now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b)*

- At the time of the last full inspection, leaders and the proprietor had not made sure that all of the independent school standards were met consistently. The school's overall effectiveness was judged to require improvement. The high turnover of staff had impacted negatively on pupils' progress. Teaching was not sequentially planned as staff were not consistent. This meant that teaching did not enable pupils to acquire new knowledge and skills. Routine checks on the temperature of hot water had not been carried out. The hot water posed a scalding risk to users.
- The action plan was evaluated in December 2018. The evaluation identified that it was unlikely that actions would improve the quality of teaching as the plan lacked specific detail.
- The action plan was enhanced with the support of external consultants appointed by the proprietor. Identified actions in this plan address previously failed standards. The action plan has been successfully implemented. The proprietor has taken suitable action to ensure that the requirements for parts 1, 3 and 5 are now met.
- The headteacher and teaching staff have undertaken appropriate training to develop skills necessary to their roles.
- The headteacher routinely monitors teaching and learning and now has a more informed view of the quality of teaching. The headteacher takes appropriate action to address areas of development.
- The action plan has been implemented effectively. This standard is now met.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:-
  - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that:-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

#### **Part 5. Premises of and accommodation at schools**

- 28(1) The standard in this paragraph is met if the proprietor ensures that:-
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## School details

Unique reference number	134614
DfE registration number	937/6104
Inspection number	10093685

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 status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	14
Proprietor	Viron Mangat
Chair	Viron Mangat
Headteacher	Robert Maddox
Annual fees (day pupils)	£39,930
Telephone number	01827 714 454
Website	<a href="http://www.wathengrange.com">www.wathengrange.com</a>
Email address	<a href="mailto:v.mangat@wathengrange.com">v.mangat@wathengrange.com</a>
Date of previous standard inspection	10–12 July 2018

## Information about this school

- Wathen Grange School is a small independent day school. The school offers places for up to 20 boys and girls with social, emotional and mental health difficulties. The majority of pupils have experienced disruption to their formal education. A large proportion of pupils have had long periods of school absence prior to joining the school.
- The school was judged to require improvement at its last inspection, with several unmet regulations. The school submitted an action plan to the Department for Education in December 2018 outlining how it would address these. The action plan was accepted with

modifications. This subsequent monitoring visit took place to check on implementation of the action plan.

- All pupils have an education, health and care plan. Pupils are referred from a number of local authorities, including Warwickshire, Coventry and Manchester.
- There are currently 14 pupils on the school roll. A small number of pupils have temporary part-time timetables.
- Since the last full inspection, the headteacher has been appointed to the role permanently. Additional teaching staff have also been recruited.
- At the time of the monitoring visit, the school was not making use of alternative providers. Pupils continue to access a range of off-site educational experiences.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspector met with the headteacher and a representative of the proprietor.
- A number of key policies were examined, including the school's safeguarding and child protection policy, the anti-bullying policy, first aid and the curriculum policy. Several records were also reviewed, including behaviour records and health and safety records.
- The inspector toured the premises accompanied by the headteacher.
- The inspector visited several lessons, including mathematics and a tutorial session.
- The inspector examined work in pupils' books across all year groups. A range of subjects were reviewed, including English, mathematics, science, geography and PSHE education. Associated schemes of work and planning were also scrutinised.

## Inspection team

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Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

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