

Inspection of GLADE School

49 Junction Road, Totton, Hampshire SO40 3BU

Inspection dates: 17 to 19 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Requires improvement

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

What is it like to attend this school?

The school's values of 'respect, resilience and teamwork' are woven through all areas of everyday life. From the moment pupils join the school, they receive high-quality therapeutic and pastoral care. When pupils' lack of confidence and self-belief hinders learning, adults provide skilful support. Consequently, pupils learn to take risks, work independently and experience success in this safe, caring and happy school. As one Year 8 pupil explained, 'We like our school because we know that everyone cares for us, and no one will exclude us for being who we are.'

Staff form trusting and respectful relationships with pupils. They have high expectations for what pupils can achieve. Pupils are full of praise for the efforts this school makes to give them opportunities they would not ordinarily have. For example, pupils are excited about trips to the museum, Marwell Zoo, the farm, art galleries, the theatre, the seaside and The Southampton Boat Show. Pupils enjoy organising events for the local community and collecting donations for the different causes they support.

Pupils heartily participate in the myriad of 'enrichment activities' which encourage them to pursue their interests. They discover new hobbies such as sewing, canoeing, gardening and crabbing.

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

Pupils experience tremendous success with learning to read. This is because staff provide expert support. They make sure that no pupil falls behind in their knowledge of letters and the sounds they make. The books that pupils read help them to practise their phonics knowledge and strategies. As a result, pupils become confident and prolific readers. They talk animatedly about the books they like and the different characters, themes and plots in these stories.

The broad and ambitious curriculum is meticulously sequenced. This helps staff know exactly what to teach and when to teach it. Pupils understand that what they learn in English and mathematics supports their learning in vocational subjects such as catering and construction. Older pupils and students in the sixth form study nationally accredited courses such as functional skills and BTEC National Diplomas if appropriate. Importantly, staff use information in pupils' education, health and care plans (EHC plan) to tailor the curriculum effectively. They are skilled at identifying and meeting any additional needs pupils may have. Nevertheless, sometimes teachers do not consistently help pupils to make links with what they have learned previously. Where this happens, pupils do not always learn as well as they could.

Pupils benefit from a well-considered careers programme. They receive regular, useful, unbiased careers advice. This begins by helping pupils identify their strengths and the different professions that they would like to pursue. Staff help pupils to map out the pathway they need to follow to work towards their chosen career choice.

This means that pupils are well informed about different career pathways and future study options.

There is a pleasant and purposeful atmosphere in classrooms and around the school. Staff patiently teach pupils how to express their feelings and complex emotions. This enables pupils to recognise when they are becoming anxious and need to take some time out. Pupils practise helpful strategies such as yoga, mindfulness and breathing techniques which help them regulate their behaviour.

Parents are very positive about the school. Those who replied to Ofsted's parent survey were happy about the range of subjects their children can study. All who replied would recommend the school to another parent. Additionally, much of the positivity from parents is centred on the enrichment opportunities and the level of care their child receives.

Pupils' personal development is enriched by a well-designed personal, social, health and economic (PSHE) curriculum. They learn how to maintain a healthy lifestyle, the importance of a balanced diet and what makes a positive relationship. Pupils visit different places of worship and learn about other cultures and religions. They learn about the importance of democracy, individual identity and the rule of law. Pupils show an age-appropriate respect for the different protected characteristics. Staff encourage pupils to socialise and develop their confidence, such as through regular visits to the local leisure centre, the swimming pool, the bowling alley, the cafe and adventure outings.

The school takes every opportunity to encourage pupils to attend regularly. This is a priority given that many pupils have been out of education for extended periods of time before they join the school. However, despite their efforts, there remains a small number of pupils who do not attend as often as they should. These pupils do not benefit fully from all that the school has to offer.

Staff are conscientious, and morale is sky high. They highly value that the school is considerate of their workload. The proprietor body ensures that the premises are well maintained and the necessary health and safety checks are completed effectively. This means that they work diligently to ensure that the independent school standards are met consistently and securely. Together with the highly skilled and expert governors, the proprietor body knows well the strengths of the quality of education and what needs to embed further. The school has a suitable accessibility plan and meets the requirements of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Some pupils do not attend school often enough. This means that they miss out on important learning and vital school experiences. The school should ensure that its ongoing work leads to high levels of attendance for all pupils.
- Sometimes teachers do not help pupils make links in their work. Where this happens, pupils do not consistently learn as well as they could. The school should refine staff's teaching expertise so that it helps pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

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.

School details

Unique reference number	147655
DfE registration number	850/6097
Local authority	Hampshire
Inspection number	10286469
Type of school	Other independent special school
School category	Independent day school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	20
Of which, number on roll in the sixth form	6
Number of part-time pupils	0
Proprietor	Fair Ways Community Benefit Society
Chair	Gareth Webb
Headteacher	Laura Rowe (Interim)
Annual fees (day pupils)	£73,285 to £95,239
Telephone number	023 8036 7036
Website	www.fairways.co
Email address	admin@fairways.co
Date of previous inspection	2 to 4 November 2021

Information about this school

- GLADE School is an independent special school for pupils with autism. Pupils are referred to the school by a local authority. All pupils have an EHC plan. Most pupils have been out of formal education for some time before coming to the school.
- This is the school's second standard inspection. The school was registered by the Department for Education in August 2020 and opened as GLADE School in September 2020.
- GLADE school is one of two schools operated by the proprietor body, Fair Ways Community Benefit Society.
- The interim headteacher, who is also the director of education for Fair Ways Community Benefit Society, had been working in the interim role for seven weeks at the time of this inspection.
- The school does not currently use any alternative provision.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with the interim headteacher, senior leaders and teaching and support staff in the school. The lead inspector met with a managing director of the proprietor body who is also the chair of governors. She also met online with the director of quality assurance. The lead inspector spoke on the telephone with specialist therapist staff who work at the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computing and PSHE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also considered the curriculum in science, history and geography and carried out a work scrutiny of pupils' work in these subjects.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school.

- Inspectors considered the views of parents expressed in Ofsted Parent View, Ofsted's online survey for parents. Inspectors also considered the views of staff during meetings with them and through the staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Alan Johnson

Ofsted Inspector

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