

# Ameina Community Education

93 London Road, Luton LU1 3RG

## Inspection dates

29 August 2018

### Overall outcome

**The school is likely 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)–(b), 2(2), 2(2)(a)–(i)*

- Pupils will attend for five hours and 30 minutes a day between 9.30am and 3.00pm, providing pupils with 25 hours on-site education each week. No pupils were on site during the inspection and therefore no lessons were observed.
- The provision will aim to meet the needs of the vulnerable pupils. Suitable schemes of work for key stages 3 and 4 are based on the national curriculum and are available for each subject. The school intends to develop these further when providing bespoke timetables according to pupils' individual needs.
- The vast majority of pupils are expected to be working towards GCSE and/or level 2 vocational qualifications in key stage 4.
- The curriculum will include GCSEs, entry-level, functional skills and vocational courses. The awarding body will be Edexcel and AQA. A range of qualifications will be on offer.
- The curriculum will provide experience in the required areas of education for:
  - linguistic, through English GCSE and functional English
  - mathematical, through mathematics GCSE and functional mathematics
  - scientific, through GCSE science
  - technological, through information and communication technology, studying GCSE and functional skills; food technology will be offered which can lead to an appropriate qualification
  - human and social, through personal, social, health and economic (PSHE) education
  - spiritual, moral, social and cultural skills, and life skills
  - physical, through off-site lesson delivery at the leisure centre, the gym and the local playing field

- aesthetic and creative, through therapeutic art
- humanities, through GCSEs in history, geography and religious education.
- The academic offer is underpinned with a wide range of therapeutic interventions, including drama therapy, art therapy, nurture groups, play therapy, counselling for pupils and an experience of music. The therapeutic provision will be managed, supported and quality assured by the internal social and mental health team.
- The school intends to offer practical and therapeutic learning in horticulture and animal welfare with suitable qualifications.
- The proprietor intends to put into operation school-wide strategies to ensure that pupils who speak English as an additional language are supported to access the curriculum. The school will obtain appropriate help when a pupil does not have an adequate command of spoken or written English to enable them to engage with learning.
- The headteacher will review the PSHE education programme methodically to ensure that it will meet the full range of PSHE topics for both key stages. Leaders plan to complement the programme with other planned events, such as raising money for charities such as Children In Need.
- A suitable programme for careers advice and guidance will be provided. The programme will include post-16 transition plans, visits to and from local colleges and support from an independent careers adviser visiting the school. Careers guidance will be delivered through the PSHE programme and cross-curricular learning opportunities. All pupils are to receive careers guidance.

*Paragraphs 3, 3(a)–(j)*

- Pupils will be assessed on entry to determine their level of need and to allow teachers to set them challenging targets.
- The staff currently employed are:
  - a headteacher
  - a full-time key stage 3 teacher who is the designated safeguarding lead
  - a full-time English and religious education teacher
  - a full-time teacher who teaches science and PSHE
  - a full-time teacher who will teach health and social care, and child care
  - a part-time science teacher
  - a full-time support worker
  - a part-time teaching assistant
  - a part-time English and RE teacher
  - a full-time administrative assistant.
- Other prospective staff, such as a part-time teacher of mathematics, will be appointed shortly. Leaders' long-term plans are to appoint more teachers and teaching assistants as pupil numbers increase.

- Teaching will initially take place in groups of six pupils, with individual additional sessions as required. Each group will have a minimum of one teacher and one learning support assistant.
- Classrooms are equipped with an electronic white board and projector for displaying images and videos from a computer. One classroom has an electronic white board providing touch-screen technology. There are sufficient laptops and resources for pupils to use to support their learning.

#### *Paragraph 4*

- Academic and vocational qualifications will be linked to external accreditation.
- School leaders have ensured that the three independent school standards for the quality of education are likely to be met by the proposed school.

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

#### *Paragraphs 5, 5(a)–(d)*

- The ethos of the school is planned to actively encourage pupils to develop their motivation and self-confidence, attendance and engagement with education. Certificates for good attendance, behaviour, curriculum achievement and community participation will be awarded. A celebration assembly will confirm pupils' achievements.
- Parents and carers will be invited to the school each term to celebrate pupils' achievement.
- The school plans to invite speakers from the police force, representatives from drugs and alcohol awareness, and presenters who can discuss the negative aspects of gang and knife crime. Pupils will be helped to understand risks and how to consider their implications. All pupils will be taught about being safe online through the planned e-safety programme.
- Pupils will be encouraged to show initiative and contribute to the local and wider communities by running MacMillan coffee mornings. A Christmas lunch will be provided to members of the local community to enable pupils to develop an awareness of diverse cultures.
- Pupils will support national charities, such as Comic Relief and Children In Need.
- The school is considering the Duke of Edinburgh Award Scheme for appropriate pupils to develop their confidence, build resilience and develop skills for work.
- Pupils will be provided with a broad and general knowledge of the law and of public institutions and services in England. Plans are in place for local community visitors, including the police force and fire services.
- The school plans to ensure that pupils develop an understanding of diverse cultures and traditions. Events will be celebrated, including a variety of multicultural festivals. Plans are in place to visit the local church, the local mosque and the Sikh and Hindu temples.

