

Elizabeth House School

Wentworth Close, Middleton, Manchester M24 4BD

Inspection dates

21 June 2018

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 1. Quality of education provided

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

- The school has a clear written curriculum policy which is suitable for the age range being proposed. The staff demonstrate good knowledge of the subjects being taught and have the appropriate skills and experience to teach them. Pupils follow a programme of teaching which is broad, balanced and relevant.
- The school intends to personalise the curriculum for the age range being proposed, ensuring that the aptitudes and abilities of the students are taken into account.
- Schemes of work are crafted to meet the individual needs of pupils and are adapted to suit both age and aptitude. The promotion of fundamental British values permeates the curriculum and links closely with the study of pupils' rights and responsibilities.
- At key stage 3, pupils study English, mathematics and science. They also gain experience in linguistic, technological, human and social, physical, aesthetic and creative education. At key stage 4, pupils have the opportunity to study English, mathematics and science at GCSE level. They also study a range of vocational qualifications, including art and design, religious education, information and communication technology, expressive arts and food technology. Leaders propose to offer a similarly broad range of options to the 16 to 18 age group.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h) and 2(2)(i)

- The provision for pupils' personal, social, health and economic development is embedded throughout the curriculum. For example, pupils begin each day using a website to prompt discussions on issues relating to equality and diversity. Citizenship is included within the students' learning pathways and offers opportunities to discuss issues linked to fundamental British values, such as the role of MPs, parliament and democracy.
- Leaders ensure that pupils receive impartial careers advice from external careers

guidance advisers. Career paths are discussed at length with individual pupils, enabling them to make informed choices about a broad range of career options. Additionally, close links with local universities develop pupils' awareness of the provision offered and promote aspiration. Pupils are given opportunities to complete application forms, write a curriculum vitae and visit various places of work.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f)

- Pupils are given a broad range of opportunities to progress in all aspects of their education. Pupils follow one of a range of personalised pathways leading to qualifications, including GCSEs and functional skills qualifications. All pathways ensure a broad and balanced curriculum with equality of access.
- The links between pupils' academic needs and their spiritual, moral, social and cultural development is a strength of the provision. Staff know the boys well and ensure that gaps in learning created due to historical, social and emotional difficulties are expertly addressed.
- Resources are of a good quality, quantity and range for all pupils, including the age group within the proposed material change.

Paragraph 3(g), 3(h), 3(i), 3(j), 4

- Assessment systems are thorough and begin at the point of referral for all pupils. These are diverse in nature, including attitudinal, behavioural and academic assessments. These are used effectively to support the personalised learning programmes of each pupil.
- Leaders manage pupils' behaviour well. They focus on positive incentives rather than sanctions. For example, pupils receive individual reward points for good behaviour. Using these points, they earn items such as books, pens and music vouchers. The points are cumulative over the year. If pupils gain enough points, leaders allow them to participate in an agreed end-of-year activity. This encourages pupils to act in a responsible manner.
- Leaders ensure that there are always high levels of supervision. Regular monitoring, including unannounced visits to classrooms and scrutiny of books, ensures that fundamental British values are not being undermined. Strong relationships have been built with external providers to ensure that their provision reflects the expectations set by leaders and teachers.
- Pupils' performance is evaluated from the moment they enter the school. Targets relating to academic performance and behaviour are set and link closely to the school's aims. Where possible, targets are also linked to pupils' own aspirations and those of their parents. Where gaps in learning are identified, they are addressed in consultation with the pupils.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Planning for the syllabus shows that fundamental British values are actively promoted. For example, the personal, social and health education syllabus covers the study of all main faiths and focuses closely on tolerance and respect for diversity.
- The school's schemes of work focus on developing a respect for civil and criminal law of England. The school is developing strong links with the local constabulary and this is used effectively to teach pupils that actions have consequences.
- Leaders use the religious education scheme of work to ensure that mutual respect and tolerance of those with different faiths is encouraged. Teachers are planning visits to a broad range of places of worship. However, due to the newness of the provision such visits have not yet taken place.
- Leaders ensure that stereotypical views are challenged and that the democratic process is discussed regularly as part of the personal, social and health education curriculum. School leaders have identified pupils who may be vulnerable to extremism and have implemented a therapeutic structured individual programme to ensure social and moral integration into society. A preparedness for adult life is integral to the school's spiritual, moral, social and cultural curriculum. Leaders understand that the provision of the material change will provide an additional two years for pupils to receive this focused support and guidance.
- Leaders are aware of the vulnerabilities of their pupils and strong procedures are in place to protect them from any partisan political views both in school and during extra-curricular activities. For example, access to laptops is closely monitored and internet access is only allowed with close supervision. Filtering systems are strong with regular checks to ensure that inappropriate websites are not accessed. During extra-curricular activities, pupils are equally closely supervised. Pupils are not allowed to access promotional materials either in school or on visits in to the community.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 3. Welfare, health and safety of pupils

