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# Inspection of Clovelly House School

Clovelly, Merrylees Road, Thornton, Leicestershire, LE67 1AP

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Inspection dates: 16–18 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

The school caters very well for pupils who have often spent long periods of time out of education. Staff provide close support for pupils who have complex special educational needs and/or disabilities. These include social, emotional and behavioural needs.

Staff expect pupils to work hard and behave well. They do. Pupils like being rewarded for good attendance, behaviour and for having a positive attitude. Pupils say that they are happy and feel safe here. They trust the staff to deal with any bullying quickly and fairly. There are many adults to help the pupils should there be a concern or worry. One pupil said, 'Staff often reassure me that everything is going to be okay.'

Pupils enjoy the responsibility of looking after Petra the rabbit and the two hens, Mildred and Dave. Pupils encounter an exceptional set of rich and diverse experiences. These help to prepare them very well for life in modern Britain. Pupils' character and their self-esteem are consistently promoted and improved.

A parent summed up Clovelly House by saying, 'If it wasn't for this school, my child would not be in any form of education. This school was the only school willing to give him a chance.'

## **What does the school do well and what does it need to do better?**

Each pupil has their own curriculum that they study. It reflects their individual needs. This personalised curriculum relates to the outcomes on each pupil's education, health and care (EHC) plan. Pupils study and gain qualifications in a wide range of subjects. These include GCSEs, functional skills and awards linked to developing pupils' personal, social and work-related abilities and skills. This is also the case for students in the sixth form.

Staff know the pupils very well. Lessons are often on a one-to-one basis. Teachers have good subject knowledge. They present information clearly. They are skilled and use creative ways to help pupils to learn. The resources used are appropriate and of a good quality. Pupils listen and work hard. They take pride in their work.

Pupils are assessed frequently. Teachers ask pupils questions during lessons. There are short tests and quizzes. These help to check pupils' understanding. They help teachers to identify if pupils have any gaps in their knowledge. Pupils are prepared well for examinations. Recent results show that pupils achieve well in their final assessments. All pupils leaving Year 11 last year moved onto appropriate education, training or semi-independent living.

Leaders are prioritising reading. 'Reading racetracks' encourage pupils to read widely and often. Reading book clubs are popular. These allow pupils the chance to discuss various texts, poems and books. Pupils learn about plot and character development.

Staff encourage pupils to predict how a story might end. Leaders do not yet have a phonics scheme in place to help any pupils who may be at the early stages of learning to read.

Pupils improve their attendance, behaviour and attitudes when compared with their previous setting. They are punctual to lessons. Relationships between staff and pupils are positive. Staff are skilled in managing those pupils who may have more challenging behaviours. Any incidents of poor behaviour are dealt with fairly. Leaders maintain appropriate behaviour records.

The curriculum for pupils' personal development is exceptional. Leaders ensure that pupils experience an extensive variety of visits and visitors. Pupils visit various places of worship. The local member of parliament visited recently. Pupils have been kayaking, fishing and walking. They have camped out overnight. There are links with various local organisations. These include the local Afro-Caribbean society and the police. Pupils enjoy litter picks and raising money for local and national charities.

The curriculum provides weekly opportunities for pupils to develop their physical and mental health. They receive well organised and independent careers advice and guidance. Pupils are receiving well thought-out relationships, sex and health education. The curriculum provides many opportunities for pupils to learn and discuss the different protected characteristics. Weekly school meetings allow opportunities to debate social issues and topical news stories. This curriculum is available for students in the sixth form.

Leaders are knowledgeable regarding their areas of responsibility. Staff report that leaders are mindful of their workload and well-being. Staff appreciate the variety of training courses that are on offer. Leaders have made a link with a local primary school. This helps staff to plan out a suitable curriculum for any pupils who may need it. However, leaders have not yet made such links with other schools or settings. This limits the opportunities to share their good practice and to learn from others.

The proprietor has ensured that all the independent school standards are met. The premises are maintained to a good standard. An appropriate fire-risk assessment is in place. There is an appropriate risk-assessment policy. Staff ensure that offsite visit risk assessments are detailed. The safeguarding policy and other relevant documents are available for parents and carers to download from the school website. The proprietor has made sure that the school meets schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

The proprietor has ensured that all staff have received appropriate safeguarding training. Staff know the potential signs of abuse or neglect to look for. They know to raise immediately any concerns they may have about pupils' welfare. They know the

procedures to follow should they be concerned about the conduct of a staff member. Safeguarding records are detailed. Leaders contact outside agencies swiftly should the need arise. There are robust safeguarding arrangements in place when new staff are recruited.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Leaders provide close support to pupils who are experiencing difficulties, including in managing their behaviour. This support enables leaders to reduce over time the frequency of such incidents. Leaders have an appropriate system for the recording of safeguarding concerns and the occasions when pupils do not behave well. However, this system does not allow leaders to analyse such incidents and to look for patterns so that the number of incidents can reduce even further. Leaders should ensure that their behaviour and safeguarding records provide them with insight into any patterns or trends in behaviour and safeguarding that will allow them to reduce the number of incidents further still.
- Leaders have recognised that they do not have in place a systematic, synthetic phonics programme for those pupils who may be at the early stages of learning to read. Such pupils will therefore not be taught the skills and knowledge they need to become fluent and confident readers. Leaders should ensure that a systematic, synthetic phonics programme and the necessary training for staff are in place, so that any pupils who are at the early stages of learning to read can receive the support they need to become fluent and confident readers.
- Leaders have made a link with a local primary school to help with their curriculum planning for those pupils who may need it. However, this is not the case for other areas of the curriculum and of the school. Not all leaders have made such links. This limits their opportunities to share best practice and learn from professionals in other schools and settings. Leaders should ensure that all leaders and staff benefit from links with other schools and settings to share ideas with and learn from others.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	144619
<b>DfE registration number</b>	855/6040
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10194719
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	10 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	10
<b>Of which, number on roll in the sixth form</b>	2
<b>Proprietor</b>	Jennifer Collighan
<b>Headteacher</b>	Jennifer Collighan
<b>Annual fees (day pupils)</b>	£39,000
<b>Telephone number</b>	01455 828003
<b>Website</b>	clovellyhouse.co
<b>Email address</b>	office@clovelly.co
<b>Date of previous inspection</b>	17–18 April 2018