- Fundamental British values, including democracy, will be taught. The school intends to plan visits to the Palace of Westminster. Pupils will take on roles and responsibilities, including electing representatives to the school council.
- School leaders have ensured that the independent school standard for pupils' spiritual, moral, social and cultural development is likely to be met by the proposed school.

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

#### *Paragraphs 7, 7(a), (7b)*

- The school's safeguarding policy is available on request as there is no school website. It includes all the required up-to-date guidance and information. It takes into account the 'Keeping children safe in education' (KCSIE) 2016 document. The proprietor is aware that the KCSIE, September 2018 document requires the school to personalise the safeguarding policy to the school environment.
- The designated lead person for safeguarding is trained to the required level and will be named in the new safeguarding policy. The proprietor, who is also a teacher, is the designated safeguarding lead. Statutory training by the local authority safeguarding board is up to date. The learning mentor will attend the relevant training in September 2018 to become the deputy safeguarding lead. Contact details are provided for the local authority safeguarding officer and emergency social services.
- Training plans are in place for the induction of all staff before the school opens. These include training in safeguarding, positive handling, fire safety and the use of the school's electronic information management system for the recording of attendance, incidents and exclusions. Four members of staff have up-to-date training in first aid. This was completed in February 2017.

#### *Paragraphs 9, 9(a), 9(b), 10*

- The school has policy statements relating to anti-bullying and promoting positive behaviour. Policies are not yet personalised so that they are specific to the school.

#### *Paragraph 11*

- There is a written health and safety policy. The necessary safety checks are made on electrical equipment. The premises are generally suitably maintained and will have a deep clean before the school opens. The new premises are not yet furnished. Leaders are diligent in meeting their legal obligations in relation to health and safety.

#### *Paragraph 12*

- Arrangements for fire safety meet requirements.
- The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Bedfordshire Fire and Rescue Service assessed the condition of the new premises in March 2018. The proprietor was issued with a list of recommendations, many of which have already been carried out and checked by an external contractor. Bedfordshire Fire and Rescue Service do not intend to return to the property.
- There is suitable signage to fire exits in classrooms and corridors, enabling a swift exit should a fire occur, in both premises.

- Fire extinguishers were inspected and certified in June 2018 and July 2018 and are located according to the evacuation plan maps.
- The proprietor will maintain a log of routine emergency lighting testing and fire alarm tests on the new premises at the required intervals, to ensure the health and safety of pupils.

#### *Paragraph 13*

- There is a suitable first aid policy.
- A list of first aiders are displayed on classroom walls.
- The proprietor plans to situate first aid boxes in convenient locations.
- Training for first aid has been completed by the proprietor, the administrator and two members of staff. The teaching assistant is booked on a first aid course during the autumn term.

#### *Paragraph 14*

- The ratio of pupils to staff will generally be 3:1, which is suitable to support the proposed provision.

#### *Paragraph 15*

- Attendance and admissions registers will be maintained on the school's electronic management information system, together with records of any serious incidents or exclusions.
- Non-attendance is currently followed up with calls to parents or schools. Similar arrangements are planned for the prospective school.

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

- The risk assessment policy is detailed to give sufficient guidance to staff about the needs and risks associated with the pupils, the building and the location of the school.
- Suitable risk assessments are in place which cover a range of potential dangers associated with pupils' activities, the accommodation and transport. Risk assessments are expected to consider pupils' particular needs and vulnerabilities. Teachers will complete an off-site visit risk assessment pro forma.
- Leaders have ensured that the nine independent school standards for the welfare, health and safety of pupils are likely to be met by the proposed school.

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

#### *Paragraphs 18(2), 18(2)(a)–(f), 20(6), 20(6)(a)–(c), 21(1), 21(2), 21(3), 21(3)(a)–(b), 21(4), 21(5), 21(5)(a)–(c), 21(6), 21(7), 21(7)(a)–(b)*

- There is a single central record of the pre-employment checks made on staff for the proposed school.
- The proprietor and the director, who is also a teacher, have undertaken training in safer recruitment. The recruitment policy covers the completion of all required checks and the receipt of suitable references.

