

# The Orchard

Unit 1 Sargon Way, Great Grimsby Business Park, Grimsby, North East Lincolnshire DN37 9PH

## Inspection dates

1 November 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

*Paragraph 2(1), 2(1)(a–b), 2(1)(b)(i–ii), 2(2), 2(2)(a–b), 2(2)(d), 2(2)(d)(i–ii), 2(2)(e), 2(2)(e)(i–iii), 2(2)(h), 2(2)(i), 3, 3(a–j), 4*

- School leaders have ensured that there is a published curriculum policy and created an engaging curriculum that builds on their knowledge of competency-based vocational programmes. The headteacher has ensured that a wide range of subjects is covered and has produced schemes of work that lead to half-termly assessments in all subjects.
- School leaders have invested in specialist screening assessments to ensure that teachers have more information about pupils' needs, upon which to base their planning. The headteacher ensures that teachers also have information on each pupil's prior attainment and personal development. Teachers' knowledge of individual pupils, applied to the well-resourced schemes of work, contributes to the progress of individual pupils that can be seen in lessons and in pupils' workbooks.
- Pupils appear motivated by the subjects they study. During the inspection, pupils were eager to share the work they had produced in English, mathematics, occupational studies, human and social education, personal and social development, science and information and communication technology (ICT). Pupils' attitudes to learning and their resilience to classroom expectations contribute to their strong progress in lessons, as well as over time, as can be seen in their workbooks. Pupils take pride in their school and classroom displays and workbooks are well maintained.
- The qualifications available to current pupils are limited to vocational and functional skills awards. School leaders recognise the importance of retaining these occupational studies to support pupils' preparation for life and future independence. However, school leaders are also aware of the need to broaden the qualifications on offer to include other public examinations in the future and have made staffing appointments in anticipation of this.
- The headteacher has designed a scheme of work called 'human and social education'.

Through this, pupils are exposed to a wide range of cultural and citizenship topics. A scrutiny of pupils' workbooks for this work and the outcomes of the half-termly assessments show that pupils are developing their understanding of the world around them and engaging with contemporary social issues. School leaders have also invested in a wide range of extra-curricular opportunities to broaden the citizenship skills of pupils and help them understand their local area.

- School leaders ensure that independent careers advice is available for pupils. They buy in a specialist careers adviser from the local authority who visits the school on a weekly basis. This adviser provides targeted support to develop careers knowledge and to support pupils' transition to local post-16 education and training. The most recent destination data shows a slight decline in such post-16 progression, but still remains very positive, with most pupils progressing to college or work-based learning programmes.
- School staff use therapeutic approaches where the learning starts with the emotional needs of the pupil, and these are contributing to positive attitudes for learning and improved outcomes. This can be seen across the school but especially in how environments are organised, how relationships with staff are built up and how learning activities are linked to individual pupil's interests. It is this expertise in providing a personalised approach, coupled with their vision for the curriculum, that puts the school in a strong position to develop the material change they have requested.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

*Paragraph 7, 7(a-b), 9, 9(a-c), 10, 11, 12, 13, 14, 15, 16, 16(a-b)*

- The proprietor has ensured that the safeguarding policy is informative and detailed. The safeguarding policy is published on the school's website and is in line with current statutory guidance.
- The headteacher has ensured that there is a culture of safeguarding and nurturing practice across the whole school. This is supported by the comprehensive safeguarding policy, detailed safeguarding records and safer recruitment evidence on staff files.
- The proprietor has invested in a full-time specialist lead for safeguarding. This role has a considerable effect on the broader well-being of pupils, as well as ensuring that essential safeguarding monitoring is in place.
- The headteacher models positive attitudes in his interactions around the school and has high expectations of pupils and staff. He has created a system of personalised behaviour targets for each pupil. Teachers issue reward points throughout the school day against these targets and teaching assistants keep a detailed log of pupils' personal development, lesson by lesson. The consistency of the implementation of this school-wide system is having a positive effect on pupils' attitudes for learning. Pupils' behaviour in the inspector's short visits to lessons was calm and pupils were supportive of each other. The school's behaviour log shows an improvement in pupils' behaviour and a reduction in sanctions when compared to the same period last year.

