

Glebe House

Church Road, Shudy Camps, Cambridge, Cambridgeshire CB21 4QH

Inspection dates

10 February 2021

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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the school's full standard inspection in November 2019, the requirements in the paragraphs of the independent school standard relating to the quality of education were not met. This was because inspectors found that teaching staff were not always clear about what they wanted pupils to learn. Teaching did not allow pupils enough opportunities to build on what they had learned previously. Teachers had not adapted schemes of work to support pupils to learn well and to make progress.
- Pupils attending the school often have social, emotional and mental health support needs. They join the school at different times during the academic year. Many have experienced significant disruption to their previous education history. A carefully planned induction programme helps to identify gaps in pupils' learning and to pinpoint the support they need.
- Across subjects, schemes of work are now adapted in individual learning plans to more closely match the needs of pupils with a diverse range of starting points.
- Teachers are specialists in the subjects they teach. Closer attention is paid in individual plans to ensure that pupils make links between the activities they complete so that they remember more of what they have learned. Opportunities for pupils to practise their writing and mathematical skills are built in across the curriculum.
- Encouraging pupils to read has a high priority across the school. Leaders have invested in further improvements to the library bookstock. Reading for pleasure is widely promoted. The school's records show that more pupils are now borrowing books and enjoy speaking about what they have read.
- An appropriately interwoven programme of therapy, care and education combines to enable pupils to settle in quickly, often after a substantial period away from formal schooling. Accredited courses enable pupils to gain qualifications at the most appropriate

level, including, for example, in English, mathematics, science, art, sports, work-related studies and life skills.

- Pupils enjoy participating in supervised work experience placements on the school site, for example in grounds maintenance and gardening. However, the COVID-19 (coronavirus) pandemic has restricted planning for external work experience for older pupils. Consequently, opportunities to experience the world of work are limited currently. Leaders aim to address these limitations once restrictions are eased.
- Leaders have ensured that this independent school standard is now met.

Paragraph 3, 3(a), 3(b), 3(f), 3(g)

- This standard was not met at the previous inspection because leaders had not ensured that teaching was planned to allow pupils to make good progress according to their ability. Expectations of pupils' participation in learning were too low.
- Teachers have raised aspirations about what pupils can achieve. A revised assessment framework is in place for all subjects. Regular checks are made on what pupils already know and what else they need to learn or aspects to revisit. Teachers use this information, alongside information shared by therapists and the care team, to plan individual and more challenging programmes of learning to take pupils to the next stage.
- The understanding that education is not optional is routinely enforced by school staff. Pupils' attendance is closely monitored. Any absence is followed up quickly. Most pupils improve their attitudes to learning and make progress during their time in school.
- Leaders have invested in new resources, including to support English and mathematics. The school library bookstock has been refreshed. Staff have access to a range of professional development, including subject-specialist support.
- A programme of lesson visits and information-sharing helps leaders to identify good practice in teaching and learning, as well as any further training required.
- Leaders have ensured that this independent school standard is met.

Paragraph 4

- This standard was not met at the full inspection in November 2019 because the proprietor did not ensure that there was a suitable framework against which to evaluate pupils' performance.
- A revised assessment framework is in place across subjects. Regular checks on pupils' learning ensure that the information recorded is up to date. Reports are provided to parents and carers about pupils' progress as required.
- Leaders have ensured that this independent school standard is now met.
- Leaders have also ensured that there is a clear progression within the curriculum for their intended increase in the pupil age range if their request for a material change is granted.
- This standard is likely to be met if the material change is granted.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

Paragraph 32(1), 32(1), 32(1)(c)

- The safeguarding requirements relating to this standard were met at the previous inspection, and this remains the case.
- The school's safeguarding arrangements are effective. The safeguarding policy is on the school's website. It has been updated to reflect the most recent guidance from the Department for Education (DfE).
- Safeguarding is of the highest priority. Staff are well trained. They are vigilant and mindful of their responsibilities to protect the vulnerable pupils in their care. Appropriate action is taken to mitigate any risks identified. Effective links are established with external agencies, including the police and social services. Safeguarding records are detailed and well maintained.

Paragraph 11

- The standard was not met in this paragraph at the full inspection. This was because the school's health and safety policy was too generic. It did not apply specifically to the school context.
- The generic policy has been amended so that it reflects issues and processes within the school.
- Leaders have ensured that this independent school standard is now met.

Paragraph 13

- The standard was not met in this paragraph at the full inspection because the first-aid policy was not directly related to the school.
- This policy has been amended so that it is now more closely matched to the school setting.
- Leaders have ensured that this standard is now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- These standards were met at the full inspection in November 2019. This remains the case.
- The single central register of pre-employment checks on staff is meticulously maintained in line with the most recent guidance.
- Leaders have ensured that these standards continue to be met.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(b)

- These standards were not met at the November 2019 inspection because the proprietor had not made suitable arrangements to care for the medical needs of pupils on the school site.
- Since then, a wash-basin with hot and cold running water and a bed have been installed in the room designated for pupils' short-term medical care.
- Further staff training in first aid has taken place.
- Leaders have ensured that these standards are now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(1)(h), 32(3)(d)

- This standard was not met at the full inspection in November 2019. This was because the proprietor had not ensured that information relating to pupils' attainment was made available on request to parents and parents of prospective pupils. Local authorities were not provided with financial information about the school's income and expenditure linked to the individual pupils that they funded.
- Since the inspection, leaders have informed parents and parents of prospective pupils that anonymised examination results are available on request.
- Suitable arrangements are now in place to share pupil-specific financial information with the appropriate local authority.
- All the required information is available to parents on the website, or on request from the school.
- Leaders have ensured that this standard is now met.

