

Impact Independent School

The Millenium Centre, Friar Park Road, Wednesbury, West Midlands WS10 0JS

Inspection dates

23 August 2018

Overall outcome

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

Main inspection findings

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11, 12, 14, 16, 16(a) and 16(b)

- The school has an effective safeguarding policy which is fit for purpose and reflects current guidance from the Secretary of State. There are four designated safeguarding leaders, who are appropriately and regularly trained. School records show staff are thoroughly trained in how to implement the safeguarding policy and how to help pupils with barriers to their learning presented by their special educational needs and/or disabilities. Leaders give staff regular guidance on how to help pupils who have specific safety needs.
- Leaders work closely with the local authority and other agencies to ensure that safeguarding information is shared in a timely and effective manner. Leaders have strong systems for planning and monitoring the support they give to pupils and their families. Staff know their pupils well and so can help them where necessary and without delay. The school provides counselling for pupils, and arranges support from social services and, if appropriate, from the police.
- The school's single central record meets requirements. Appropriate checks have been carried out on all staff who work at the school. The school follows safer recruitment processes effectively. Leaders have in place a whistleblowing policy that is fit for purpose.
- Leaders ensure that there is adequate monitoring of health and safety. The health and safety policy is detailed and fit for purpose. Leaders have robust plans to manage the health and safety of the new site. Their records of monitoring the current site show regular checking and leaders put right any deficiencies they find. Leaders have credible plans to adapt their existing health and safety policy and practice for the specific features of the new site.
- Risk assessments are effective, and staff complete them, for example, to support individual pupils' learning, behaviour needs, transport to and from school and school

trips. In this way, leaders ensure that risk is reduced as much as possible and pupils are kept safe.

- Fire safety is well planned for by leaders. On the existing site, leaders make sure that there are regular independent assessments of their fire safety procedures. Any issues identified are quickly attended to. Leaders know that they will need to commission an independent fire assessment for the new site before they open. Escape routes and emergency exits on the new site are well planned. Appropriate assembly points have been identified. Leaders have planned the number and positioning of fire extinguishers and their regular testing. Leaders plan to give staff and pupils clear training in what to do in the case of an emergency.
- First aid is well managed. Leaders make sure that there are adequate first-aid kits, which are kept up to date and monitored effectively. Leaders know where to place these in key areas of the new site. There is an adequate number of well-trained first aiders on the staff.
- There are sufficient numbers of staff to ensure that pupils are properly supervised. The school is currently registered with the Department for Education to admit 60 pupils. Leaders have applied to increase this to 80 pupils, as there is an increasing demand for provision at the school. Leaders plan to employ more teaching staff should the numbers of pupils increase. This is not expected to be in the first year of the operation of the new site.
- Plans for the proposed site are likely to meet all the requirements of this standard.

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

Paragraphs 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), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 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)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 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)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)

- The single central record (SCR) is fully compliant with current guidance from the Secretary of State. It is efficiently checked and monitored by the headteacher, who is also the proprietor.
- Leaders have adequately planned for the safe and secure storage of sensitive and confidential documentation.
- Leaders ensure that staff are recruited in a safe manner. Leaders' recruitment processes are compliant with current guidance from the Secretary of State. Staff who manage the SCR and those who lead recruitment are well trained.

- The school is likely to meet all the requirements for this standard because the procedures are clearly understood and continue to be implemented appropriately.

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(1)(c), 24(2), 25, 26, 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), 29(1), 29(1)(a) and 29(1)(b)

- The new site is situated in Dudley. Leaders plan to relocate all teaching and learning to this site from their current location in Sandwell. Leaders have a realistic timescale for this move and plan for this to be completed by the start of December 2018. The building was formerly used by a fostering and adoption agency and so has secure and safe spaces for young people and staff. There are well-appointed classrooms on the first and second floor. Meeting spaces are suitable for pastoral work with individuals and small groups.
- The new site is well placed to take advantage of work experience and vocational learning offered by local small and medium-sized firms. Leaders have made links with some of these, for example the local garage. There is a secure, gated entrance to the school site from the main road. Utilities are connected and serviceable, and it is possible to use information and communication technology equipment and the internet safely.
- There are six teaching rooms, and these are large, well lit and with adequate acoustics. All the spaces are secure and have capacity for storage and effective organisation of learning resources. Leaders intend to continue to offer a wide range of academic qualifications, and the teaching spaces are suitable for this purpose. For example, there are rooms where art can be taught with easy access to water and cleaning facilities. Science teaching is intended to take place in rooms where there are secure storage spaces to meet Control of Substances Hazardous to Health regulations.
- Leaders have planned a highly secure entrance to the building for staff, pupils and visitors. It will only be used by the school. It has good external lighting. It leads directly onto a car park which will be shared with the nearby garage. Leaders have effectively assessed the safe use of this space. They have adequate numbers of staff to make sure exit and entry to the building is as safe as possible. There are good spaces for offices in order that the school can be administered effectively. There is an adequate reception area which means that the identity of visitors, staff and pupils can be safely checked.
- There is a small external space at the side of the building for pupils to take breaks. Leaders have good plans for completing the security of this area with high-quality fencing. There are clear plans for putting in two secure gates where this external space is adjacent to the garage at the rear, and to the walled and paved area at the front of the school.
- The proposed medical room is fit for purpose because it is spacious and has easy access to water and toilet facilities. The school does not admit, nor intend to admit, pupils with complex medical needs. Leaders plan to ensure that there are first-aid kits easily available throughout the school. The school has a policy of not storing

medicines on the site. Instead, they agree with parents and carers that, where medication for pupils is necessary, it is administered at home.

