

The Greater Horseshoe School

Little Bovey Lane, Heathfield, Newton Abbot, Devon, TQ12 6RH

Inspection dates

29 August 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

Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(g)–2(2)(i), 3–3(j), 4, 32(1)(f)

- The Greater Horseshoe School will cater for pupils with a range of special educational needs (SEN) and/or disabilities, aged eight to 18. It is anticipated that many will have a history of disrupted education. Leaders have devised an appropriate curriculum to meet the needs of such pupils.
- Leaders and teachers will construct a personalised education plan for each pupil after a thorough assessment when they arrive at the school. The school has appropriate policies, plans and schemes of work in place to ensure that pupils, including those with education, health and care plans, have the opportunity to learn and make progress, whatever their starting points.
- Leaders' planning pays particular attention to weaknesses that many pupils will have in literacy and numeracy as a result of disrupted education in the past.
- Where appropriate, pupils will be able to follow courses that will allow them to enter for public examinations in key stages 4 and 5. The curriculum includes substantial elements of outdoor learning and the school plans to offer qualifications in areas such as horticulture or animal husbandry.
- Careers education and work-related learning are built into what the school refers to as 'pathway planning'. From the start of their time at the school, secondary-age pupils will be encouraged to develop their interests and aptitudes in relation to future careers, thus improving their motivation and employability.
- The school's well-developed approach to curriculum planning is likely to provide an effective basis for teaching. It will allow pupils to acquire new knowledge across an appropriate range of subject areas.
- Leaders have a good understanding of how to promote fundamental British values in a way appropriate to the ages, abilities, aptitudes and needs of pupils. For example, a student council will help develop pupils' understanding of democracy, tolerance, respect for the opinions of others and the rule of law.

- Leaders have a framework for assessing pupils' work and attitudes to learning on a lesson-by-lesson basis. This will feed into regular termly assessments of progress and to the school's annual report to parents.
- The standards in this part are likely to be met.

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

Paragraph 5–5(d)(iii)

- As the school will cater for pupils who have social, emotional and mental health problems, leaders have allocated a substantial amount of time in the curriculum to promoting the spiritual, moral, social and cultural (SMSC) development of pupils.
- Leaders state that the promotion of pupils' SMSC development is 'implicit in all we do'. They use a therapy model, which aims to help pupils towards becoming increasingly independent.
- Pupils will have access to a range of extra-curricular activities, such as trips (for example, to museums or religious buildings), visits from the local police or learning about music and art from round the world. In addition, the school aims to put pupils in everyday situations that enable them to learn how to respect others' opinions, make moral choices and distinguish right from wrong.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b), 32(1)(c)

- The proprietor and school leaders all have extensive prior experience of safeguarding and child protection, due to their backgrounds in special education and social work. They demonstrate a very secure understanding of how to keep children safe and the latest guidance in this area from the Secretary of State.
- The proprietor and school leaders are all trained to the required level to allow them to take the lead on safeguarding and child protection in the school. Systems and procedures are clear and well designed.
- The school's safeguarding and child protection policy meets requirements and will provide a useful resource for staff in managing any safeguarding incidents that might occur. The policy will be made available to parents on the school's proposed website and in hard copy on request.

Paragraph 9–9(c), 10, 14

- The school's behaviour policy is likely to be an effective basis for managing pupils' behaviour. Leaders have a good understanding of the types of behaviour likely to be manifested by the pupils they will cater for. They will adopt the principle of positive reinforcement through a system of rewards for achieving identified goals, including behavioural ones.

- Leaders have drawn up a written anti-bullying strategy as part of their overall approach to behaviour management. It is likely to be an effective method of tackling bullying should it occur.
- The proposed number of staff is suitable for the safe supervision of pupils on what is a very secure site.

Paragraph 11, 12, 16

- The proprietor has ensured that leaders take a very thorough approach to health and safety, including risk assessment. The written health and safety policy covers all the appropriate areas and the principle of effective and meaningful risk assessment is threaded through it. Risk assessments are thorough and identify and assess risk clearly. The health and safety policy is augmented by an in-depth health and safety handbook that contains additional advice for staff on how to promote safety and mitigate risk.
- The proprietor and leaders have ensured that the school is likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. An external contractor has conducted two fire risk assessments and the school has acted upon this contractor's advice. In addition, fire equipment is regularly checked and maintained. Each room has a fire notice with routes of evacuation clearly marked.

Paragraph 13

- The school has a written first aid policy. All staff will be first-aid trained, ensuring that pupils will always have access to appropriate help if they fall ill or are injured.

