

# Freiston Hall

Freiston Hall, Church Road, Freiston, Boston, Lincolnshire PE22 0NX

## Inspection dates

5 July 2018

### Overall outcome

**The school is unlikely to meet all the independent school standards. It is currently operating without registration.**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 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), 4*

- The scrutiny of the curriculum policy, schemes of work, pupils' work and observations by the inspector in two lessons indicate that leaders have an ambitious plan for the school's 're-engineered' curriculum. The curriculum is being designed so that it captures the interest and imagination of the pupils through a wealth of different activities. These include outdoor learning, food technology, educational visits and vocational learning, including working with horses.
- Since the previous pre-registration in March 2018, the proprietors have not acted swiftly enough to increase staffing levels so that they are in line with the school's curriculum policy and are of sufficient number to be able to implement the curriculum policy effectively. The headteacher and teaching team are overstretched as they try to meet the needs of the increased number of pupils on roll. Low staffing levels are hindering the implementation of the school's curriculum and slowing pupils' learning.
- Leaders report that additional teaching assistants are being recruited and there will be another teacher in post from September 2018. However, leaders' plans for recruitment, training and the induction of these staff are at a very early stage.
- Staff are highly skilled at working with pupils with complex social, emotional and mental health needs. During the inspection, the inspector saw pupils who were engaged in their learning and proud of their achievements. Classroom visits, lesson plans and samples of pupils' work demonstrate that teachers have a good knowledge of the subjects they teach and plan lessons with appropriate learning objectives.
- The school makes careful assessments of pupils when they enter the school. Staff know pupils well and use assessment information effectively to plan lessons that meet pupils' needs.

*Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- There is a strong focus on teaching pupils basic social skills to succeed in the world beyond school. There is some careers guidance in place. However, leaders have not ensured that the current arrangements for careers guidance provide pupils with impartial advice and up-to-date guidance about a broad range of options.
- School leaders have not ensured that standards in this part 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), 5(d)(iii)*

- Wall displays and pupils' work indicate that pupils receive a wide range of opportunities to develop their spiritual, moral, social and cultural understanding. Many of these experiences are provided through the wide range of curriculum subjects that are carefully planned to develop pupils' self-esteem and self-confidence. For example, during a lesson about the art of Keith Haring, pupils were inspired to use the internet and carry out research into different types of masks and then create their own works of art.
- The schemes of learning for personal and social education provide a strong foundation for pupils' social development. For example, plans for a lesson about bullying show opportunities for developing empathy for others and respect for those who meet the protected characteristics of the 2010 Equality Act.
- Reflection and restorative practice are very much part of the school's approach to developing pupils' moral and spiritual understanding. For example, the school keeps logs of racist incidents which show how restorative and reflection work is used to build positive relationships and moral responsibility.
- Pupils are actively encouraged to have a voice and make a difference in the school community. Through the developing school council, pupils are helping to spread the message about the school's anti-bullying policy.
- The school and pupils have good links with the local community, including the local police. Pupils also take part in fundraising for charity.
- School leaders have ensured that standards in this part are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)*

- The school's safeguarding policy is published on the school's website. The policy is up to date and meets government requirements. Staff are well trained in safeguarding. They understand their responsibilities, including what to do if they have concerns about a pupil or the behaviour of a colleague. However, currently, there are too few staff at the school to ensure that the safeguarding arrangements are implemented effectively.
- Staff have received up-to-date training in restraint. Detailed school logs show that staff follow government guidance and incidents of restraint are rare.

*Paragraphs 9, 9(a), 9(b), 9(c)*

- The school's behaviour policy provides a very clear framework for staff and pupils. The policy sets out rewards, sanctions, limit-setting and de-escalation strategies. Since the previous pre-registration inspection, leaders have struggled to implement the behaviour policy effectively because staffing levels have not increased to match the number of pupils on roll.

*Paragraph 10*

- School records show that staff are alert to all forms of bullying. All incidents are carefully recorded and followed up effectively.

*Paragraph 11*

- The school has a health and safety policy but lacks a person with training in this area. There is no evidence of systems for reporting health and safety concerns or the regular checking of the premises and equipment.

*Paragraph 12*

- The school meets fire safety requirements. There are weekly checks of fire equipment, and faults are noted and addressed. There are regular fire drills.

*Paragraph 13*

- The school has a first aid policy but the policy lacks guidance about dealing with bodily fluids. There are insufficient numbers of staff trained in first aid.

*Paragraph 14*

- Since the previous pre-registration inspection and the rise in the number of pupils on roll, the proprietors have not ensured that supervision levels are appropriate for the needs of the pupils.

*Paragraph 15*

- The attendance registers are kept in accordance with regulations. Codes for recording absence are used correctly. Most pupils attend well and their patterns of attendance show improvement from their previous settings. The admissions register fulfils all requirements with the exception of the pupils' address and details of the last school attended.

*Paragraphs 16, 16(a), 16(b)*

- Although the school has a written risk assessment policy. This is not being followed consistently. Risk assessments are often too generic. They do not relate to the specific needs of current pupils or identify current hazards.
- School leaders have not ensured that standards in this part are likely to be met.