- Leaders plan to dispense bottled water to pupils and to install a water fountain for drinking purposes.
- There are separate toilets for boys and girls. They are in working order and the water temperature does not pose a scalding risk.
- Physical education is planned to be offered at the nearby recreation centre. This is within safe walking distance of the school. Leaders plan to have risk assessments in place to plan for this journey. The centre has shower and changing facilities and leaders have clear plans to make sure that the risk assessments used by the centre are thoroughly scrutinised so that pupils' safety is assured.
- The school has two minibuses. These are used to transport some pupils to and from school to improve their attendance. Since the proposed site is close to pupils' home addresses, this will still be possible and there is adequate safe parking close to the school and away from the main road.
- The school is likely to meet all of the requirements for this standard.

Part 6. Provision of information

Paragraph 32 (1) and 32(1)(c)

- The school does not have a website. Leaders have ensured that paper copies of the safeguarding policy and all other policies are available from the school on request.
- The school is likely to meet all of the requirements for this standard.

Part 8. Quality of leadership in and management of schools

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

- Leaders demonstrate a secure knowledge and understanding of the independent school standards. They use rigorous and thorough systems and processes to make sure that the independent school standards are met consistently.
- Leaders have a thorough and clear development plan for the school. This makes clear the ways in which they will develop the curriculum and keep pupils safe on the proposed new site. For example, leaders want to give even greater emphasis to personal, social, health and economic (PSHE) education so that pupils' pastoral needs can be better met. The accommodation allows for a specialised base for PSHE, and it is near smaller rooms where leaders plan to offer counselling and mentoring.
- Leaders are clear that they want to manage the opening of the new site in a measured and safe way. Consequently, they do not anticipate fully opening the site until December 2018 in order to make the improvements they have planned.
- The school is likely to continue to meet all of the requirements for this standard.

Schedule 10 of the Equality Act 2010

- The school meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010, as accessibility planning is in place.

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	141560
DfE registration number	333/6008
Inspection number	10055834

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	Secondary
School status	Independent school
Proprietor	Impact Education & Training Ltd
Chair	N/A
Headteacher	Miss Jo Blackhouse
Annual fees (day pupils)	Key stage 3 pupils £50 per day. Key stage 4 pupils £65 per day
Telephone number	0121 502 2645
Website	The school does not yet have a website
Email address	jobblackhouse@impactededucation.org.uk
Date of previous standard inspection	3–5 May 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	0	80	80

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	60	80
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	30	40
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	20	30
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	10	15

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	8
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	9	9

Information about this school

- Impact Independent School is currently situated in the Sandwell local authority area. The school proposes to move to a new site within the Dudley local authority area during the academic year 2018/19.
- The school has been open since 2014. It offers alternative provision for pupils who are at risk of being excluded or permanently excluded from mainstream school. The school caters for pupils who have a diagnosis of autism spectrum disorder and associated learning difficulties.

- There are no pupils currently on the school roll. Pupils are registered at the start of each school year after being referred by a mainstream school or local authority. The inspection took place in the summer holiday.
- The school is registered with the Department for Education to admit up to 60 pupils. It has applied to the Department for Education to increase this number to 80 pupils.
- Pupils are referred to the school by local authorities and mainstream schools. Pupils remain on the roll of the schools who have referred them. This is the reason why the number on roll appears as zero in the Department for Education's, 'Get information about schools' portal.
- The new premises are on a site formerly used for the counselling and support of young people and their families in adoption or fostering care. It comprises six large classrooms, a multi-purpose meeting room, a range of smaller offices and a school office. The building has adequate toilets and a space for the short-term medical care of pupils. There is a range of storage facilities including a secure examination papers' store. The building is on two levels. There is a secure small exterior recreation space. There is secure access to the building used only by the school. Physical education is intended to be taught at a nearby recreation centre.
- The school does not use alternative provision.
- The school does not have a religious character.

Information about this inspection

- The inspection took place over one day during the school holidays when there were no pupils present. The inspection took place on the proposed site for the school in Dudley. The inspector reviewed all the internal and external spaces on the proposed, new site.
- The inspector had meetings with the headteacher, who is also the school's proprietor.
- There were meetings with the deputy headteacher and the school's business manager.
- The lead inspector scrutinised the school's plans for the proposed, new site and range of other documentation, including the school's improvement plan, policies for teaching and learning and health and safety, curriculum plans and arrangements for moderation and standardisation of assessment.
- The school's safeguarding arrangements were inspected. The lead inspector scrutinised the single central record, the school's safeguarding policy and associated policies and systems for keeping pupils safe. These included risk assessments for individual pupils and activities conducted by the school.

Inspection team

Graham Tyrer, lead inspector

Ofsted Inspector

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Store Street
Manchester
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