

The Belsteads School

Back Lane, Little Waltham, Essex CM3 3PP

Inspection dates

13–15 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Despite recent improvements, safeguarding is not effective. Leaders and the proprietor have not ensured that they undertake all appropriate checks on the staff that they employ.
- Leaders and the proprietor were not fully ready to open the school in April 2017. The school did not provide high-quality support to pupils on their arrival.
- Leaders and the proprietor do not have a thorough understanding of the independent school standards. They are failing to undertake routine checks.
- Curriculum and assessment processes, beyond English and mathematics, are not well developed in the school.
- Leaders have not evaluated the provision accurately. Priorities have not been pinpointed and planned and there is a lack of clarity in accountabilities between leaders in the school.
- Leaders have only recently established systems for monitoring the quality of teaching and learning, and for performance management. It is too early to see the impact of this work.
- Teaching, learning and assessment do not help to challenge pupils when they are ready to achieve more.
- Some pupils with the most complex behavioural issues do not have their needs fully met. These are pupils who have been at the school for the longest periods.

The school has the following strengths

- The proprietor, who is passionate about supporting pupils in the school, appointed a new leadership team in autumn 2017 to address the issues that had been identified for development.
- The new headteacher has acted decisively to start to bring improvements in the school.
- The new deputy headteacher's work ensures that pupils who have joined the school this year are receiving more effective support.
- The 'life skills' programme is a strength in the school's provision. It effectively supports pupils' social, emotional and mental health needs.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Leaders and the proprietor must urgently address remaining issues to ensure that safeguarding is effective by:
 - clarifying leaders' roles and responsibilities for the recruitment of staff
 - ensuring that all statutory checks are carried out on staff employed in the school
 - checking all applications thoroughly so that any gaps in employment history are followed up appropriately
 - checking all references precisely to ensure that applicants are suitable, and to determine whether any further checks are necessary
 - ensuring that all safeguarding records are fit for purpose
 - recording the rationale behind actions taken, including communication with the local authority designated officer (LADO) and parents/carers
 - ensuring that the admissions and attendance registers in the school are appropriate and well maintained, including in the recording of absence
 - ensuring that risk assessments are fit for purpose and up to date.
- Ensure that leaders and the proprietor work quickly together to secure sustained capacity and improvements in leadership by:
 - clarifying leaders' roles and responsibilities in meeting the independent school standards; especially with regard to compliance with routine fire safety requirements, and the maintenance of appropriate accommodation for pupils' medical needs
 - accurately assessing the school's effectiveness
 - ensuring that improvement priorities are pinpointed and linked to planned actions, and that leaders routinely check the impact of their work in improving the provision
 - embedding the new systems for monitoring teaching, learning and assessment so that training and guidance to staff continue to improve the outcomes for pupils
 - developing the curriculum provision and assessment systems so that all subjects are well developed; and ensuring that there is access to a wider range of qualifications closely suited to pupils' abilities and interests.
- Raise standards in teaching, learning and achievement by:
 - providing staff with ongoing training about how to meet pupils' learning over time, in a range of subjects
 - ensuring that all teachers provide activities that challenge pupils to achieve more when they are ready, and to develop skills in writing more rapidly.
- Improve pupils' personal development, behaviour and welfare by:
 - providing further staff training so that all adults are fully confident to meet the needs of pupils and manage their behaviour
 - enhancing the use of social times in the school, so that these opportunities help pupils

to develop essential skills

- improving the support to pupils who require additional help to settle well in the provision.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and the proprietor have failed to ensure that they have undertaken all appropriate checks on the staff that they employ. They have not showed sufficient vigilance during the recruitment procedures. As a result, safeguarding is ineffective.
- The proprietor acknowledges that the school was not fully ready when it opened in April 2017. Additionally, there was turbulence in senior leadership. Consequently, the school did not meet the needs of pupils who started when the school first opened.
- Leaders and the proprietor do not have a thorough understanding of the independent school standards. Although they are working to address the issues that have been identified, too many standards have not been met, including essential aspects in routine fire safety, admissions, attendance and medical facilities. Some of the issues related to fire safety were addressed while the inspector was on site.
- The school does not provide parents and others with the required information about the provision. A list of the information that is not currently available is recorded in the Annex at the end of this report.
- Self-evaluation and development planning are weak. Leaders and the proprietor do not have a mutual understanding of their respective responsibilities, including their roles in addressing urgent priorities or compliance with the independent school standards.
- The curriculum is not fully developed to meet pupils' needs. The new deputy headteacher has implemented a thorough mathematics and English curriculum, with clear assessment systems. He is also increasing the range of outdoor activities offered to pupils, such as horse riding and forest school activities. However, his work to develop the wider curriculum subjects, and associated assessment systems, is still in its infancy. This includes plans to implement formal qualifications and accreditation for pupils when they reach the appropriate stage.
- The new headteacher has quickly implemented systems to monitor the quality of teaching, learning and assessment. She has also established performance management of staff. However, it is too early to see the full impact of this work in improving the quality of teaching, learning and assessment.
- The school is starting to improve under new leadership. New leaders acted decisively to improve the quality of aspects of the provision when they arrived, but have not yet had time to tackle all of the weaknesses.
- Leaders have sought to provide pupils with a better 'on the ground' experiences when they first arrive. New pupils now receive bespoke induction programmes and staff are using pupils' education, health and care plans well to track pupils' social and emotional development. Consequently, pupils who have joined the school more recently are settling in well and are positive about their experience.
- Parents, staff and local authorities that place pupils in the school are very positive about pupils' experiences. They are effusive in their praise for leaders and for the difference that the school is making to the social and emotional development of pupils.

