

K-HQ

Loyalty Hall, Dulford, Cullompton, Devon EX15 2BY

Inspection dates

1 October 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)(h)–2(2)(i)

- Leaders have put in place a comprehensive curriculum policy, supported by effective plans and schemes of work. This outlines the school's aims and how leaders will ensure that pupils receive a broad curriculum offer, alongside their pastoral and therapeutic needs.
- The school's curriculum is centred on English and mathematics. This is because, in the past, most pupils will have spent a large amount of time out of education. In addition to these subjects, the school's curriculum will cover science, technology, physical education (PE), aesthetic and creative subjects, as well as horticulture, animal husbandry and equine studies. There will also be a specific focus on developing pupils' life-long learning skills. In preparation for this, leaders have drawn up detailed schemes of work for preparing pupils in areas such as 'independent living', 'parenthood' and the 'world of work'. The school's curriculum is designed to enable pupils in both Years 10 and 11 to attain formal qualifications across a range of subjects.
- Leaders plan to use regular diagnostic tests to ensure that work is matched accurately to pupils' needs. Staff have drawn up progressive schemes of work. These set out the school's expectations for pupils' progress within individual subjects and units of work. Staff and leaders will monitor pupils' outcomes closely. This will ensure that work remains appropriate and, where pupils are at risk of falling behind, additional support can be put in place.
- The school's plans and schemes of work 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.

Paragraph 2(2)(d)–2(2)(e)(iii)

- In addition to the curriculum provision outlined above, the school also intends to provide all pupils and students with personal, social, health and economic education.

Leaders have drawn up discrete schemes of work which reflect the school's ethos, and will promote in pupils a respect for both themselves and others.

- One of the school's primary aims will be to encourage pupils to continue into further education or training. Depending on need, pupils will spend time working in local colleges while still at K-HQ. This is intended to support pupils in making effective transitions at the end of Year 11.
- The school has planned for pupils to receive appropriate careers advice through the employment of an independent careers adviser. She will provide pupils with information in small group and one-to-one sessions. The head of school will monitor the information that pupils are given to ensure continued impartiality.

Paragraph 3, 3(a)–3(j), 4

- The school's curriculum policy and schemes of work set out how teaching will help pupils acquire new knowledge and make good progress according to their ability. If implemented effectively, the schemes of work will ensure that lessons are well planned and based on secure understanding of relevant subject knowledge.
- The standards in part 1 are likely to be met.

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

Paragraph 5–5(d)(iii)

- The school will promote pupils' spiritual, moral, social and cultural development through the curriculum, as well as in the pastoral support provided by staff. Due to pupils' vulnerabilities, the primary aim of this work will be to build pupils' self-esteem, self-knowledge and self-confidence. Additionally, there will be a focus on developing life skills.
- Staff at all levels will encourage pupils to take responsibility for their own behaviour. Staff will provide each pupil with a 'daily pupil profile' to support them in being reflective. Staff and pupils will meet regularly in tutorials to explore these reflections, as well as any other concerns that pupils may have. Leaders plan to establish a school council. This will be democratically elected and provide a forum in which pupils can express their views.
- Leaders' plans include regular informal visits from the police. This will be an opportunity for pupils to discuss issues such as child sexual exploitation, online safety and equalities, as well to build positive relationships with officers.
- The standard in part 2 is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The head of school, who is the school's designated safeguarding lead, has a secure understanding of statutory safeguarding requirements as set out in Keeping Children Safe in Education (2018). Although the proprietor is currently streamlining the school's policy to make it more workable, it remains fully compliant and states how the school will make effective arrangements to safeguard pupils and promote their welfare.

Paragraph 9–9(c), 10, 14

- The school's behaviour policy is clear and outlines how it will promote good behaviour among pupils. Additionally, it sets out the sanctions that staff will adopt in the event of pupil misbehaviour and how these will be recorded. The school has drawn up an anti-bullying strategy that, when implemented, is likely to prevent bullying as far as it is reasonably possible.
- Leaders have planned appropriate staffing ratios so that pupils are likely to be well supervised. These include during teaching sessions, as well as at breaktimes and lunchtimes.

Paragraph 11, 16–16(b)

- The proprietor has a written health and safety policy which identifies clearly the lines of responsibility. The policy makes reference to the relevant health and safety legislation and sets out how these will be complied with.
- The proprietor has ensured that a written risk assessment policy has been drawn up. This outlines who is responsible for specific risk assessments as well as how assessments are to be carried out and recorded. Risk assessments have already been completed for the premises and for specific activities such as swimming. These will be reviewed regularly by the relevant staff member and 'signed off' by the head of school. Leaders will complete risk assessments for individual pupils as they join the school.

Paragraph 12

- The proprietor has commissioned an external fire risk assessment. This highlighted a number of areas which needed to be addressed before the school opens. The proprietor has already remedied the majority of these and has plans in place to rectify the remaining areas prior to opening. Assuming that these are completed, the standard in this paragraph is likely to be met.

