

Inspection of Grateley House School

Pond Lane, Grateley, Andover, Hampshire SP11 8TA

Inspection dates: 15 to 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

This school is a place where pupils feel valued and well supported. The nurturing ethos is evident throughout the environment and is underpinned by the trusting relationships between pupils and staff. These are rooted in a precise understanding of individual special educational needs and/or disabilities (SEND).

Clear routines help pupils feel safe and secure. Pupils are warmly welcomed into school. This helps them to start the day in a positive manner. Expectations for behaviour are high and pupils are given the support they need to meet these.

The school's core values of 'be brave, be kind, be you' are lived out and celebrated. For many pupils the school represents their first experience of feeling a sense of belonging in an educational setting. They speak positively about the help they receive and the pride they feel in being part of the 'Grateley family'. Pupils describe the school as a uniquely special place where everyone is celebrated for who they are.

Pupils learn across a well-sequenced curriculum. Staff tailor learning to meet the needs of pupils. As a result, pupils are well prepared for the next stage of their educational journey.

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

There is a strong moral purpose shared by leaders and staff to make a genuine difference to the lives of the pupils here. All pupils have an education, health and care (EHC) plan. The school ensures that it has a robust understanding of pupils' SEND needs before they start. This helps them to provide the right support during pupils' transition into school and beyond. Pupils' transitions are well supported by the clinical team. The school's continued professional development programme helps staff to understand how best to meet the needs of pupils. The personalised approach is matched to pupils' needs. However, there are some inconsistencies in how well staff understand and then implement different school systems. Leaders are aware of the need to address this further to support consistency across the school.

The school is highly ambitious and has designed a curriculum which reflects this. Staff are aspirational for the pupils who attend this school. They are determined to help pupils reach their full potential. Plans are in place to further refine and embed the curriculum in the small number of subjects that are less developed. There has been careful consideration of how pupils will develop the knowledge they need to access sixth form as well as be prepared for life beyond the school gates. The work of the clinical team helps staff to understand the best strategies to use to help pupils reach their targets. Students in the sixth form are given appropriate support to help them gain the qualifications they need for education or employment.

Teachers recognise that many pupils have had fragmented or disjointed learning in the past. Because of this, they check for gaps in learning and adapt sessions to help

pupils catch up quickly. Leaders recognise that further work is need to embed how information from teacher checks is used to design future learning. A love of reading is developed through the English curriculum and there is a sharp focus on broadening pupils' horizons in terms of literature choices as well as developing an understanding of the wider world. Pupils are well supported to develop their reading skills across the curriculum.

Taking time to build relationships and get to know pupils are key to the school's success. The school recognises that some pupils struggle to attend as regularly as they should. In order to address this, the school works closely with pupils and their families to identify the best ways to help them overcome barriers to attendance. Staff and parents are positive about the impact the school has on the lives of the pupils. They recognise the stability and support that the school offers.

Pupils benefit from a rich careers programme which helps them to identify potential next steps. Staff support pupils to be aspirational when considering their personal goals. Pupils talk positively about the clubs, activities and trips they encounter. They appreciate the opportunity to determine what might be offered. Sixth-form students benefit from sessions that help them to develop greater independence. The school provides strong support for transition to further education or employment. Pupils are taught how to keep themselves safe and what to do if they have any worries. They identify key adults that they can talk to if something is bothering them.

The proprietor body has a clear and accurate oversight of the school and ensures that the independent school standards are met. The school adheres to 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 areas of the curriculum are still being refined. In these subjects the school has not precisely identified the knowledge that pupils need to know and remember. This means that pupils do not always learn as deeply as they could. The school should continue to embed the curriculum changes so that all subjects reflect the school's ambition.
- A few of the school's systems are not always fully understood by staff. As a result, there is sometimes variation in how well implemented they are. The school should continue to review the effectiveness of school procedures and ensure that staff understand the expectations around these.

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	116588
DfE registration number	850/6058
Local authority	Hampshire
Inspection number	10374992
Type of school	Other Independent Special School
School category	Independent 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	36
Of which, number on roll in the sixth form	8
Number of part-time pupils	0
Proprietor	Cambian Asperger Syndrome Services Ltd
Chair	Farouq Sheikh
Principal	Eva Pereira (Principal) Terry Kelly (Head of Education)
Annual fees (day pupils)	£97,831 to £129,181
Telephone number	01264 889751
Website	www.cambiangroup.com/specialist-education/our-schools/asperger-schools/grateley-house-school/
Email address	Claire.lockley@cambiangroup.com
Date of previous inspection	27 to 29 September 2022

Information about this school

- The school provides full-time education for pupils aged 11 to 19 years. All pupils are referred to the school by their local authority and have an EHC plan.
- The school does not currently use any alternative provision.
- The principal commenced her role in January 2023. The head of education joined the school in September 2024.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and head of education. The lead inspector held a meeting with two representatives of the proprietor body, including the chair of the governing body.
- The inspection team carried out deep dives in English, science and social skills. To do this, they met with subject leaders, looked at curriculum planning, had discussions with staff and pupils and looked at pupils' work.
- 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.
- The views of staff and parents were gathered through discussions and Ofsted's online surveys.
- Inspectors toured the school site to gather evidence about compliance with the standards. Inspectors also reviewed a range of other documents and policies, including on the school's website.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Martin Dyer

Ofsted Inspector

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