## Information about this school

- The school received a material change inspection in February 2019 to increase the registered capacity of the school from six to 10. The Department for Education (DfE) approved the inspector's recommendation.
- The DfE commissioned an emergency inspection on 13 October 2020. This was due to concerns regarding leaders' management of allegations against adults.
- The school does not use the services of any alternative providers.

- The school is operating from a second premises, in addition to its registered premises. The address of this additional premises is The Bungalow, Mill Lane, Enderby, LE19 4LX.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held various meetings with the proprietor who is also the headteacher, the deputy headteacher and the leaders responsible for the curriculum, assessment, phonics and early reading, and for pupils with SEND.
- Inspectors carried out deep dives into individual pupils' curriculum. Inspectors looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- In order to inspect safeguarding, an inspector checked the single central record. Checks were made on staff training and staff's knowledge of the school's safeguarding procedures. Inspectors scrutinised safeguarding records.
- Inspectors toured the school premises, scrutinised documents relating to pupils' behaviour and attendance, observed pupils during social times and spoke with staff, parents and carers and pupils. The responses to Ofsted's pupil, parent and staff questionnaires were considered.

## The school's progress in meeting previously failed standards

During the inspection inspectors checked whether the school now meets the independent school standards that it was judged to have failed at the emergency inspection that took place on 13 October 2020.

- The outcome of this part of the inspection is: **the school now meets the previously failed standards.**
- At the emergency inspection, the inspector found that leaders did not follow the correct procedures in reporting concerns about staff conduct to the appropriate authority. Leaders had not taken quick-enough action to manage any potential risks while concerns were investigated. In addition, safeguarding arrangements

were not suitable. For example, the safeguarding policy did not reflect the latest guidance. Safeguarding leaders had not received sufficient training. Leaders had not provided staff with regular safeguarding training. Staff were not familiar with changes to statutory guidance. They were not confident about the procedures they should follow if they had concerns about an adult working at the school. Safeguarding records lacked the necessary detail and accuracy. Staff did not always follow the school's procedures when recording concerns about pupils.

- The proprietor has now ensured that leaders and staff know the correct procedures to follow should there be a need to report concerns about adults to the appropriate authority. The safeguarding policy now contains the latest statutory guidance. Safeguarding leaders and staff have received safeguarding training. Safeguarding records now contain sufficient detail. Staff follow the school's procedures when recording concerns about pupils.
- At the emergency inspection, the inspector found that the school's risk-assessment policy did not provide guidance for staff on how to measure the severity of an identified risk. Often, risk assessments did not show specific strategies staff should adopt to reduce identified risks. Risk assessments did not identify the specific hazards that pupils may face.
- The proprietor has now ensured that the school's risk-assessment policy provides guidance for staff on how to measure the severity of any identified risk. Risk assessments now contain specific strategies for staff to adopt to reduce identified risks. The risk assessments now identify the specific hazards that pupils may face.
- At the emergency inspection, the proprietor had not ensured that she and other school leaders had a secure understanding of the independent school standards. The school did not consistently meet all the standards. For example, those standards relating to safeguarding and assessment of risk were unmet.
- The proprietor has ensured that leaders now have a secure understanding of the independent school standards. Previously unmet standards relating to safeguarding and risk assessment are now met. All the other independent school standards remain met.

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

### **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.
- 16 The standard in this paragraph is met if the proprietor ensures that
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

## 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)(c) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

### **The school's proposed change to increase the age range to 19, the number of pupils on roll to 20 and to operate from premises at The Bungalow, Mill Lane, Enderby, LE19 4LX.**

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, inspectors checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- Parts 1, 2, 3 and 4 of the independent school standards are likely to be met should the DfE approve the material change application. The proprietor has ensured that there is an appropriate curriculum and schemes of work in place to take account of the proposed change in age range. This includes pupils' spiritual, moral, social and cultural (SMSC) development. Standards around pupils' welfare, health and safety and the suitability of staff, supply staff and the proprietor are also likely to be met as the same policies and procedures will be adopted that already exist at the Clovelly House site.
- Part 5 of the independent school standards is likely to be met. The proprietor has ensured that the additional premises meet the standards in this part. There is a temporary staff toilet available. Leaders have plans in place to build a staff toilet in the building. The additional premises are suitable for 10 pupils to study at the site. There is also sufficient room at the school's Clovelly House site to accommodate additional pupils, so that both sites combined will be able to accommodate 20 pupils in total.
- Parts 6 and 7 of the independent school standards are likely to be met should the DfE approve the material change application. This is because the new premises will use the same website as Clovelly House and therefore parents will have access to relevant policies and documents. This includes the complaints and safeguarding policies.

- Part 8 of the independent school standards is likely to be met should the DfE approve the material change application. This is because leaders have ensured that all standards are likely to be met at the new premises.

### **Information about the material change inspection**

- The lead inspector scrutinised the proposed curriculum and SMSC plans for the proposed change in age range. He checked the additional premises against Part 5 of the independent school standards. The other independent school standards were checked as part of the school's standard inspection.

### **Inspection team**

Peter Stonier, lead inspector

Her Majesty's Inspector

Stephanie Innes-Taylor

Her Majesty's Inspector

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