Paragraph 15

- The school's admission register and its arrangements for managing the attendance register are in line with the requirements of the Education (Pupil Registration) (England) Regulations 2006.
- The standards in this part are likely to be met.

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

Paragraph 18(1)–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(6)–21(7)(b)

- The proprietor has ensured that all the required pre-employment checks for staff and governors have been made and recorded efficiently in a single central register.

Paragraph 19(2)–19(3), 21(4)–21(5)(c)

- The school does not intend to use staff supplied through an agency. Any specialist teachers brought in to teach particular subjects will be treated as temporary or part-time staff and be subject to the full range of checks that permanent, full-time staff undergo.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 25, 26, 27–27(b)

- The proposed school's main premises, Moor View, will be in a former primary school. It will also use outdoor facilities at Chipley Mill, located approximately six miles away, to deliver aspects of the outdoor education curriculum and to support the delivery of the core curriculum.
- The premises in the old school at Moor View have been renovated to a high standard and are eminently suitable for their intended purposes and the proposed number of pupils. However, the school intends to grow slowly to its maximum number on roll over two years, starting with a small number of pupils only.
- Lighting and acoustic conditions in the classrooms are appropriate for the activities they will be used for. For example, the art room is extremely well provided with natural light through large windows.

Paragraph 23(1)–23(1)(c), 28(1)–28(2)(b)

- Pupils will have access to appropriate toilet facilities at both sites. The number of toilets is suitable for the proposed number of pupils. Showers are available and the school will also use showering and changing facilities at local leisure centres, which will be used to deliver aspects of the physical education curriculum.
- Water supplies in the toilets are appropriate and hot water supplies do not pose a scalding risk to users.
- Drinking water is available to pupils and clearly labelled as such.

Paragraph 24(1)–24(2)

- The proprietor and leaders have ensured that appropriate medical facilities are available on both of the school's sites. These will allow for appropriate short-term care of sick or injured pupils.

Paragraph 29(1)–29(1)(b)

- The school has access to extensive outdoor space at each of its sites. At Moor View the pupils have access both to playgrounds and fields. The site at Chipley Mill is extensive and encompasses both fields and woodland.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(b), 32(1)(g)–32(2)(b)(i), 32(2)(c)–32(3)(g)

- The proprietor and leaders have arrangements in place to provide parents and others with all the information required in this part of the standards. The primary vehicle for making information available will be the school's proposed website. However, parents will be able to request hard copies of any relevant documentation.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school's complaints procedure is thorough and clear. It covers all the required aspects, including the arrangements for an independent review panel, should any parent be unhappy with the initial outcome of a formal written complaint.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- In their application and during the visit, the proprietor and leaders demonstrated a very good understanding of the principals of running an effective special school, including keeping pupils safe. As a result, it is likely that the independent school standards will be consistently met if the school is registered.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- The school has an accessibility plan in place that covers all the aspects required by paragraph 3 of schedule 10 of the Equality Act 2010. It will be reviewed annually to assess progress against the targets for improving accessibility which it contains.

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.

Proposed school details

Unique reference number	146167
DfE registration number	878/6074
Inspection number	10056429

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 special school
Proprietor	Joanne Sams
Chair	Jason Goddard
Headteacher	Lukasz Miecznikowski
Annual fees (day pupils)	£57,000–£67,000
Telephone number	01626 782038
Website	www.thegreaterhorseshoeschool.co.uk
Email address	lukazsm@enhancedlearningservices.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	8–18	8–18
Number of pupils on the school roll	Not applicable	50	50

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	50
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	50
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	To be confirmed
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	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	To be confirmed

Information about this proposed school

- The Greater Horseshoe School proposes to cater for up to 50 day pupils. Most, if not all, will have SEN and/or disabilities. Leaders anticipate that significant numbers will have social, emotional or mental health difficulties and/or autistic spectrum disorder. It is anticipated that all pupils will be placed at the school by their local authorities.
- The proprietor intends to open the school with a small number of pupils, growing towards its maximum number on roll over two years.
- The proprietor owns the school through her company, Enhanced Learning Services Limited.
- In addition to its main site, the school will also use outdoor facilities at Chipley Mill, Bickington, Newton Abbot, Devon, TQ12 6JW.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education in order to assess the school's readiness to open. The inspector checked whether the school is likely to meet the independent school standards and other associated requirements were it to be registered.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the proprietor, the director of education and headteacher. He examined the school's application and looked at other documents provided by the school. He undertook a tour of both of the school's proposed sites

Inspection team

Stephen Lee, lead inspector

Her Majesty's Inspector

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