

Old Farm School

Stankhouse Farm, Kilton, Saltburn, Cleveland TS12 2TZ

Inspection dates

9 October 2018

Overall outcome

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

Main inspection findings

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Leaders ensure that they have written, up-to-date child protection and safeguarding policies, which take into account the current guidance of the Secretary of State. They carry out and keep a record of checks on staff and others in the school to ensure that only suitable adults work with pupils.
- Leaders ensure that they keep up to date with their own training as designated safeguarding leaders. Leaders work effectively with a range of teams and agencies to put in place early help, when it is needed. Leaders ensure that staff receive regular update training. Staff can recognise the signs of abuse or neglect and know what to do if they have a concern.
- Staff are committed to the safety and well-being of pupils in their care. They establish very positive relationships with pupils. This helps them to identify any early concerns they might have about a pupil's well-being. The personal, health, social and economic education programme supports pupils effectively by including learning about risks to their well-being. It has a strong focus on establishing an understanding of healthy relationships. This helps keep pupils safe.

Paragraph 9, 9(a), 9(b), 9(c)

- Leaders ensure that their written behaviour policy is known and understood by all members of the school community. Well-considered, proportionate sanctions and rewards are referred to during 'circle time', as well as during lessons and around the school.
- Positive behaviours are consistently reinforced. This contributes to the very good behaviour seen during the inspection and to the low numbers of incidents of serious misbehaviour recorded in the school's logs.
- Staff supervise pupils effectively. They use a range of de-escalation techniques skilfully to enable pupils who struggle to maintain their good behaviour to manage

and regulate their behaviours again.

Paragraph 10

- Leaders have a written anti-bullying strategy, which fully reflects the school's vision and aims to enable pupils to thrive and achieve well in a safe environment. The day-to-day work of the school is firmly centred on demonstrating respect for others as they interact with peers and staff throughout the day.
- Pupils learn about the hurt that bullying causes and know that it is wrong. Their positive relationships with staff help them to feel safe and to be confident that they will get help if they have a worry or concern.

Paragraph 11

- Leaders ensure that a full and extensive health and safety policy enables them to comply with relevant laws. A full range of checks on equipment and site safety are carried out and recorded regularly. As a result, leaders ensure that safety equipment is well maintained and fit for purpose. This reduces risks to the safety and well-being of pupils and staff.

Paragraph 12

- Leaders take care to ensure that the fire alarm system is maintained and checked regularly. Fire risk documentation has been updated, as part of the school's preparation for its application for a higher number of pupils.
- Leaders ensure that there is enough space for the intended numbers. Evacuation plans are in place and emergency exit routes are signposted. Leaders ensure that regular fire evacuation drills are carried out. Records show that the premises are evacuated quickly and efficiently. Evacuation drills ensure that pupils, especially any who are recent arrivals in the school, know what to do in the event of an emergency.

Paragraph 13

- A written first aid policy is in place. Leaders ensure that first aiders are fully trained so that they can deal with any incidents effectively. All staff have basic first aid training. Leaders also ensure that all pupils have the opportunity to complete a basic first aid course. The school's focus on safety and attention to detail has resulted in very few instances where first aid has been used. Such cases are recorded in detail in the school's logs.

Paragraph 14

- Staff supervise pupils effectively throughout the day. Staff use their very strong relationships with pupils to help keep them safe and maintain the very high standards of behaviour noted during the inspection and in the school's records over time. Pupils' very good behaviour contributes strongly to their personal development and their achievement.

Paragraph 15

- As part of the wider work of the school to safeguard pupils, leaders ensure that the admissions register is kept carefully and accurately. It complies with the requirements of the Education (Pupil Registration) (England) Regulations 2006.

Paragraph 16, 16(a), 16(b)

- Leaders have put in place a well-considered risk assessment policy. It underpins the school's work to ensure that the site is safe and secure, and includes information about how it plans to reduce risks to pupils and staff. It encompasses how the school assesses risks for activities conducted off-site, such as physical education and other educational visits.
- Detailed risk assessments, sampled during the inspection, show that staff are aware of risks and what to do to reduce them. Risk assessments take into account the specific needs of pupils, including of those with medical needs.
- Leaders have ensured that standards relating to Part 3 of the independent school standards are likely to be met by the school if the Department for Education (DfE) decides to approve the material change.

Part 5. Premises of and accommodation at schools

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

- The proprietor has ensured that suitable washing and toilet facilities are provided for the sole use of pupils. There are separate facilities for staff. Facilities are intended for one pupil at a time.
- The proprietor has installed showering facilities, with ample space for changing clothes.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 24(3)

- The proprietor has furnished a room suitably as a medical room, with comfortable bed and washing facilities. The medical room is adjacent to the toilet and showering accommodation. The medical room is always available, and is not used for teaching or other purposes. The school does not have pupils with complex medical needs.

Paragraph 25

- The proprietor ensures that the school is kept in a good state of repair. Health and safety checks and the schedule for service maintenance, for example of the fire alarm, ensure pupils' welfare and safety. Day-to-day cleaning ensures that the building and outside areas are kept clean and tidy. This encourages pupils' commitment to respect their environment.

