

High Grange School

Hospital Lane, Mickleover, Derby, Derbyshire DE3 0DR

Inspection dates

12 September 2019

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) and (b)(i)

- The proposed curriculum for pupils at key stage 1 is based on the requirements of the national curriculum for pupils in this age range. The content of the curriculum builds on the requirements of the early years foundation stage (EYFS) curriculum and recognises that pupils may require additional time to achieve aspects of the early learning goals.
- Staff have produced a two-year rolling programme of themes and objectives to provide an integrated curriculum for pupils in Years 1 and 2. The curriculum takes account of the characteristics, including aspects of autism, that influence the learning habits of pupils.
- The planned curriculum provides all pupils with access to the areas of learning required by the independent school standards, while taking full account of individual pupils' personal interests and needs. Subject schemes of work have been prepared to inform the cross-curricular themes planned for each half-term.
- The classroom environment provided for pupils at key stage 1 allows for individual play and independent learning alongside weekly objectives planned by teaching staff. The key stage 1 curriculum is planned to prepare pupils to access the key stage 2 curriculum.

Paragraphs 3 and 3(a) to 3(g)

- The planned curriculum is underpinned by detailed baseline assessment of individual pupils' starting points. This includes detailed conversations with parents and carers, together with systematic observations of pupils' learning. Teachers and teaching assistants demonstrate good awareness of the range of teaching methods appropriate to meet pupils' diverse learning needs.
- The school has provided a wide range of learning resources to develop pupils' cognitive, physical and creative skills and to extend their interests and independence. The teaching spaces enable pupils to access interesting and creative environments

together with appropriate resources to encourage the development of early writing and number skills.

- Staff have planned appropriately to extend pupils' learning by imaginative use of the secure outdoor environment outside the key stage 1 classrooms. Schemes of work and discussions with staff demonstrate good awareness of the range of teaching methods required to develop pupils' learning across the full curriculum.
- The planned curriculum will also provide opportunities, at appropriate times, for pupils to access the wider learning resources of the school, including the swimming pool, sports hall, food studies teaching rooms and sensory spaces.
- Staff will use the commercial assessment scheme used elsewhere in the school to monitor all aspects of pupils' cognitive, emotional and social development. Assessment information will be used to inform teachers' planning for each new step in pupils' development.
- The relevant standards in Part 1 are likely to continue to be met if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and (b)

- The school's safeguarding policy has been revised recently to take account of the latest government guidance. The policy is comprehensive and provides a secure basis for safeguarding practice throughout the school. The policy is available to parents as a download from the school website.
- The safeguarding policy provides clear guidance on the roles and responsibilities of the designated leads and all staff. Appropriate contact details are provided for external agencies and other partners who support the safeguarding work of the staff.
- The policy sets out a clear summary of those aspects of safeguarding included in the curriculum for all pupils. There is also clear guidance for all staff on managing and reporting any concerns, with a suitable emphasis on confidentiality and secure information sharing.
- All members of staff are expected to read Part 1 of the latest statutory guidance and they have access to guidance about potential forms of abuse and safeguarding risks to which pupils may be exposed. These expectations are supported by comprehensive and regularly updated training for all staff.

Paragraphs 11, 12, 14, 16(a) and (b)

- Senior leaders have produced appropriate policies and procedures for the management of health and safety and for the assessment of risk throughout the school, including the key stage 1 provision.
- Fire safety arrangements have been established, reflecting the school's comprehensive procedures for fire marshal training, the maintenance of a fire log book, and the employment of external contractors to ensure the effective maintenance of all fire safety equipment. A fire risk assessment has been produced for the key stage 1 learning area, together with suitable arrangements for fire evacuation.
- The key stage 1 teaching block has a fire alarm and emergency lighting. Three

evacuation routes from the building are suitably signed.

- Careful attention has been given to arrangements for the supervision of pupils. Staffing ratios ensure that there will always be more adults than pupils present within the key stage 1 teaching area. All pupils will be admitted into the key stage 1 provision with a one-to-one staffing ratio.
- Comprehensive risk assessments are in place for each area of the newly created key stage 1 accommodation and for the range of learning activities within the curriculum. Clear arrangements are in place to produce an individual risk assessment, to be formulated in conjunction with parents, for each pupil admitted to key stage 1.
- Additional risk assessments have been completed for off-site activities which will form part of the curriculum for these pupils. These will be reviewed and extended as the curriculum is implemented and extended. Appropriate attention to the mitigation of risk in the key stage 1 learning area reflects the comprehensive policy and procedures in operation throughout the school.
- The relevant standards in Part 3 are likely to continue to be met if the material change is implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 23, 28 and all related sub-paragraphs