Part 8. Quality of leadership in and management of schools

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

- This standard was not met at the full inspection in November 2019 because leaders had not demonstrated good skills and knowledge to ensure that all the independent school standards were consistently met. Alongside the quality of leadership and management, the unmet standards included those relating to the quality of education, premises and accommodation, and the provision of information.
- Since the full standard inspection, trustees have undertaken governance training. The support of an external consultant has improved their understanding of the requirements of the independent school standards.
- The minutes of meetings demonstrate an increased level of challenge in holding school leaders to account for pupils' educational performance. Trustees routinely review pupils' learning profiles so that they can ask probing questions about pupils' progress, attendance and behaviour. Their planned programme of visits to the school is interrupted currently because of the pandemic.

- Teachers' planning to meet individual pupils' learning needs and arrangements for checking on learning have improved. Expectations of what pupils can achieve are raised. The required amendments have been made to school policies, the provision of information, and reporting to parents and to local authorities. The school's medical room has a suitable wash-basin and a bed for pupils who may be unwell during the school day.
- Leaders have ensured that this independent school standard is now met.

The school's application to make a material change

- The school currently offers provision for boys between the ages of 15 and 18 years.
- Following the full standard inspection in November 2019, leaders made a material change request to the DfE to extend the age range to admit pupils between the ages of 15 and 20 years. The request was considered as part of this first progress monitoring inspection.
- During the progress monitoring inspection, leaders reduced the age range proposed in the original material change request. The request was amended to cater for pupils between the ages of 15 and 19 years.
- The request is appropriate in the context of the provision and the findings of the progress monitoring inspection.
- The standards are likely to continue to be met if the material change is implemented.

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.

School details

Unique reference number	142625
DfE registration number	873/6053
Inspection number	10155117

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	Independent school
School status	Independent special school
Age range of pupils	15 to 18
Gender of pupils	Boys
Number of pupils on the school roll	9
Number of part-time pupils	0
Proprietor	The Friends Therapeutic Community Trust
Chair	Paul Hodgkin
Headteacher	Gemma Plumbly
Annual fees (day pupils)	Available on request
Telephone number	01799 584359
Website	www.ftctrust.org.uk
Email address	education@glebehouse.org.uk
Date of previous standard inspection	13–15 November 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	15–18	15–19	15–19
Number of pupils on the school roll	9	16	16

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	1	N/A
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	9	N/A
Of which, number of pupils with an education, health and care plan	8	N/A
Of which, number of pupils paid for by a local authority with an education, health and care plan	8	N/A

Information about this school

- Glebe House School opened in 2016. It is run by The Friends Therapeutic Community Trust. A group of trustees provide governance. The education subcommittee oversees the work of the school. The headteacher was appointed in 2018.
- All pupils have special educational needs and/or disabilities, including behavioural, social, emotional and mental health needs, often as a result of personal trauma.
- Pupils join the school at different times of the year. Most arrive with significant gaps in their learning because of extensive periods away from school. Eight of the nine pupils currently on roll have an education, health and care (EHC) plan.
- Pupils follow a two-year programme of education, therapeutic care and support designed to prepare them for adulthood and independent living.
- The school is currently registered to take pupils between the ages of 15 and 18 years.
- At its first inspection in 2017, the school was judged to require improvement. The proprietor did not ensure that all the independent school standards were met. In 2018, the school was issued with a notice to improve by the DfE. Two successive action plans

submitted to Ofsted were judged to be unacceptable. A third action plan submitted in July 2018 was accepted.

- An Ofsted monitoring inspection in November 2018 found that the school still did not meet all the independent school standards.
- At its second full standard inspection in November 2019, the school was judged to require improvement. The proprietor did not ensure that all the independent school standards were met.
- Leaders produced an action plan following a notice to improve from the DfE. The plan was judged unacceptable by Ofsted in March 2020.
- The school does not use alternative provision.
- Since the November 2019 inspection, the school has changed its registration status with the DfE. It is now registered as an independent special school rather than an independent school.

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 were previously unmet.
- The school's request to the DfE for a material change to extend the current age range, from 15 to 18 years, to admit pupils up to the age of 19 years, was also considered as part of this progress monitoring inspection. During the inspection, leaders confirmed a change to this request, limiting the age range to pupils aged from 15 to 19 years.
- This is the first progress monitoring inspection since the full standard inspection in November 2019. At the standard inspection, the school did not comply with all the independent school standards and other requirements.
- This progress monitoring inspection was conducted with no notice. The school's COVID-19 safety arrangements were adhered to in undertaking inspection activities.
- The inspector met with the headteacher, teaching staff, pupils, administrative staff, the chair of the board of trustees and two other members of the proprietor body, as well as the school's designated safeguarding and child protection lead. Some of these meetings were held remotely via the school's preferred online meetings platform.
- The inspector looked at pupils' work in a range of subjects to assess the quality of teaching and learning over time.
- A range of documentation was checked, including leaders' evaluation of the school's performance, policies, information found on the website, information relating to safeguarding pupils, the single central register of employment checks, schemes of work, pupils' individual learning plans and reviews of their progress.

Inspection team

Christine Dick, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school now meets the following independent school standards

Standards that were unmet at the previous inspection and are now met at this inspection

Part 1. Quality of education provided

- 2 The standard in this paragraph is met if–
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 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;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13.

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.

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Store Street
Manchester
M1 2WD

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