- The proprietor provides transport to school so that every day there is home contact by school staff. This fosters effective home-school communication, as well as having a positive effect on pupils' attendance.
- School leaders have evaluated the factors that previously contributed to pupils' poor attendance and have introduced a new system with remodelled incentives. This has led to a substantial improvement in attendance when compared with the same period in the previous school year.
- The proprietor has invested in health and safety systems that are evident from the published policy through to daily practice in the school. School leaders have produced effective risk assessments for managing the site and for when pupils are using off-site facilities, which they do for their sport and physical activities.
- Pupils who made their views known report that they feel safe at school. Parental feedback states how settled their children are in the school. Relationships between pupils and staff are positive and this helps to foster pupils' well-being.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

*Paragraph 23(1), 23(1)(a-c), 24(1), 24(1)(a-b), 24(2), 25, 26, 27, 27(a-b), 28(1), 28(1)(a-d), 28(2), 28(2)(a-b), 29(1), 29(1)(a-b)*

- The headteacher ensures that the learning environment is right for pupils who have social, emotional and mental health needs and has used his expertise in the existing building to create bespoke environments for individual pupils.
- The proprietor has ensured that there are specialist teaching areas to support the vocational as well as the academic curriculum.
- The proprietor has ensured full compliance with all the independent school standards in the current buildings. Minutes of governance meetings show continued investment plans to support the request for material change.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

#### Part 6. Provision of information

*Paragraph 32(1), 32(1)(a-d), 32(1)(f-j), 32(2), 32(2)(a-b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a-g), 32(4)*

- School leaders have ensured that all the required policies are available via the school website.
- The admissions policy describes the referral process and communicates high expectations to commissioning authorities in terms of ensuring that pupils who are admitted to the school, are going to be in the right learning environment to meet their needs. The admission policy that is planned if the material change is granted will be based on pupils who have an education, health and care plan, but school leaders will also admit pupils on a three-month assessment basis without a statutory plan being in place, where this is appropriate.

- The headteacher ensures that the achievement of pupils is celebrated through weekly bulletins. He ensures that detailed reports are provided at regular intervals for parents, carers and local authority partners.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

### *Paragraph 34(1), 34 (1)(a–c)*

- The governors are drawn from the proprietor group. Their commitment to the school's mission is underpinned by skills and experiences that enable them to provide appropriate support, as well as effective challenge to the headteacher.
- School leaders have identified that there is increasing demand from local stakeholders for their curriculum offer and specialist approaches. They have engaged in strategic discussions with local partners to ensure that there are established service level agreements to build on, if they get approval for the material change to become a special school. Local authority commissioners make regular visits to the school. They speak highly of the school's leadership and the outcomes of pupils placed at the school.
- School leaders know their school well. The school's self-evaluation and improvement planning shows an increasingly sophisticated understanding of how to provide for pupils with special educational needs and/or disability (SEND).
- The proprietor has provided staff with specialist training to reflect the additional needs within the pupil cohort and to support their request for a material change to special school status. The headteacher is studying at a local university for a nationally recognised qualification in the identification and teaching of pupils with SEND. The proprietor has employed a consultant SEN coordinator (SENCo) who comes into school one day per week at present, but this will be increased to two days per week if the request for material change is granted. The SENCo has contributed to an annual professional development programme for all staff to increase their knowledge of how to support pupils who have neuro-developmental conditions. The SENCo has also introduced a phonics-based intervention programme to improve pupils' reading. Inspection evidence shows that staff and pupil feedback is positive, but it is too early to evidence the longer-term effect of this intervention programme.
- School leaders have built on their existing expertise and skills in teaching pupils who have social, emotional and mental health needs and developed approaches to specific learning difficulties, autistic spectrum condition and attention deficit and hyperactivity disorder from that secure starting point. School leaders have designed bespoke teaching tools and learning logs and this shows their ability to understand the needs of individual pupils and ensure that planning is meeting pupils' needs.
- School leaders have produced a staffing structure that shows how they plan to teach up to their current full capacity of 65 pupils on roll. The headteacher has made appointments that will allow for the proposed expansion of the qualifications on offer to suit the broader cohort of pupils that may be admitted to the school, if the material change is approved.
- The proprietor has invested in a nurture centre, which is having a positive effect on