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

*Paragraphs 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)(iv), 18(2)(d), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 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)(a)(viii), 21(3)(b), 21(6)*

- Since the previous pre-registration inspection, the school has addressed the unmet standard in this area. All the appropriate checks for the headteacher and the proprietorial board are in place.
- The school's single central record provides a clear record of required checks for all members of staff. Staff files show leaders follow government guidelines relating to safer recruitment processes. The school does not, currently, employ any supply staff.
- School leaders have ensured that standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2)*

- Toilet and washing facilities for pupils are well maintained. They are clean, the locks on toilet doors work and there are plentiful supplies of soap and towels.
- The medical room is suitably equipped with a camp bed, a toilet and washing facilities.

*Paragraphs 25, 26*

- Since the previous pre-registration inspection, the proprietors have not adapted the premises to meet the needs of the increased number of pupils on roll. The layout and acoustics of rooms are no longer suitable. As a result, pupils' concentration and well-being are disturbed by noise and pupils moving through classrooms.

*Paragraphs 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- All classrooms are well lit. There is suitable external lighting around the perimeter of the school.
- Since the previous pre-registration inspection, the school has ensured that there is hot water available in the boys' toilet. The standards relating to toilet and washing facilities are now met.
- Drinking water is clearly labelled and is available at all times through dispensers.

*Paragraphs 29(1), 29(1)(a), 29(1)(b)*

- The school grounds provide for a range of outdoor learning, including games, physical education, environmental learning, quiet reflection and play.
- School leaders have not ensured that standards in this part are likely to be met.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(f), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)*

- All the required policies are available to parents and carers. The safeguarding and complaints policies are on the school's website. There is a draft prospectus.
- School leaders have ensured that standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraphs 32(3), 32(3)(f), 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- The complaints policy is comprehensive and clear. It contains all the necessary steps for the fair and efficient handling of complaints.
- School leaders have ensured that standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

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

- Leaders have successfully addressed the unmet standards identified at the first pre-registration inspection.
- The headteacher has built a highly skilled and well-trained team of committed staff who have a very good understanding of providing for pupils' complex needs.
- The headteacher has an accurate view of the school's strengths and weaknesses. He has a clear vision for the development of a curriculum that will engage pupils. He also plans closer working with an adjacent setting.
- The headteacher provides the proprietorial board with reports to inform their decision making. However, the proprietors have been slow to act upon the headteacher's recommendations to increase staffing levels and adjust the premises so that they are appropriate for the increased number of pupils on roll. As a result, the school is not able to provide the standards of education, welfare, health and safety seen at the previous inspection. The proprietors have agreed increased staffing, including 10 additional teaching assistants and an additional teacher. These plans are at a very early stage of development.
- Currently, the majority of the leadership responsibilities and too many of the day-to-day responsibilities fall to the headteacher. Consequently, the school's leadership capacity to lead improvement and address weaknesses is limited. The proprietors have recognised that additional leadership capacity is needed and have agreed a deputy headteacher role for the next academic year.
- School leaders have not ensured that standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- The school's equality and diversity policy meets the requirements of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	145311
DfE registration number	925/6008
Inspection number	10055658

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	Special day school
School status	Independent special school
Proprietor	Advising Health and Social Care Limited
Chair	Patricia Hodgkinson
Headteacher	Dr Clement Earle
Annual fees (day pupils)	£66,000 to £132,000
Telephone number	01205 761454
Website	<a href="http://www.freistonhall.co.uk">www.freistonhall.co.uk</a>
Email address	<a href="mailto:clement.earle@ahslimited.co.uk">clement.earle@ahslimited.co.uk</a>
Date of previous pre- registration inspection	14 March 2018

## Provider already operating

Number of pupils of compulsory school age	9
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	9
Total hours operating as a school per week	25
Total hours of teaching provided per week	15

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–18	11–18	11–18
Number of pupils on the school roll	9	15	9

### *Reason for inspector's recommendations*

- Since the previous inspection, the number of pupils on roll has increased from five to nine pupils. The proprietor has not increased staffing to ensure that supervision levels are appropriate to meet pupils' needs. The layout of the classrooms does not meet the needs of the increased number of pupils.

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	9	15
Number of part-time pupils	0	0
Number of pupils who have special educational needs and/or disabilities	9	15
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	9	15
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	9	15



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	11
Number of part-time teaching staff	2	0

## Information about this proposed school

- Freiston Hall independent special school is located in a rural part of Lincolnshire.
- Since the previous pre-registration inspection, the number of pupils on roll has increased from five to nine pupils. Pupils currently on roll are aged 11 to 14 years old.
- The school provides education for pupils who have been excluded from mainstream schools.
- All pupils have been placed in the school by local authorities.
- Many pupils have severe attachment disorders and trauma.
- The school provides therapeutic care and a curriculum tailored to meet pupils' needs.

## Information about this inspection

- This was the school's second pre-registration inspection since its application to register as an independent school following the first inspection on 14 March 2018. The DfE commissioned re-inspection of all independent school standards.
- The proposed school is operating and meets the definition of an independent school.
- The inspector met with the headteacher and staff. The inspector toured the school site and scrutinised a range of documentation. The inspector reviewed pupils' work, observed parts of lessons and spoke with pupils. The inspector checked the school's single central record and recruitment files. The inspector had a telephone conversation with a member of the proprietorial board.

## Inspection team

Carol Smith, lead inspector

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to 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(2) For the purposes of paragraph (2)(1)(a), the matters are:
  - 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.

#### **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.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 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 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 26 The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.

## **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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
© Crown copyright 2018