Governance

- The proprietor does not have a precise understanding of the school's priorities for improvement. He identified general concerns about the provision in summer 2017 and employed a headteacher and deputy headteacher with experience and expertise in specialist education. However, he has not subsequently established clear accountability systems to challenge and support leaders to implement improvements swiftly.
- The proprietor acknowledges that, while he brings specific expertise to governance, he does not have a full understanding of the independent school standards. He has invested in external consultants to support him, but this has not given him a sharp understanding about the urgent priorities, or about how well the school is meeting its statutory obligations.
- The proprietor is committed to getting the best for the pupils in his care. He, alongside leaders, acted to tackle a number of issues during the inspection. He is determined to improve the provision.

Safeguarding

- The arrangements for safeguarding are not effective.
- Systems to recruit staff are not robust. Leaders are not precise in the checks that they undertake on those that they employ. Leaders do not check the recruitment information that they receive thoroughly to be assured that they have taken all reasonable precautions when employing staff.
- Leaders have not ensured that all statutory checks are carried out before employing staff. This includes checks on staff when they have worked or lived overseas, prohibition from teaching checks, health checks and the section 128 checks on all leaders and managers. Leaders completed some of these checks during the inspection.
- Risk assessments are not up to date or precise enough about pupils' needs and the actions to be taken to address the risks.
- Attendance registers and the admissions register do not contain all of the required information.
- Leaders have not set out how the school teaches pupils to keep themselves safe. Leaders ensure that the specific safeguarding needs of pupils, as they arise, are being supported.
- The new headteacher has sharpened the school's work to be vigilant to any safeguarding issues related to pupils. Since September 2017, there has been a clear improvement in the record-keeping of this work. However, there are still occasions where the recording is not as precise as it should be, especially concerning the school's contact with the LADO and with parents. On occasion, staff do not complete their own records of concern, but rely on the headteacher to do so for them.

Quality of teaching, learning and assessment

Requires improvement

- Almost all pupils join the school having missed long periods of education in their previous schools or after experiencing turbulence in their education. While teachers are now meeting most pupils' social and emotional needs in lessons, they are not routinely

- supporting their academic development as successfully. As a result, teaching, learning and assessment are not yet good.
- Teachers do not notice quickly enough when pupils are ready to move at a faster pace, or to a higher level. Teachers do not routinely challenge pupils to achieve more, or to deepen their knowledge and skills to achieve higher standards.
- Teachers do not use their knowledge of pupils' interests and aspirations to enthuse them in learning, most notably in developing their writing skills consistently across the curriculum. As a result, although pupils sometimes produce high-quality work, teachers do not use encourage pupils to achieve this level of work routinely.
- Teachers and teaching assistants are still developing their confidence and understanding of teaching and assessing wider curriculum subjects. For example, they are now developing high-quality 'life skills' portfolios with pupils, which track pupils' personal development in essential social skills. However, the assessment systems for this, and other subjects, are not yet fully developed.
- Teachers are developing a stronger understanding of teaching and assessment in English and mathematics. Leaders' work to embed a coherent assessment system is supporting teachers in knowing how to plan effective learning opportunities. These are beginning to help pupils catch up in their knowledge and understanding in these core subjects.
- Teachers and teaching assistants use education, health and care plans effectively to meet the social and emotional needs of pupils. This means that pupils are more positive about learning and concentrate on their work. Learning time is used productively in lessons for most pupils.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Since opening, the initial help for pupils has not met their needs fully. Some pupils have waited too long for meaningful support from the school. Consequently they have not made the progress of which they were capable in their social and emotional development.
- The welfare provision for those who have joined the school community this year is more effective. Staff know these pupils well and support their needs more effectively. As a result, most pupils are now settling quickly.
- The 'life skills' programme and the support this provides for pupils' welfare is a stronger aspect of the school's provision. High-quality portfolios of evidence reflect the steps taken to secure better mental health and social development for pupils. A number of pupils show these portfolios to visitors with real pride.
- Pupils, parents and the local authority speak highly of the personal and social development support given to pupils, particularly the work of the staff to look after them.
- The accommodation for pupils' medical needs is cold and does not have suitable washing facilities.

