

Fairways School

Redhill Road, Kings Norton, Birmingham B38 9EL

Inspection dates

26 June 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1, 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), 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)(f), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The school has not yet opened and no teaching was taking place at the time of the inspection.
- The proprietor and leaders have ensured that a written curriculum policy is in place with appropriate accompanying schemes of work and lesson plans. The proprietary body, Keys Group, has experience of using these established schemes in their other schools. As a result, they have carefully selected schemes to suit the group of pupils that they plan to support.
- The school's curriculum grid shows a breadth and balance of subjects offered to pupils. The additional needs of pupils who have special educational needs (SEN) and/or disabilities are clearly stated and thread through all of the schemes of work. Accompanying lesson plans are matched to different abilities. The well-planned curriculum links core skills such as resilience, balance and challenge through its schemes of work. Schemes incorporate all aspects of fundamental British values and provide opportunities for pupils to take on responsibilities within the school.
- Leaders have ensured that they are able to access key stage 2 learning materials so that they are able to address any gaps in pupils' learning effectively.
- Leaders are committed to supporting pupils to achieve the best outcomes. Accreditation pathways for pupils in Years 10 and 11 are clear. Pupils will be able to access a range of accreditation from ASDAN through to functional skills and GCSE qualifications.
- Leaders have ensured that pupils will be able to access impartial careers advice and guidance. Their policy clearly states that they want to support pupils to make realistic careers options. Plans are in place to provide suitable opportunities for work experience and leaders are already developing links with local business partnerships. Leaders have incorporated aspects of personal, social, health and economic (PSHE)



- education into their careers support, while developing the core skills of communication and language.
- The PSHE education curriculum is well planned. Leaders plan for it to be taught both as a discrete subject and as a theme which threads through a range of identified topic areas, such as transition and friendship.
- The school's framework for assessment is clearly explained, balancing curriculum requirements with pupils' individual needs. It takes account of pupils who have education, health and care plans and their associated needs. In addition, leaders have in place a commercial assessment system which they will use to evaluate pupils' progress. They plan to make sure that both staff and pupils have a good understanding of the system in order to check progress and inform future work and support for pupils.
- Leaders are clear about the way in which they will organise pupils into class groups. Class sizes are suitable for the needs of the pupils who the school will support. Leaders recognise that pupils may have a range of learning styles, some of which may be associated with pupils' additional needs.
- Leaders have made explicit their systems to monitor standards of teaching and learning, enabling them to identify any strengths and weaknesses and provide staff with guidance to improve their practice. Leaders have a clear focus on effective learning outcomes for pupils.
- Leaders have ensured that these standards are likely to be met.

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

Paragraphs 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)

- Leaders have ensured that a clear and detailed policy is in place for pupils' spiritual, moral, social and cultural (SMSC) development, based on the school's stated ethos and culture. Provision for each aspect is well planned and linked to curriculum topics. Opportunities for pupils to develop their individual responsibilities and make a contribution to the local community are clearly stated.
- Leaders have made SMSC links to planned assembly themes and activities. Schemes of work for religious education, PSHE education and citizenship further reflect the SMSC areas. The policy explains how leaders will ensure that partisan political views are not promoted, both within SMSC and wider teaching and learning.
- The school's behaviour policy explains how pupils will be helped to understand 'right and wrong'. Leaders have placed a strong emphasis on developing pupils' self-esteem and confidence, which is particularly important given the additional needs of the pupils and their likely less than positive past experiences of education.
- Leaders plan to seek the views of pupils to inform their offer of extra-curricular activities, so that they can ensure that activities are based on pupils' interests.
- Leaders have ensured that these standards are likely to be met.

