

Abbey Rose School

Gloucester Road, Tewkesbury, Gloucestershire GL20 7DG

Inspection dates

12 November 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(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(g)–2(2)(i), 4

- The school aims to provide pupils with a broad, balanced, relevant and differentiated curriculum which staff will tailor to meet the academic and therapeutic needs of individual pupils.
- On entry to the school, staff will assess pupils' academic, clinical and social needs. This is designed to ensure that, from the start, pupils receive the teaching, care and therapeutic support that they require. Staff will use the information from these initial assessments to inform pupils' individual plans. An ongoing programme of review will ensure that these plans continue to be relevant and targeted to pupils' needs.
- Teachers will deliver the school's planned curriculum through an established programme of cross-curricular topics. This will ensure that pupils have opportunities to study subjects from across the curriculum, for example, English, mathematics, science, humanities, physical education (PE), art and design technology. Teachers will adapt activities so that they take into account the ages, aptitudes and needs of individual pupils. This should ensure that pupils make good progress from their often very low starting points.
- Where appropriate, staff will meet pupils' therapeutic needs through adopting a range of sensory activities and extended periods devoted to various forms of therapy.
- Post-16 pupils will continue to receive a broad curriculum offer matched to their specific needs. Staff will supplement this with targeted transition planning to support pupils in their next stages of education, employment or training.
- Personal, social, health and economic (PSHE) education underpins the school's curriculum offer. Teachers will promote pupils' development through the wider curriculum, as well as through discrete lessons. This will help pupils develop their understanding of a range of topics, including hygiene and sex and relationship education (SRE).

- 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)(e)–2(2)(e)(iii)

- The school will provide pupils with a range of information about next steps, and the options open to them when they leave the school. This will be planned carefully so that it is delivered at a suitable level and matched to pupils' ages and stages of development. Where appropriate, staff will provide older pupils with opportunities to develop their life skills through work experience activities.

Paragraph 3, 3(a)–3(j)

- 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, they will ensure that lessons are well planned and based on teachers' secure understanding of relevant subject knowledge.
- The school's behaviour policy is comprehensive and outlines how teachers will manage pupils' behaviour and encourage them to act responsibly.
- 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)

- Leaders plan to promote pupils' spiritual, moral, social and cultural (SMSC) development through the wider curriculum, as well as in the pastoral support provided by staff.
- Staff will assist pupils in understanding the differences between right and wrong through the school's positive behaviour programme. This will be delivered at a stage-appropriate level, so that pupils can begin to make informed choices and take responsibility for their own actions.
- Staff will promote respect for others through supporting pupils in recognising similarities and differences between themselves and other people. This will aid pupils in developing an appropriate understanding of different cultures and beliefs.
- The standard in part 2 is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The proprietor has drawn up a safeguarding policy which is in line with the statutory guidance contained within 'Keeping children safe in education 2018'. However, the proprietor has not ensured that pre-employment checks have been carried out or recorded in line with this guidance.

Paragraph 9–9(c), 10, 14

- The school's behaviour and anti-bullying policies outline clearly the expectations for pupils and staff. Assuming these are implemented effectively, they are likely to promote good behaviour and, as far as is possible, minimise incidents of bullying.

- Due to the vulnerabilities faced by pupils at the school, planned staffing levels will provide appropriately high staff-to-pupil ratios.

Paragraph 11, 12

- The proprietor has a written health and safety policy which covers the overarching procedures for each of the group's sites. However, local procedures and risk assessments for Abbey Rose School have not yet been drawn up.
- Due to the ongoing building works which are taking place, a fire risk assessment has not yet been completed. At the time of the inspection, the premises did not comply with the necessary fire regulations.

Paragraph 13

- The proprietor has drawn up a detailed written first aid policy. If properly implemented, this should ensure effective administration of first aid in the school.

Paragraph 15

- The proprietor has an effective system in place for completing and maintaining attendance and admission registers.

Paragraph 16–16(b)

- Although appropriate risk assessment templates are in place, site-specific risk assessments have not yet been carried out, or control measures put in place.
- Overall, the standards in part 3 are unlikely to be met.

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

Paragraph 18(2)–18(2)(e), 18(3), 20(6)–20(6)(b)(iii)

- The proprietor has not ensured that all pre-employment checks have been carried out in line with the latest statutory guidance. For example, the proprietor has not taken the necessary steps to check whether members of staff in a management position are subject to a direction made under section 128 of the Education Act 2008. Similarly, these checks have not been carried out for members of the proprietor body.

Paragraph 21(1), 21(2), 21(3)–21(3)(b), 21(6)

- The proprietor has put in place a register to record the pre-employment checks that have been carried out. However, at the time of the inspection, this contained a number of omissions, and had not been completed in line with statutory guidance.

Paragraph 19(1)–19(3), 21(5)–21(5)(c)

- The school does not intend to use any supply staff.
- Overall, the standards in part 4 are unlikely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- At the time of the pre-registration inspection, building work was still taking place throughout the school. Consequently, the premises were not in a condition which would allow them to be occupied safely by pupils or staff. Additionally, site-specific risks assessments have not yet been drawn up.

Paragraph 23(1)(a), 23(1)(b), 28(1), 28(1)(a)–28(1)(d), 28(2)–28(2)(b)

- Throughout the site, there are either separate toilet facilities for boys and girls or individual toilets which are lockable from the inside. These toilets are for the sole use of pupils. Toilets and urinals have an adequate supply of cold water and washing facilities will have hot and cold water. However, no hot water was available at the time of the inspection, so it was not possible to check whether this is set at a safe temperature.
- The proprietor has not yet made provision for labelled drinking water to be readily available to pupils.