the learning experience of vulnerable pupils who have been disengaged from education for long periods before joining the school. Management committee minutes show a preparedness to grow pupil numbers up to the upper capacity of the school and there are feasibility plans for further building adaptations if this is required.

- Feedback from parents and pupils currently in the school who have education, health and care plans is extremely positive, and as one parent commented, 'This is the most settled I have ever seen my child in school.'
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

#### Schedule 10 of the Equality Act 2010

- The headteacher has developed curriculum resources and additional activities to help pupils understand their world and to foster tolerance and understanding of people with a wide range of interests, beliefs and needs.
- The proprietor has ensured that an accessibility plan is published and this is actively implemented in the school.

## **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	144366
DfE registration number	812/6005
Inspection number	10078198

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	Independent school
School status	Independent
Proprietor	Orchard Education Ltd
Chair	Mr David Melia
Headteacher	Mr Michael Burton
Annual fees (day pupils)	£15,440 to £35,473
Telephone number	01472 898 498
Website	<a href="http://www.orchardhumber.co.uk">www.orchardhumber.co.uk</a>
Email address	<a href="mailto:pmacleod@orchardhumber.co.uk">pmacleod@orchardhumber.co.uk</a>
Date of previous standard inspection	13–15 March 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	12 to 16	12 to 16	12 to 16
Number of pupils on the school roll	48	65	65

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	65	65
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	42	65
Of which, number of pupils with an education, health and care plan	32	65
Of which, number of pupils paid for by a local authority with an education, health and care plan	32	65

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15	18
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this school

- This is an independent school for pupils aged 12 to 16 years. The school is owned by Orchard Education Ltd.
- Pupils may have an education, health and care plan but this is not a requirement to be admitted to the school. Referrals to the school come through the local authority and places are also commissioned directly by local schools.
- The school currently has capacity for 65 pupils with 42 on roll at present.
- The school currently employs 36 staff, comprising a headteacher, two non-teaching senior leaders, eight teachers, a special educational needs coordinator and 24 support staff.
- The school's last standard inspection was in March 2018. There has been no change of headteacher or chair of the governing body since that inspection.
- The proprietor group provides the function of governance in the form of a

management committee that meets half-termly.

- The school has no specific specialism or religious affiliation.
- The school is currently based on two sites and does not use any alternative education provision at present.
- The school uses a local sports centre for physical education lessons.

## Information about this inspection

- This material change inspection was commissioned by the Department for Education to consider the school's application to be designated as a school for pupils with SEND. The Department for Education requested a particular focus on parts 1, 3, 5, 6 and 8 of the independent school standards.
- This was the school's first material change inspection.
- The inspector met with the proprietors, governors and school leaders, including the designated safeguarding leader and consultant special educational needs coordinator, to discuss the implications and preparations for the proposed material change.
- The inspector visited lessons in Years 8, 9, 10 and 11 and scrutinised pupils' workbooks. The inspector toured the school to view all aspects of the current premises.
- The inspector scrutinised documentation taken from the school website and provided by the headteacher during the course of the inspection. These documents covered all aspects of school life and included the school's curriculum policy, plans for GCSE qualifications, school policies and staff files and procedures, including those relating to safeguarding and pupils' safety.

## Inspection team

Patricia Head, lead inspector

Ofsted Inspector

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