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Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7, 7(a), 7(b), 8, 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The school has clear arrangements for the safeguarding and welfare of pupils. The headteacher, who is also the designated safeguarding lead (DSL), has received up-to-date training for the role of DSL. In addition, she has received training in other aspects of safeguarding relevant to the setting, including domestic abuse, female genital mutilation, 'Prevent' duty and attachment disorder. The headteacher has a good understanding of all aspects of safeguarding and is knowledgeable about local arrangements, including referrals to other agencies and the role of the local area designated officer.
- The school's safeguarding policy is up to date and has due regard for the advice issued by the Secretary of State.
- The safeguarding display at the entrance to the school building reinforces the emphasis that leaders have placed on the importance of safeguarding. It highlights the varied aspects of safeguarding, including online safety, female genital mutilation, health and safety and first aid. It includes information about who pupils, parents or visitors should talk to if they have any concerns about pupils' welfare.
- The proprietor has made offers of employment to additional teaching and non-teaching members of staff. The number of staff and the way in which they will be deployed are clear and will ensure appropriate supervision for pupils throughout the school day.
- The school's behaviour policy and associated documents, such as the anti-bullying policy, make clear leaders' expectations for behaviour. The policy is based on the key principles of honesty, respect, objectivity, teamwork, constructive criticism, shared praise and support. Clear guidance is in place relating to the management of behaviour, such as appropriate intervention strategies, including the use of physical intervention as a last resort, sanctions and exclusions.
- The school's risk assessment policy sets out the importance of assessing a range of risks to ensure that pupils are kept safe. Risk assessments have been completed for the building and the environment, including specific higher-risk areas of the school, such as the food technology room. The headteacher has completed additional, informed risk assessments relating to visits to the local area and the use of the local public swimming baths.
- A fire risk assessment (FRA) of the refurbished building was carried out in December 2017, and leaders have developed a subsequent fire risk action plan. The small number of high-risk actions identified from the original FRA have been addressed in a timely way.
- Leaders have ensured that these standards are likely to be met.



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

Paragraphs 17, 18(1), 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)(iii), 18(2)(c)(iii), 18(2)(c)(iii), 18(2)(c)(iii), 18(2)(c), 18(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 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)(ii), 20(6)(a)(ii), 20(6)(b), 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)(b), 21(4), 21(5), 21(5)(a), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8)

- The proprietor and leaders have a single central record in place, which is the standard format used by all the schools in the Keys Group. Appropriate checks have been made on members of the proprietary body, governors and the two members of staff who have been appointed to the school. Medical checks and references are sought by the school prior to the appointment of staff.
- The school has suitable systems in place relating to the employment of temporary supply staff so that they can ensure that these adults are suitable to work with children and young people.
- Leaders have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 24(3), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(b), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 29(2), 30, 31, 31(a), 31(b) and 31(c)

- The school is based in a converted community centre owned by the adjacent golf club. The building has been fully refurbished, with suitable external lighting. It provides well-lit and airy work areas for pupils. Displays relating to curriculum areas, fundamental British values and pupil voice contribute to an engaging environment for the pupils.
- Classrooms are well resourced, with new furniture and learning materials relevant to the purpose of the room. Subject-specific displays in each room provide an additional resource to support pupils' learning.
- Separate toilet and washing facilities are available for boys and girls. Close by, there is designated accommodation with a sink for the medical examination and treatment of pupils.
- Labelled drinking water is available in the food technology room. Leaders plan to make available additional bottled water for pupils.
- At the rear of the building, there is an outdoor area comprising artificial turf, which is suitable for pupils' use at break and lunchtimes.
- While there are no onsite shower facilities, leaders have planned to deliver all pupils' physical education (PE) offsite. They are in the process of selecting and risk assessing the most suitable facilities for the pupils.



■ Leaders have ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 2(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c) and 32(5)

- The school does not currently have a website, but all relevant information is available in hard copy. Plans are in place for a website, linked to the Key Group website to be operational by September 2018.
- The school's prospectus provides the relevant contact details for the proprietary and governing bodies. In addition to the prospectus, leaders have prepared additional, helpful handbooks for parents, carers and pupils, ready for when pupils begin attending the school.
- Information about admissions, exclusions and misbehaviour is set out clearly.

