

Norden Way

Independent school inspection report

DCSF registration number	354/6010
Unique Reference Number (URN)	131086
URN for registered childcare and social care	SC 065189
Inspection number	346183
Inspection dates	9-10 March 2010
Reporting inspector	Mohammad Ismail
Social care inspector	Mark Kersh

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

An inspection of the care provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes. This inspection took place at the same time but the full report is published separately on Ofsted's website and should be read in conjunction with this report which covers the educational registration of the school.

Information about the school

Norden Way is an independent special school and children's home with dual occupancy that is part of the Meadows Education System, which comprises a number of independent special schools. Most pupils have experienced social, emotional and behavioural difficulties in their lives and have been excluded from previous schools. This is the school's first education inspection. The school was first registered in 2006 for two pupils aged 11 to 16 years. There are currently two pupils on roll, one of whom is in full-time education at the school and the other attends a post-16 college but lives in the residential provision. One pupil has a statement of special educational needs. The school was last inspected by Ofsted Social Care in November 2009. The school aims to provide a high quality of care and education for children who are placed by their local authority and 'constantly strives to deliver high standards in all aspects of education'.

Evaluation of the school

Norden Way provides good quality of education and meets its stated aims. The school's curriculum and teaching are good; as a result, pupils make good progress. The pupils' spiritual, moral, social and cultural development is good and pupils demonstrate good behaviour. The provision for the pupils' welfare, health and safety is good. The school fulfils all child protection and safeguarding requirements. The school's boarding and care provision is also good. The school meets all the regulations for independent schools.

Quality of education

The school's overall quality of education is good. The school's curriculum is good and is appropriately broad and balanced to provide for pupils with special educational

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

needs and/or disabilities in line with the requirements of each individual's statement of special educational needs. There is a clear and well-laid-out curriculum policy which is effectively translated into different schemes of work for National Curriculum subjects which are offered at both Key Stages 3 and 4. There are further schemes of work which are prepared by the school or produced commercially for additional subjects. Personal, social and health education (PSHE) is appropriately planned by the school to meet the special educational needs of its pupils. The school's PSHE programme is enhanced by the work of school's clinical psychologist. The school provides career guidance in partnership with the Connexions service. As part of its modern foreign languages programme, the school offers Spanish and French. To enhance pupils' social skills effectively the school offers food technology, drama and music. The Award Scheme Development and Accreditation Network (ASDAN) awards are offered to develop key skills. All schemes of work take into account the requirements of each individual pupil's learning needs. The school has adapted elements from the social and emotional aspects of learning (SEAL) programme and applied them throughout the curriculum. There are suitable long-, medium- and short-term plans.

A suitable amount of time is allocated to different subjects but the time allocated to physical education has been reduced since the beginning of term to only one session per week. The curriculum is enriched with a variety of extra-curricular activities offered in the evenings and at the weekends, and supported well by care staff. Activities include different sports, leisure activities and outings to promote the pupils' social and emotional development. The school does not currently link its extra-curricular activities with different subjects in the curriculum.

The quality of teaching and assessment is good which results in pupils making good progress. Teachers plan their lessons carefully to meet individual needs and abilities. They carefully take into consideration the prior attainment of their pupils in planning lessons. Teachers use different methods to make their lessons enjoyable and to engage pupils in learning. Teaching is well supported by the care staff. Education and care staff enjoy good relationships and work effectively as a team.

Lessons are delivered on one-to-one basis. Teachers give pupils good opportunities for independent learning. There are sufficient resources. Teachers use good examples and carefully selected resources in lessons to develop pupils' key skills. Teachers effectively link together different subject areas and encourage and motivate students with the use of educational games and varied learning activities. Computers are used well to support teaching and learning. Pupils engage well in their lessons. Student-staff relationships are good. There is a detailed marking and assessment policy which is effectively implemented. Pupils' work is marked regularly. Information from assessments is used alongside pupils' individual education plans and informs the teachers' planning. Pupils are involved each half term in reviewing their progress, when their attendance, achievements, targets and progress are discussed which helps to give students some ownership of their learning. Past pupils have progressed into learning in post-16 centres. They are given good opportunities

to attend a vocational training programme in cooperation with local training providers.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development and behaviour are good. The school promotes good behaviour through an effective policy which is linked to the curriculum and well supported by a rewards and sanctions policy. Pupils' attendance is good; they feel happy and safe at the school and say they enjoy their education.

The school prepares its pupils well for the next stage of their life by developing their basic skills and by providing different programmes through the Connexions service and local training providers. Pupils learn about different cultures, public institutions and what it means to be useful members of society through their work in citizenship, history, religious education and PSHE. They have the opportunity to take part in an enterprise project, designing and running a small business. Year 11 pupils plan for their future lives by managing a weekly budget.

Pupils are encouraged to develop hobbies and to get involved in extra-curricular activities in the community. Residential staff support and transport pupils to dance classes, football training, churches and the theatre. The school organises occasional cultural evenings to introduce pupils to different cultures and ways of life. This involves them in research about the dress, festivals and food of different communities. Pupils produce a monthly magazine which highlights different aspects of pupils' cultural and educational achievements.

Welfare, health and safety of the pupils

The school's provision for the welfare, health and safety of its pupils is good. The school encourages pupils to adopt healthy lifestyles by involving them in drawing up menus and in preparing food. Pupils are encouraged to take part in physical activities and outdoor sports. Pupils who smoke are encouraged to attend smoking cessation classes. The school has an anti-bullying policy which is effectively implemented which includes awareness about cyber bullying such as sending inappropriate text messages. The school has a safeguarding and child protection policy and all staff, including the designated officer, are appropriately trained. The safeguarding and child protection policy is effectively implemented.

The school ensures that all its required policies are effectively implemented to ensure health and safety of its pupils and staff. Relevant risk assessments are carried out and regular safety checks are made and recorded appropriately. The school maintains appropriate attendance and admission registers. The school fulfils its duties under the Disability Discrimination Act.

Suitability of the proprietor and staff

The school has undertaken all the required measures to ensure that its staff, proprietors and volunteers are suitable to work with children. There is a robust recruitment policy in place which is suitably enforced. The school maintains a single central register which meets the regulations.

School's premises and accommodation

The school building is a safe and effective place for learning. It is well equipped with the required facilities and is well maintained. There is a small garden outside. The school uses a local sports facility for its physical education activities.

Provision of information for parents, carers and others

The school meets all requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus. The school has an effective policy of reporting to parents, carers and others annually.

Procedures for handling complaints

The school has a complaints policy and set of procedures, which meet all of the regulations. The school has taken steps to ensure that parents are aware of these. No formal complaints have been registered in the past year.

Effectiveness of the boarding provision

The care provision was judged to be good and National Minimum Standards were met. A full report on the care provision is available on Ofsted's website and should be viewed in conjunction with this report.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- provide at least two sessions of physical education each week
- establish links between extra-curricular activities and different subject areas of the curriculum.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision		✓		
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School details

Name of school	Norden Way		
DCSF number	354/6010		
Unique reference number (URN)	131086		
Type of school	Special		
Status	Independent		
Date school opened	December 2005		
Age range of pupils	11-16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 1	Girls: 1	Total: 2
Number of pupils with a statement of special educational need	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 1	Girls: 1	Total: 2
Annual fees (boarders)	£195,000		
Telephone number	01706 357174		
Fax number	01706 630033		
Email address	shelliebarcroft@meadowscare.co.uk		
Headteacher	Ms S Barcroft		
Proprietor	Meadows Care Limited		
Reporting inspector	Mohammad Ismail		
Dates of inspection	9-10 March 2010		