

# The Nook

**Inspection dates**

15 August 2018

**Overall outcome**

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

## 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)*

- The proprietor has ensured that there is an appropriate, written policy on the curriculum.
- Subject plans and schemes of work are incomplete and do not support the written curriculum policy. The subject plans are, on the whole, taken from commercial programmes. In some cases, these are detailed, with numerous learning objectives and a week-by-week breakdown of planned learning. However, there is no indication of how the plans will be tailored to meet the specific or general needs of pupils the school intends to admit.
- Based on the information provided in the subject plans and schemes of work, the inspector concludes that it is unlikely that all pupils will have the opportunity to learn and make progress. As a result, pupils are unlikely to be prepared effectively for life beyond their time at the school.
- Subject plans and schemes of work, in particular those for personal, social, health and economic education, do not reflect the school's aim and ethos because they do not pay particular regard to the protected characteristics set out in the 2010 Act.
- The school's plans for the teaching of personal, social, health and economic education and religious education make suitable provision for the development of pupils' understanding of democracy and their tolerance of those with different faiths and beliefs. However, this is undermined by the lack of planning for the teaching of legal and moral issues around the protected characteristics.
- These standards are unlikely to be met.

### *Paragraph 3*

- Based on the information in the subject plans and schemes, the proprietor has not ensured that teaching at the school will lead to the good progress of pupils. As plans stand, pupils are unlikely to be self-motivated because suitable provision has not been

made to take account of their interests and ability and the circumstances which bring them to the school.

- Lessons are unlikely to be planned well because long-term and medium-term plans have not set out how teachers will utilise a range of teaching methods to take account of pupils' aptitudes, needs and prior attainment.
- The school building is currently undergoing a refurbishment prior to the planned opening. At the time of the inspection there were very few educational resources on-site. Furniture in the building was limited to a few desks and chairs.
- The school's assessment policy gives an overview of assessment across the school. However, this is not reflected in the subject plans and schemes of work. Assessment, therefore, is unlikely to be used by teachers to plan teaching so that pupils can progress.
- The standards in this paragraph are unlikely to be met.

*Paragraph 2(2)(a), 2(2)(b), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 4*

- Although schemes of work lack detail, there is sufficient information to indicate that pupils will acquire speaking, listening, literacy and numeracy skills.
- The proposed timetable shows that pupils will receive a full-time supervised education which gives an experience in the required subjects.
- Information scrutinised by the inspector indicates that the school has made arrangements to commission the services of an external provider of careers guidance.
- The proprietor has ensured that a framework for the evaluation of pupils' performance is in place. Teachers and leaders will meet with those of other schools owned by Hexagon Care Services, to moderate and compare pupil outcomes against internal external markers.
- These standards are likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(vi)*

- The proprietor's good intentions of providing for pupils' spiritual, moral, social and cultural development are undermined by subject planning which does not pay particular regard to the protected characteristics.
- These standards are unlikely to be met.

*Paragraph 5(c), 5(d)*

- Subject planning, in particular that for personal, social, health and economic education, allows for the development of pupils' understanding of the political system in this country. However, there is no clear direction to adults to ensure that the promotion of partisan political views are precluded. Furthermore, there is no clear direction to adults that they should ensure that pupils are offered a balanced presentation of opposing political views.
- These standards are unlikely to be met.

*Paragraph 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vii)*

- Based on the information provided along with the inspector's discussions with the headteacher and head of education, there is no doubt that plans are in place to ensure that much of pupils' spiritual, moral, social and cultural development is secure.
- These standards are likely to be met.

Part 3. Welfare, health and safety of pupils

*Paragraph 7*

- The proprietor has ensured that the school has a safeguarding and child protection policy. As with several other policy statements, this has been adapted from a generic document. At the time of the inspection, the school's policy identified the designated senior leader (DSL) and deputy DSL as the headteacher and teacher respectively. However, this does not reflect the policy because neither have been trained in safeguarding at an appropriate level. Given the nature of the pupils which the school intends to admit, this is a significant concern and does not have appropriate regard for guidance issued by the Secretary of State. Training for DSLs has been booked for 24 September 2018. The inspector was unable to judge if this training covers adequately the depth and breadth required for such a position.
- The standards in this paragraph are unlikely to be met.

*Paragraph 13*

- The first aid policy scrutinised by the inspector was a generic policy which had not been made specific to the needs of this school. Neither the headteacher nor teacher have been trained to an appropriate level in first aid. First aid training is planned into the staff development programme for early in the Autumn 2018 term.
- At the time of this inspection, first aid packs were not available in the allocated first aid room.
- This standard is unlikely to be met.

*Paragraph 9, 10, 11, 12, 14, 15, 16*

- The proprietor has ensured that appropriate policies and or documents are in place for behaviour, anti-bullying, health and safety, fire safety, the supervision of pupils and deployment of staff, admissions, attendance and risk assessment.
- At the time of this inspection, suitable fire extinguishers were available on the premises. However, these were not sited strategically around the building.
- The standards in these paragraphs are likely to be met.