- The proprietor is aware of prohibition checks for all teaching staff, with or without qualified teaching status, and how to obtain the checks.
- A minimum of two references are requested and followed up appropriately.
- Staff already appointed have a range of relevant professional qualifications and experience to teach the curriculum on offer and to support the needs of vulnerable pupils.
- Evidence of identity, qualifications and the right to work in the United Kingdom is available.
- There are currently no supply staff at the school. The proprietor of the school is aware of the necessary checks if they require supply staff from an external agency.
- Plans are in place to recruit additional staff and to carry out checks prior to staff starting work, including medical fitness, completed after the offer of an appointment.
- The proprietor will make one minor amendment to the single central record, inserting a column to record the completion of the additional section 128 checks for personnel in management roles.
- Leaders have ensured that the three independent school standards for the suitability of staff and proprietors are likely to be met by the proposed school.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a)–(c), 24(1), 24(1)(a)–(c)*

- There are adequate toilet facilities for able-bodied and disabled, male and female pupils and adults.
- The main site has an appropriate medical room which can be used for other purposes. It is close to a toilet and washing facilities. A separate medical room with washing facilities and an adjacent toilet will be provided on the second site for the short-term care of sick and injured pupils.

*Paragraphs 25, 26, 27, 27(a)–(b)*

- The main site will have a deep clean upon completion of building work. Furnishings will be added. The accommodation comprises:
  - an administration office
  - a dining area
  - a kitchen
  - a medical room
  - a meeting room/preparation room
  - a downstairs classroom
  - a conservatory for recreational activities
  - three individual downstairs toilets which can be locked from the inside
  - an upstairs toilet and shower
  - an upstairs classroom

- secure external outdoor space, ample in size.
- The second site is clean, maintained well and appeared safe for pupils. The equipment used by pupils is relatively new and appropriate to their needs. The accommodation comprises:
  - a secure entrance and hallway
  - one large learning space measuring 67m<sup>2</sup> which can be divided into two classrooms by a partition
  - secure external outdoor space, ample in size
  - two individual toilets which can be locked from the inside, one of which is suitable for the disabled.
- The teaching spaces on both sites are a range of sizes. This offers increased flexibility for different pupil group sizes and different activities.
- Evacuation instructions and maps are displayed throughout the buildings in prominent positions.
- Fire extinguishers are located according to the evacuation maps. Fire extinguisher checks have been completed within the last year, along with the testing of electrical equipment.
- External lighting is provided to ensure that people can enter and leave the buildings safely. The main site has external lighting at the rear of the property. External lighting to the rear of the second property is due to be completed in September 2018.
- Teaching spaces have plenty of natural light, with adequate acoustic conditions and sound insulation.

*Paragraphs 28(1), 28(1)(a)–(d), 28(2), 28(2)(a)–(b)*

- Washing facilities have hot and cold running water. The hot water is kept at a safe temperature, frequently monitored and information is logged appropriately.
- Drinking water will be readily available and will be labelled appropriately.

*Paragraphs 29(1), 29(1)(a)–(b)*

- Physical education will be provided off-site in accordance with the school's curriculum.
- Suitably sized areas for play and recreation are available on both premises. They are enclosed to ensure pupils' safety.
- Leaders have ensured that the seven independent school standards for the premises and accommodation are likely to be met by the proposed school.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a)–(j), 32(2), 32(2)(a)–(d), 32(3), 32(3)(a)–(g), 32(4), 32(4)(a)–(c)*

- There is no school website. The school is in the process of developing one. Information such as the school's name and address, the headteacher's name and contact details and several school policies, including for safeguarding and complaints, are available to parents on request.

- The relevant placing authority is aware of the school's contact details and has access to its policies, including those relating to the safeguarding of pupils.
- Templates have been designed for regular reporting to parents. The school is aware of its responsibilities to provide local authorities and others with information as required.
- Leaders have ensured that this independent standard is likely to be met by the proposed school.

## Part 7. Manner in which complaints are handled

### *Paragraphs 33, 33(a)–(k)*

- A written policy for handling complaints is in place.
- Suitable timescales for dealing with each stage of the complaint are included in the policy.
- The complaints policy is presently being updated to ensure that when there is a panel hearing of a complaint, one panel member is independent of the management and running of the school.
- The school intends to maintain written records for all complaints and actions taken.
- Leaders have ensured that this independent standard is likely to be met by the proposed school.

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

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

- The proprietor is very clear about what they want to provide and achieve by setting up the school.
- The proprietor has appropriate knowledge about the independent school standards.
- The updated policies are clearly written, and plans are in place for the governing body to monitor their impact.
- Members of the governing body will include a secondary school governor, a secondary school teacher, a retired police officer and a probation manager. Other governors have relevant educational experience.
- Leaders have ensured that this independent standard is likely to be met by the proposed school.