 Additional information relating to the admission and support for pupils who have an education, health and care plan, and/or for whom English is an additional language, is explained well.
- The school's behaviour policy sets out clearly the arrangements for the management of behaviour and prevention of bullying. Leaders have produced templates for recording behaviour sanctions. Procedures to implement all aspects of the health and safety policy, including first aid, are evident.
- Leaders have ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(j), 33(j)(ii), 33(j)(ii) and 33(k)

- The school's complaints procedure is fully compliant with the independent school standards. It sets out clearly each stage of the complaints procedure. The school's prospectus provides parents with additional information regarding the complaints procedure.
- Leaders have ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

■ There is a clear commitment from the Keys Group proprietary body to the successful registration and opening of Fairways School. The proprietor and leaders understand the additional needs of the pupils whom they plan to support. They want to make sure that the work of the school 'fits the mould of the pupils'. They plan to achieve this by tailoring the curriculum and teaching to meet pupils' needs in a personalised

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- way. They have ensured that the school is ready to begin admitting pupils from September 2018.
- The proprietor has ensured that staff appointments are well matched to the needs of the pupils likely to be admitted to the school. The recently appointed headteacher has experience of working with pupils who have SEN and/or disabilities. Other staff who have been offered positions at the school possess the necessary skills, experience or qualifications relevant to working with pupils with a range of additional needs.
- Safeguarding arrangements are clear. The headteacher is committed to promoting the well-being of pupils through the development of positive working relationships and appropriate curriculum activities for pupils.
- The proprietor and leaders have a good working knowledge of all of the independent school standards and have applied this to their practice. They have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

■ Leaders have ensured that arrangements are in place to meet the requirements of part three of schedule 10 of the Equality Act, reinforced through their prospectus and policies. The school's accessibility plan makes provision for additional adjustments required for pupils who have SEN and/or disabilities. The headteacher is also qualified to make access arrangements for pupils taking external qualifications. Consequently, if entitled, pupils are likely to receive additional support in examinations.



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.

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Proposed school details

Unique reference number	145417
DfE registration number	330/6036
Inspection number	10051803

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Michele Woodward
Annual fees (day pupils)	£37,050 – £66,300
Telephone number	07989 140168
Email address	deborahhurley@keyschildcare.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	0
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	0



Pupils

		School's current position	School's proposal	Inspector's recommendation
Age ra	inge of pupils	0	11–17	11–17
Number school	er of pupils on the roll	0	25	25

Pupils

Pupils		
	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	25
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	20
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	Not applicable	20



Staff

Juli		
	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	4
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	1	4

Information about this proposed school

- The school is located in a recently fully refurbished single-storey community centre adjacent to a golf club, in the south-west area of Birmingham. The premises consist of a suite of classrooms, an information technology suite, food technology room, a communal area, first aid room and an office.
- The school is part of the Keys Group, a care and education provider for children in the UK and Ireland.
- The school has appropriate security measures in place and is a self-contained building.
- The proposed school intends to provide for up to 25 key stage 3 and key stage 4 pupils who have SEN and/or disabilities. Up to 20 of these pupils are likely to have an education, health and care plan. Some pupils will have the option to repeat their Year 11 studies to ensure that they are better prepared for their next stage of education, employment or training.
- It is proposed that local authorities from Birmingham and the surrounding areas will place pupils at the school.
- The school does not have a religious character.
- The school intends to offer full time education for pupils. They will be able to access qualifications ranging from ASDAN to GCSEs in subjects, including English, mathematics, science, PSHEE, art and design, history, RE and PE.



Information about this inspection

- This was the proposed school's first pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008.
- The inspectors met with the proprietor, the regional leader for education and the recently appointed headteacher to discuss their application for registration. Inspectors conducted a tour of the premises, accompanied by the headteacher.
- The inspectors reviewed a range of documentation, including policies, schemes of work, safeguarding, and health and safety information. The school's single central record was examined and risk assessments were considered.
- The inspectors reviewed detailed schemes of work and planning for a range of subjects.
- The lead inspector met with the headteacher to discuss her role as designated safeguarding leader.

Inspection team

Deb Jenkins, lead inspector	Her Majesty's Inspector
Michael Onyon	Ofsted Inspector

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