Paragraph 26, 27, 27(a), 27(b)

- Teaching rooms are comfortable, well-furnished and suitable for the teaching activities intended. The proprietor has ensured that acoustic conditions are suitable. Rooms are light and airy, with effective lighting for use when needed. The proprietor has installed external lighting to assist pupils and staff with safe arrival and departure from the building when it is dark.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d)

- The proprietor has ensured that suitable drinking water is permanently available and

is marked clearly in the social/dining room area.

- Toilet facilities have an ample supply of hot and cold water. Checks are made regularly to ensure that the temperature for the hot water does not pose a risk of scalding.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- There are three distinct outdoor areas where pupils can play and socialise in pleasant surroundings. Space is ample. There is space for physical education activities. However, the school chooses to organise time-tabled physical education activities through weekly visits to the local leisure and sports centre or the nearby swimming pool.
- Leaders have ensured that standards relating to Part 5 of the independent school standards are likely to be met by the school if the Department for Education (DfE) decides to approve the material change.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c), 32(5)

- Leaders have produced a school prospectus and school induction pack for parents, carers and pupils. The prospectus invites parents to ask for a copy of any school policies they would like to see in detail, as the school does not yet have a website.
- Leaders make explicit the school's vision, aims and ethos in its information to parents and pupils. These are discussed during induction interviews with parents. They discuss how the school will shape the curriculum to match pupils' needs. All pupils have an education, health and care (EHC) plan. In their prospectus and induction pack, leaders explain how they organise the curriculum and plan pupils' learning.
- Leaders provide written information that explains the school's processes for admissions.
- Information for parents and pupils includes the contact addresses and telephone numbers for the headteacher and the proprietorial body. The school does not have a governing body.
- Leaders ensure that parents receive a copy of inspection reports conducted by Ofsted. They invite new parents to ask for a copy, should parents not have access to the internet. The school is aware of its duty to communicate with parents any actions or decisions specified by the Secretary of State, or order of a justice of the peace, regarding its registration status or any restrictions on its operation. There are no such restrictions currently.
- In the information for parents and pupils, leaders include how the school manages safeguarding. They include helpful contact numbers for a range of services in addition to the school contact details.
- Leaders are firmly focused on pupils' well-being and safety as a prerequisite for learning. They provide clear information about expectations of behaviour and what

the school does to combat bullying. Leaders provide information about how parents or a pupil can make a complaint and how it will be dealt with. There have been no formal complaints during the previous academic year.

- The school reports pupils' personal development and progress annually to parents, with supplementary termly information. Leaders have introduced a complementary report, written by pupils, to encourage them to reflect on their learning. Currently, no pupils have left the school at the end of key stage 4. However, the school is aware of its duty to publish the results of any public examinations in the future.
- The school keeps detailed records of its funding agreements with the local authorities that place pupils in the school, so as to be able to demonstrate good value for money. Annual reviews of EHC plans, with each pupil, parents, staff and the local authority, form part of documentation provided to the local authorities.
- Leaders include in the pack information about the school's behaviour policy and the sanctions and rewards used to encourage good behaviour.
- Leaders have ensured that standards relating to Part 6 of the independent school standards are likely to be met by the school if the Department for Education (DfE) decides to approve the material change.

Schedule 10 of the Equality Act 2010

- The proprietor and school leaders ensure that policies and practices within the school offer equality of opportunities to all. In particular, they take care to ensure that everyone's needs, including the needs of those who are a member of a group with protected characteristics, are equally well met.

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	143429
DfE registration number	807/6001
Inspection number	10077967

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	Independent
School status	Independent special school
Proprietor	William Ashton
Headteacher	Mrs Angela Noble
Annual fees (day pupils)	£40,365
Telephone number	01287 677178
Website	Not applicable
Email address	billashtonbehave@hotmail.com
Date of previous standard inspection	5–7 December 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	15	24	24

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	15	24
Number of part-time pupils	0	0
Number of pupils who have special educational needs and/or disabilities	15	24
Of which, number of pupils with an education, health and care plan	15	24
Of which, number of pupils paid for by a local authority with an education, health and care plan	15	24

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	10
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- Old Farm School is an independent day special school for pupils aged 11 to 16. The school does not provide boarding on site. No adults live on site.
- The school provides full-time education for pupils in the Redcar and Cleveland area. A small number of pupils travel from neighbouring local authorities. There are currently

15 pupils placed at the school.

- All pupils have identified special educational needs and/or disabilities. They are supported through an education, health and care plan. The school works with a representative of the local authority to carry out annual reviews of pupils' education, health and care plans.
- A much larger than average proportion of pupils come from disadvantaged backgrounds.
- The school does not currently make use of alternative education provision.

Information about this inspection

- The inspector held meetings with the proprietor, headteacher and office staff.
- Throughout the inspection, the inspector met informally with other teaching and classroom support staff and pupils. The inspector joined the school's morning 'circle time' and conducted a learning walk through each classroom.
- The inspector checked the school's arrangements to keep the site safe, secure and clean and its state of readiness to accommodate an increased number of pupils. He conducted a full tour of the premises.
- The inspector discussed the arrangements the school has made to safeguard pupils and scrutinised the school's related documents.
- A wider range of documents was scrutinised, including information about attendance and behaviour, and records of the administration of first aid.
- The inspector discussed with leaders (and read a range of related documents) the information they provide to parents, including the school's arrangements for admissions and how they report on pupils' progress and personal development.

Inspection team

Chris Campbell, lead inspector

Ofsted Inspector

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