## Schedule 10 of the Equality Act 2010

- Leaders are finalising an accessibility plan to fulfil their duties under the Equality Act 2010.
- Leaders have ensured that this requirement is likely to be met by the proposed school.



## **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	146292
DfE registration number	821/6015
Inspection number	10068033

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	Ameina Centre CIC
Chair	Audrey Flora
Headteacher	Doreen Thakoordin
Annual fees (day pupils)	£19,500 to £25,000
Telephone number	01582 431568
Website	N/A
Email address	<a href="mailto:info@ameinacentre.co.uk">info@ameinacentre.co.uk</a>
Date of previous standard inspection	Not previously inspected

## 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	0
Total hours operating as a school per week	25 – alternative provision only
Total hours of teaching provided per week	Up to 15 hours per pupil. Pupil attendance varies, dependent on the individual agreement with the referring school or with the local authority.

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–16	11–16	11–16
Number of pupils on the school roll	9	25	15

### *Reason for inspector's recommendations*

- The proprietor plans to increase the number of pupils on roll gradually and a maximum of 15 as a starting point is appropriate, given that the proprietor does not have experience of running a school or of the independent school standards.
- The accommodation is suitable to support additional pupils and the proprietor will request a material change as appropriate.

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	9	25
Number of part-time pupils	0	0
Number of pupils who have special educational needs and/or disabilities	0	Up to 25
Of which, number of pupils with an education, health and care plan	0	Up to 25
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	Up to 25

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	6
Number of part-time teaching staff	3	5
Number of staff in the welfare provision	N/A	N/A

## Information about this proposed school

- The provider seeks registration with the Department for Education (DfE) as a special independent school. The proposed registration is for a maximum of 15 pupils between the ages of 11 and 16 years. The original proposal was for 25 pupils but a maximum of 15 pupils is recommended by the inspector.
- The proposed proprietorial body is Ameina Centre CIC.
- The proprietor proposes to admit pupils who have special educational needs, predominantly relating to social, emotional and mental health needs. Some of the pupils may have additional needs, such as cognitive and learning needs, moderate learning difficulties, behavioural, emotional and social development needs, and communication and interaction needs.
- Some pupils may have an education, health and care (EHC) plan.
- Pupils are likely to be at risk of exclusion or will have been excluded permanently from mainstream schools and/or maintained special schools.
- The proprietor proposes to admit children looked after.
- The proprietor has planned to open the school on 01/09/18. During this inspection, a revised date for opening was fixed for 29/10/18. This delayed start date is in recognition of the planning and building work that still needs to be done.
- There are two sites and the proprietor is proposing to register a children's home.
- Ameina Centre CIC proposes to base the school on two sites 20 minutes' drive from one another. The detail in the report applies to both sites.
  - The main site is at 93 London Road, Luton LU1 3RG. This site accommodates pupils on two floors.
  - The second site is at 19a Ambleside, Luton LU3 2SF. This is a single-storey building.
- For the past four years, the proprietor has run alternative provision. It provides educational, behavioural and family support to young people experiencing difficulties in education from Year 7 (age 11) upwards, up to Year 11 (age 16). The provision operates from Monday to Friday at 19a Ambleside, Luton LU3 2SF. Pupils attend for up to 15 hours each week and do not have EHC plans.

- The proprietor proposes to use the premises as a school instead of alternative provision. The well-maintained premises, initially a community centre, are in a residential street. The proprietor is in the process of buying the property.
- The proprietor has recently taken on the lease of second premises situated at 93 London Road, Luton LU1 3RG. The semi-detached house is in a residential area.
- There will be off-site provision for physical education at local sports facilities and the local playing field.
- The proposed school will use supply staff when necessary.
- There will be a governing body.
- The proprietor is not involved in any other proprietorship or running of independent schools.

## Information about this inspection

- Ofsted conducted this inspection at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.
- This is the first pre-inspection for the proposed provider. The Ameina Centre CIC is currently an alternative provider. The school is scheduled to open on 29 October 2018.
- On the 13 June 2018 an inspection was conducted by Ofsted under part 4, section 97 of the Education and Skills Act 2008. The inspection was conducted because the Chief Inspector had reasonable cause to believe that an unregistered independent school may be being conducted on the premises. This unannounced inspection found that the setting was not operating illegally at the time of the inspection.
- The inspector held meetings with the proprietor.
- The inspector conducted a tour of the two proposed premises with the proprietor.
- The inspector scrutinised the documents sent by the prospective proprietor to the Department for Education and the documents provided on-site. Information included the curriculum, school policies and documents relating to keeping pupils safe.
- The inspector scrutinised the pre-employment checks for the prospective staff.

## Inspection team

Stefanie Lipinski-Barltrop, lead inspector

Her Majesty's Inspector

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