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

*Part 4*

- The proprietor has ensured that an appropriate system has been established to check and record the suitability of adults who work at the school.
- All standards in this part, which were relevant to this school at the time of the inspection, are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(c), 24(1), 24(1)(a), 25, 27, 27(b), 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(b)*

- At the time of this inspection, refurbishment was still not complete, furniture and educational resources were not in situ. Some taps were not operational and external lighting was not in full working order.
- The school does not have suitable changing and showering facilities. The school's physical education overview identifies key themes including team games, individual games, and health and fitness. The head of education indicated that the school plans to deliver all physical education at off-site venues. However, this view is not reflected in the school's documentation about physical education.
- The school has identified a room which is suitable for the short-term care of sick and injured pupils. However, at the time of the inspection, this room was not suitable accommodation to cater for the more general medical and therapy needs of pupils. The room had no suitable furniture or facilities for the safe storage of first-aid and medical items.
- The two classrooms and a windowless room identified for use as an individual therapy room have solid fire doors. Given the nature of the pupils and high likelihood of sensitive one-to-one work taking place, the lack of viewing panels in doors contributes unacceptably to the risk to the safety and welfare of pupils and adults.
- At the time of the inspection, the school was unable to demonstrate that external lighting was working and effective.
- At the time of the inspection, the school planned to provide drinking water for pupils. A drinking water source, which was not labelled, was situated in one classroom only and, as such, is not accessible at all times by all pupils.
- These standards are unlikely to be met.

*Paragraph 23(1)(a), 24(1)(b), 24(2), 26, 27(a), 28(1)(b), 28(1)(d), 28(2)(b), 29(1)*

- The school building has suitable hot and cold water and toileting facilities. The two classrooms are lit well and have appropriate acoustics and soundproofing. Outdoor space is plentiful, with grassed areas and two hard surface areas suitable for physical education and for pupils to play outside.
- These standards are likely to be met.

## Part 6. Provision of information

### *Part 6*

- The school does not have its own internet website. The school does produce a prospectus and makes this and other information available on request. Due to the nature of the provision and the circumstances which the pupils find themselves in, the school does not publish direct contact details. Any correspondence or contact with the school is directed through the company's head office. This is appropriate.
- All standards in this part, which were relevant to this school at the time of the inspection, are likely to be met.

## Part 7. Manner in which complaints are handled

### *Part 7*

- The proprietor has put in place an appropriate complaints procedure.
- All standards in this part are likely to be met.

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

### *Part 8*

- The proprietor has not ensured that all of the independent school standards are likely to be met. Some of the standards which are unlikely to be met relate to the well-being of pupils.
- All the standards in this part are unlikely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor has ensured that an accessibility plan for the school has been put in place.

## **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	146030
DfE registration number	888/6115
Inspection number	10055024

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	Francis Ashcroft
Headteacher	Shahsta Kahn
Annual fees (day pupils)	Not known
Telephone number	0333 600 6600
Website	<a href="http://www.hexagoncare.com">www.hexagoncare.com</a>
Email address	<a href="mailto:headoffice@hexagoncare.com">headoffice@hexagoncare.com</a>

## Provider already operating

Number of pupils of compulsory school age	N/A
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	N/A
Total hours operating as a school per week	N/A
Total hours of teaching provided per week	N/A

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	N/A	11–16	11–16
Number of pupils on the school roll	N/A	6	6

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	N/A	Girls
Number of full-time pupils of compulsory school age	N/A	6
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	Not known
Of which, number of pupils with an education, health and care plan	N/A	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Not known



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	2
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	0

## Information about this proposed school

- The school proposes to admit up to six girls. All of the pupils will be looked after by a local authority (LAC) and will reside in a children's home owned by Hexagon Care Services. The pupils may or may not have special educational needs and or disabilities and may be subject to an education and health care (EHC) plan.
- The school proposes to share a site with a children's home owned by Hexagon Care Services. Pupils from the home will attend The Nook School. Pupils will return to the children's home at break and lunchtimes.
- Pupils which the school intends to admit will generally be extremely vulnerable. Some will have been subject to exploitation. All pupils will have experienced significant trauma or disruption in their lives and may display associated social, emotional, behavioural and mental health issues.

## Information about this inspection

- This was the first pre-registration inspection of the school. An earlier planned inspection was deferred, at the request of the school, because refurbishment work had not been completed. The application, dated 18 April 2018, indicates that the school intends to admit pupils from 1 September 2018.
- The inspector toured the building and the premises.
- The inspector scrutinised a range of documentation provided by the school in relation to the independent school standards. These included documents outlining the school's policy and procedure in areas such as safeguarding, the curriculum, assessment and pupils' progress.
- Discussions were held with the proprietor, the head of education for Hexagon Care Services and the headteacher of the school.

## Inspection team

Drew Crawshaw, lead inspector

Her Majesty's 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; and
  - 2(1)(b) the written policy, plans and schemes of work—
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
    - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
  - 2(2)(d) personal, social, health and economic education which—
    - 2(2)(d)(i) reflects the school's aim and ethos; and
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;

- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which—
    - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
  - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
  - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—
    - 5(d)(i) while they are in attendance at the school,
    - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
    - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

## **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.
- 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.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
- 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.
- 27 The standard in this paragraph is met if the proprietor ensures that—
  - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 28(1) The standard in this paragraph is met if the proprietor ensures that—
  - 28(1)(a) suitable drinking water facilities are provided;
  - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and
- 28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—
  - 28(2)(a) they are readily accessible at all times when the premises are in use; and

## **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.

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