Paragraph 23(1), 23(1)(c), 26, 27–27(b), 29(1)–29(1)(b)

- In each room, acoustics and lighting are suitable for the intended purpose. External lighting is also appropriate.
- Pupils will have access to an extensive outdoor space. This is suitable for physical education (PE), as well as providing pupils with somewhere they can socialise and play.
- There are changing facilities available for pupils. However, the proprietor's plans do not, at present, include showers for pupils to use after PE lessons.

Paragraph 24(1)–24(1)(b), 24(2)

- The proprietor has ensured that suitable accommodation is provided to cater for pupils' medical needs, including the short-term care of sick and injured pupils.
- Overall, the standards in part 5 are unlikely to be met.

Part 6. Provision of information

Paragraph 32(2)(b), 32(2)(b)(ii)

- The proprietor has a website which provides contact details and information about its registered office.

Paragraph 32(1)–32(1)(c), 32, 32(2)(a), 32(2)(d), 32(3)–32(3)(d), 32(3)(f)

- The proprietor's aim is to provide information through the school's website. However, this is not yet in place.
- The standard in part 6 is unlikely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33(a), 33(c)–33(e), 33(h), 33(j), 33(j)(i), 33(j)(ii)

- The school has a written complaints policy which outlines clearly the procedures that parents should follow if they have a complaint.
- Procedures include provision for a complaint to be considered informally in the first instance. It also provides details of the different stages complainants can follow if they remain dissatisfied, along with the timescales for each stage.
- The policy informs complainants that, when attending any meetings or hearings, they may be accompanied should they wish.
- The policy states that, following the investigation of a complaint, written records will be kept. These records will contain information about any actions taken by the school as a result of a complaint. However, the policy does not specify that these records will include information about at which stage a complaint was resolved.

Paragraph 33, 33(b), 33(f), 33(g), 33(i), 33(i)(i), 33(i)(ii), 33(k)

- The proprietor has not yet put in place a procedure for ensuring that the policy is made available to parents.
- The complaints policy does not make it clear that all complaints progressing to stage 3 will be considered by a complaints panel. It also does not state that such a panel will consist of at least three people not involved in the matters detailed in the complaint, with one of these being independent of the school.
- The procedures do not stipulate that complainants and, where appropriate, the subject of the complaint will receive a copy of the panel's findings, as well as any recommendations. Additionally, it is not stated that a copy of the panel's findings and recommendations will be made available for inspection by the proprietor and head of education.
- The school's policy does not make it clear that details of complaints will be kept confidential, except where information is requested by the Secretary of State or an inspection body.
- The standard in part 7 is unlikely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has not ensured that the independent school standards and other related requirements are likely to be met consistently when the school opens. Some of the standards that are unlikely to be met will have an impact on the welfare, health and safety of pupils.
- The proprietor does not have a sufficient knowledge of the independent school standards. While the proprietor is successfully operating similar provision in Wales, there is a lack of understanding regarding the statutory requirements placed on the proprietors of a school in England.

- The proprietor has not yet ensured that the school site is compliant with the independent school standards. There are a number of areas which will need to be addressed before the school opens.
- The standard in part 8 is unlikely to be met.

Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The policy states clearly how all pupils are to be supported in accessing the curriculum, as well as the physical environment.
- The school's new premises have been designed in line with the latest accessibility requirements. For example, the site has two lifts and accessible toilets have been installed throughout the school.

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	146524
DfE registration number	916/6023
Inspection number	10081293

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	Orbis Education and Care Limited
Director of education	Lucy Pottinger
Head of education	Lilith Osborn
Annual fees (day pupils)	£70,000 to £95,000
Telephone number	02920 029922
Website	www.orbis-group.co.uk
Email address	lucy.pottinger@orbis-group.co.uk
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	8–19	8–19
Number of pupils on the school roll	N/A	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
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 an education, health and care plan	N/A	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	3
Number of part-time teaching staff	N/A	0

Information about this proposed school

- Abbey Rose School is operated by Orbis Education and Care Limited and will be an independent special day school, located in Tewkesbury, Gloucestershire. The school intends to open in February 2019.
- The proprietor currently operates four schools. These are all located in Wales.
- Initially, Abbey Rose School will offer specialist education services for up to 10 pupils. These will have a formal diagnosis of autistic spectrum disorder or associated needs. It is anticipated that all pupils will have an education, health and care plan, and be placed by their respective local authority.

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 director of education and the head of education. He examined the school's application and looked at other documentation provided by the proprietor. He undertook a tour of the premises of the proposed school, in order to evaluate its compliance with the independent school standards.

Inspection team

Jonathan Dyer, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that—
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if—
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if—
 - 20(6)(a) MB—
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any

disqualification, prohibition or restriction which takes effect as if contained in either such direction;

- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—
- 20(6)(b)(iii) where, by reason of MB’s living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB’s suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 21(3) The information referred to in this sub-paragraph is—
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
- 21(6) The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

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.
- 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.
- 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(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 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
 - 28(2)(b) they are in a separate area from the toilet facilities.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
- 32(2) The information specified in this sub-paragraph is—
 - 32(2)(a) the school's address and telephone number and the name of the head teacher;
 - 32(2)(c) where there is a governing body, the name and address for correspondence of its Chair; and
 - 32(2)(d) a statement of the school's ethos (including any religious ethos) and aims.
- 32(3) The information specified in this sub-paragraph is—
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—
 - 33(b) is made available to parents of pupils;
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;

- 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
- 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
- 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
- 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
- 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—
- 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

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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