- A building within the main school premises, previously used as a residential block, has been converted for use as a teaching and learning base for key stage 1 pupils. The refurbishment of this block has not required any structural alterations. The accommodation is arranged over two floors.
- The external grassed area, together with footpaths, has been securely fenced to provide a dedicated learning and play area for key stage 1 pupils.
- There are separate toilets and washbasins for the planned number of pupils and for staff. Key stage 1 pupils will have access to the changing rooms, showers and sports facilities in the main school.
- Washbasins in toilet areas have hot and cold water supplies. The temperature of the hot water is controlled to ensure that there is no risk of scalding.
- Drinking water is available from a labelled tap in the kitchen area of this block.

Paragraph 24 and all related sub-paragraphs

- A room has been provided for the short-term care of any sick or injured pupil, including a washbasin and access to a toilet and shower. Key stage 1 pupils will also have access to the medical room, permanently staffed by a qualified nurse, in the main school building.

Paragraphs 25, 26, 27 and all related sub-paragraphs

- The teaching spaces have been designed to accommodate the requirements of the key stage 1 curriculum. These include a sand and water play room, including two sinks at appropriate height for use by pupils. The main teaching classroom has been set up with areas for reading, writing, a specific resource area for the 'theme of the week', a soft surface area, and access for pupils to a magnetic whiteboard. Each pupil

will have access to an individual work station.

- Additional rooms within this block include a kitchen, dining room, a chalkboard room, a soft play and sensory room and two therapy rooms.
- The rooms are well lit and maintained to a high standard. There is suitable external lighting for safe access.

Paragraph 29 and all related paragraphs

- The school facilities include a sports hall, swimming pool and an outdoor artificial surface pitch. There are changing rooms and showers for pupils taking part in physical education and sports activities. Pupils at key stage 1 will have access to these facilities as part of their weekly timetable.
- There is adequate space for play and recreation within the fenced, grassed area surrounding the key stage 1 building.
- The relevant standards in Part 5 are likely to continue to be met if the material change is implemented.

Schedule 10 of the Equality Act 2010

- The school has produced a suitable accessibility plan for the premises. The school meets the requirements of the Equality Act 2010.

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	136954
DfE registration number	830/6003
Inspection number	10115691

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 special school
School status	Independent special school
Proprietor	Surjit Rai
Chair	Surjit Rai
Principal	Mr G Spicer
Annual fees (day pupils)	£76,500 to £125,526
Telephone number	01332 412777
Website	www.highgrangeschool.co.uk
Email address	mailto:office@highgrangeschool.co.uk
Date of previous standard inspection	27–29 November 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	8 to 19	5 to 19	5 to 19
Number of pupils on the school roll	40	55	55

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	21	Up to 55
Number of part-time pupils	1	5
Number of pupils with special educational needs and/or disabilities	40	55
Of which, number of pupils with an education, health and care plan	40	55
Of which, number of pupils paid for by a local authority with an education, health and care plan	40	55

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	18	20
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	n/a	n/a

Information about this school

- High Grange School is located on the outskirts of Mickleover, Derby.
- The school is registered to provide education for up to 55 pupils aged eight to 19 years.
- The school caters for pupils who have a diagnosis of autism spectrum disorder (ASD)

and Asperger syndrome, together with associated communication and emotional difficulties.

- All the pupils and students have special educational needs and/or disabilities (SEND). All pupils and students have an education, health and care plan.
- The school uses two colleges and one alternative provider to provide off-site education for pupils and students. These are Derby College in Derby, Burton and South Derbyshire College in Burton-on-Trent and Highfields Happy Hens in Etwell.
- The school's previous standard inspection was in November 2018.

Information about this inspection

- The Department for Education (DfE) commissioned this material change inspection in response to the school's request to extend its age range to include up to six key stage 1 pupils from the age of five years. This does not require any extension to the overall capacity of the school.
- The commission requested inspection of selected standards in Parts 1 and 3 of the independent school standards.
- The standards in Part 5 of the independent school standards were also inspected as the school proposes to use accommodation on the school site which has not previously been used for education.
- The inspector visited the additional accommodation which had previously been used as residential accommodation, to assess the suitability of these premises for teaching and learning for pupils aged five to seven years.
- The inspector held discussions with the principal, the headteacher and with members of the teaching and support staff.
- The inspector scrutinised school policies, and documentation related to the curriculum, assessment, safeguarding and health and safety, in order to check the school's compliance with the relevant independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

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