Behaviour

- The behaviour of pupils requires improvement.
- Some pupils are making slow progress in managing their behaviour appropriately. This is because leaders are still developing effective strategies to support these pupils' complex behavioural needs. Leaders are also in the process of training new staff in how to use a range of behaviour management strategies effectively.
- The work to help pupils to behave well is being hindered by an inconsistency in the quality of risk assessments for individual pupils. On occasion, this guidance does not give staff precise enough direction about how best to support young people.
- Most pupils attend well. Leaders work with families of those who do not attend regularly to monitor and improve their attendance. However, leaders' recording of the contact that they have with parents and carers is not always precise or routinely documented.
- Most pupils are punctual to their lessons and ready to learn. The majority of lessons start promptly and positively. Pupils engage in their learning and respond to staff instructions. They do not become distracted if other pupils go off task.

Outcomes for pupils

Requires improvement

- The school opened in April 2017 but there were no pupils on roll until May 2017. No pupils sat examinations in key stage 2 or 4 in 2016/17. There were no pupils in Year 11 in the school during that time who went on to post-16 destinations.
- Inspection evidence shows that pupils' progress across the school is uneven, most notably in the wider curriculum subjects. While pupils access a range of subjects through 'themed' topics, these are not yet fully developed, and leaders have not established thorough systems to assess pupils' progress. Leaders are still developing programmes for pupils to gain recognised qualifications in a wider range of subjects as they move into key stage 4.
- Pupils' achievement and enjoyment in the outdoor education programme at the school is evident. Pupils fully engage with and enjoy pursuits such as horse riding, golf and forest school. Pupils can talk knowledgeably about what they are learning, and some pupils are gaining accreditation from, for example, the Riding for the Disabled Association (RDA).
- Pupils' progress in English and mathematics is now improving more securely. Leaders use a range of information, including their own early observations, to assess pupils' knowledge and skills, and allocate pupils to a curriculum programme. Leaders review this routinely to see where pupils are ready to move onto more challenging programmes of study.
- Pupils make good progress in developing their social and emotional skills through the 'life skills' programme. Leaders have rightly identified that this programme is a priority if pupils are going to be successful in engaging with their learning. Leaders are thorough in their use of pupils' education, health and care plans to review pupils' achievements in this area. Pupils who have joined the school this year are making strong progress against the targets in the plans.

School details

Unique reference number	144378
DfE registration number	881/6067
Inspection number	10043524

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	Other independent special school
School category	Independent school
Age range of pupils	10 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	10
Number of part-time pupils	none
Proprietor	Peter Adams
Chair	N/A
Headteacher	Joanna Burdon
Annual fees (day pupils)	£54,978.74
Telephone number	07917 402000
Website	www.thebelsteadsschool.com
Email address	littlebelsteads@yahoo.com
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in April 2017. This is the first inspection of the school.
- There is a headteacher with responsibility for the school.
- The school is owned by one proprietor.
- The school provides education for up to 12 pupils aged 10 to 16 years, on site.
- Admission to the school is through local authority or social services referral. All pupils have special educational needs and/or disabilities. All have an education, health and care plan. The school caters for pupils with severe or moderate learning difficulties, autistic spectrum disorder and the associated challenging behaviours.

- The school supports a very small number of pupils to access work experience in mechanics off site. These pupils are accompanied by staff from the school.
- Despite the pre-registration visit in March 2017 stating that there would be a governing body, there is not one currently. There were also two proprietors at the pre-registration visit. There is now one.
- At the same pre-registration visit, the lead inspector noted that a full fire safety audit and fire certificate would be required prior to the school opening. While the proprietor was able to show a building certificate for completion of the building work at the school, he is currently seeking confirmation as to whether this document also covers these checks on fire safety.

Information about this inspection

- The inspector observed teaching, learning and assessment in the school. The inspector also scrutinised pupils' work.
- Meetings were held with school leaders and the proprietor. The inspector spoke with parents on site. The inspector also had a telephone conversation with a representative from Havering local authority.
- The inspector scrutinised a range of documentation, including the school's self-evaluation, safeguarding records, recruitment paperwork, physical intervention logs, risk assessments, pupil-progress information and school policies and procedures.
- The inspector took account of 12 responses from the Ofsted's online survey of staff.
- There was one free-text message from Parent View, Ofsted's online survey of parents and carers.
- There were no responses from pupils to the Ofsted's online survey.
- The inspector spoke to pupils between lessons and during lunchtime, as well as during lessons.

Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively;
 - 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; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which—
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 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(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 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

- 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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(b) the policy is implemented effectively.
- 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.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 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 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if—
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person—
 - 18(2)(c)(ii) the person’s medical fitness;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is—
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

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)(a) accommodation for the medical examination and treatment of pupils;
 - 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)(a) the information specified in sub-paragraph (2) is provided 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)(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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
 - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
 - 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.
- 32(2) The information specified in this sub-paragraph is—
 - 32(2)(d) a statement of the school's ethos (including any religious ethos) and aims.
- 32(3) The information specified in this sub-paragraph is—
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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