Paragraph 13

- Leaders have drawn up an effective first aid policy. This details who in the school will be responsible for the administration of first aid.

Paragraph 15

- The proprietor has well-established systems in place to maintain admission and attendance registers.
- The standards in part 3 are likely to be met.

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

Paragraph 18(2), 18(2)(a)–18(2)(f), 18(3), 20(6), 20(6)(a)–20(6)(c), 21(1)–21(4), 21(6)–21(7)(b)

- The proprietor has ensured that staff have been recruited in line with statutory guidance.
- The single central record is in place and evidences that pre-employment checks meet requirements. The school's single central record includes the checks made on the proprietor and other school leaders, including those required by the secretary of state.

Paragraph 19(1)–19(3), 21(5)–21(5)(c)

- The school does not intend to use any supply staff.
- The standards in part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–23(1)(b), 24(1)–24(2), 26–28(2)(b), 29(1), 29(1)(b)

- The proprietor has paid careful attention to the bespoke design of the premises so that they support leaders in fulfilling the school's intended aims and meet pupils' individual needs. For example, the site includes spaces for learning, therapy and individual support. There are also areas, both inside and outside, for pupils to relax and socialise with others.

Paragraph 23(1)(c), 29(1)(a)

- The school intends to use Wellington sports centre for pupils' PE lessons. This location will also provide changing and shower facilities. Leaders understand that this will need to be risk assessed prior to commencement.

Paragraph 25

- The proprietor is fully aware of the importance of ensuring that the health, welfare and safety of pupils is maintained. The premises have been finished to a high standard. Plans to secure the site, especially around the rear, are in place and scheduled to be finished before the school opens to pupils.
- The standards in part 5 are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(4)(c)

- Due to the complex needs of its pupils, the school does not intend to have a website. Provision has been made to ensure that the relevant documentation and information is made available to the appropriate placing authority. This information will also be made available to the secretary of state, the chief inspector or an independent inspectorate, if it is requested.
- The standard in part 6 is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)–33(k)

- The school has a written complaints procedure, which will be made available on request. It sets out clear timescales for the management of complaints and allows for a complaint to be considered informally in the first instance.
- Should a complainant be dissatisfied with the school's response to a complaint, the procedures outline clearly the steps that they may take to escalate their concerns further. This includes a formal written stage, with representation to the head of school and a nominated director, and a formal panel hearing. Procedures state that any such panel will consist of at least three people not involved in the matters relating to the complaint, one of whom will be independent of the school.

- The school's policy outlines the arrangements for maintaining records of complaints and how these will be kept confidential. The exceptions to this, for example during an inspection, are stated clearly.
- The standard in part 7 is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has ensured that when the school opens, all the independent school standards are likely to be met.
- The proprietor has established robust systems to monitor school performance and hold leaders to account. However, directors recognise that some refinement is required to their checks so that they take greater account of the independent school standards. This will support the proprietor in ensuring that the standards are met consistently.
- The standard in part 8 is likely to be met.

Schedule 10 of the Equality Act 2010

- The school has an appropriate equalities policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The school's aims state clearly how all pupils are to be supported in accessing the curriculum.
- The school's new premises have been designed in line with the latest accessibility requirements. For example, the site is accessible to users, and accessible toilets have been installed.

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	146287
DfE registration number	878/6076
Inspection number	10067932

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	Other independent special school
School status	Independent special school
Proprietor	Generation 21 Ltd
Chair	Stephen Brunskill
Executive head of education	Ronnie Gleeson
Head of school	Ryan Swiggs
Annual fees (day pupils)	£36,140
Telephone number	01725 552 839
Website	None at present
Email address	sbrunskill@aol.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–16	11–16
Number of pupils on the school roll	N/A	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Girls
Number of full-time pupils of compulsory school age	N/A	10
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	10
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	N/A	tbc
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	N/A	tbc

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	5
Number of part-time teaching staff	N/A	0

Information about this proposed school

- K-HQ is operated by Generation 21 Ltd, and will be an independent special day school, located in Cullompton, Devon. The school intends to open in November 2018.
- K-HQ will offer provision for up to 10 girls who have severe social, emotional and behavioural difficulties. Many of these will have been out of education for prolonged periods of time.
- Pupils will be placed by their respective local authority. Many, but not all, of the pupils will have an education, health and care plan.

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. This was done by checking whether it is likely to meet the independent school standards should it be registered.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the proprietor, executive head of education and head of school. The inspector examined the school's application and looked at other documents provided by the school. He undertook a tour of the premises of the proposed school, in order to evaluate its compliance with the independent school standards and its readiness to open.

Inspection team

Jonathan Dyer, lead inspector

Her Majesty's Inspector

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