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

- Leaders ensure that thorough arrangements are in place to support the welfare, health and safety of pupils.
- There is a culture of vigilance in the school. Leaders ensure that safeguarding procedures form a large part of the interview process. Staff receive a broad range of training linked to health and safety to ensure that they understand how to keep pupils safe.
- The safeguarding policy is detailed, thorough and up to date. It takes account of the most recent guidance and legislation. The policy is linked to other documentation, including the school's risk assessment policy and health and safety policy.

Paragraph 32(1)(c)

- The school does not have a website. However, leaders ensure that a broad range of information, including the school's safeguarding policy, is available on request.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 8. Quality of leadership in and management of schools

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

- The proprietor, headteacher and head of education are aware of how vulnerable pupils at Elizabeth House School are. As a result, they prioritise the welfare, health and safety of these pupils, and vigilance is high. Leaders demonstrate clear expertise in meeting the needs of these pupils.
- Leaders ensure that the induction process includes time for new staff to develop a clear awareness of the need for effective support and supervision of all pupils.
- There is a clear focus on the emotional and the academic needs of all pupils. Leaders are currently working with Hexagon Core Services group to develop the 16 to 18 provision. As a consequence, they have developed a well-structured needs-led curriculum. Additional work with the local authority, social care and with examination moderators has further enabled leaders to support pupils with complex needs.
- The standards in this part are likely to be met if the request for the material change is approved.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	145170
DfE registration number	354/6038
Inspection number	10055029

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Day school
School status	Independent special school
Proprietor	Francis Ashcroft
Headteacher	Mrs Susan Jarvis
Annual fees (day pupils)	£30,940
Telephone number	0161 654 4653
Website	The school does not have a website
Email address	caroline.ashdown@hexagoncare.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	16 to 18	16 to 18
Number of pupils on the school roll	6	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	6	Up to 6

Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	2 (Up to 6)	Up to 6
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	2 (up to 6)	Up to 6
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	2 (up to 6)	Up to 6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	3
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- Elizabeth House School is an independent day school situated in Manchester.
- The school admits boys who are looked after by Hexagon Care Services on behalf of a local authority.
- The pupils are placed due to their involvement within the justice system for highly-sexualised behaviour.
- All current pupils have an education, health and care plan.
- The school shares a site with a care home, occupying the basement of a four-floor building. The boys live on the other three floors.
- The school was registered on the 25th October 2017.

Information about this inspection

- Elizabeth House School is currently registered for six boys aged 11 to 16 and has applied for a material change to be registered for 11 to 18 year olds.
- This was the school's first material change inspection. It was commissioned by the Department for Education (DfE) to determine the suitability of the school's proposed premises.
- The DfE requested that Ofsted conduct a material inspection to report against paragraphs 2, 3, 4, 5, 7, 7(a), 7(b), 32 (1) (c) and 34 of the independent school standards.
- The inspector scrutinised a range of school documents and policies to promote the health, well-being and safety of pupils, including the school's safeguarding policy.
- The inspector scrutinised the single central record. The inspector also held discussions with the headteacher and proprietor.

Inspection team

Gill Pritchard, lead inspector

Her Majesty's Inspector

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