

Turning Point Academy NW

Essex House, Bridle Road, Netherton, Bootle, Merseyside L30 4UE

Inspection dates

11 December 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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h) and 2(2)(i)

- Leaders have prepared an appropriate curriculum policy, which includes a sufficiently broad range of subjects. The details emphasise the contribution each subject will make to pupils' spiritual, moral, social and cultural education. This approach demonstrates leaders' intention for the school to actively provide a flexible and personalised education. The details also show that the active promotion of values such as tolerance and respect and the development of pupils' knowledge and understanding of being a British citizen will lie at the core of the school's work.
- The curriculum policy is supported by long-term schemes of work for each subject. The schemes of work and examples of the supporting long-term planning are thorough. It is evident that leaders have thought carefully about what they want the pupils to learn during their time at the school. The planning takes into account the specific and very individual needs of pupils, most of whom are likely to have special educational needs and/or disabilities (SEND).
- The curriculum is appropriately broad. Pupils will experience a variety of subjects, such as mathematics, English, science, information and communication technology and physical education, and a creative curriculum that will include history, geography, ethics and art. They will also have the opportunity to study other subjects, depending on the individual needs of pupils, for example, music, religious studies, and as appropriate, a modern foreign language.
- Pupils' personal, social and health (PSH) education will be regularly timetabled, and this will include the development of life skills and, for example, sex and relationships education. Policies have already been drawn up and the topics to be covered are suitably wide ranging. It is also envisaged that PSH education will be woven into the curriculum as appropriate opportunities and situations arise.
- The curriculum policy includes a section on careers education. Information, advice and

guidance will be offered impartially and tailored to the individual needs and interests of pupils.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i) and 3(j)

- Leaders have not recruited all staff as yet. The principal intends to advertise for teachers, support staff and a school guidance counsellor this coming January. Leaders have a very clear idea of the calibre and expertise they are looking for in their new teachers and staff.
- No short-term teaching plans are yet in place. Leaders will ask teachers, once appointed and the school is open, to prepare these to match their subject, teaching methods and the needs of the pupils. This is an appropriate approach at this stage.
- The principal is a qualified and experienced teacher. He is likely to be able to ensure that teaching is of a suitable quality when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy.
- Pupils' attainment and personal needs will be formally assessed when they arrive at the provision. Their progress and attainment will also be assessed each term. Records are comprehensive and thorough. Teachers and leaders have a good understanding of the progress they expect pupils to make across the curriculum. This will be shared termly with parents and carers, and those responsible for governance. Targets will be set from these assessments and then reviewed regularly.
- Pupils will have access to a range of academic and vocational qualifications, according to ability and need.
- All of the standards in this part are likely to be met when the school opens.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Documentary evidence indicates that pupils' spiritual, moral, social and cultural development is a thread that runs throughout the proposed provision. The school's aims, schemes of work, policies, and plans for enrichment activities all have pupils' spiritual, moral, social and cultural development at their core.
- There is evidence that pupils will learn about democracy and different faiths.
- Leaders have plans for pupils to be involved in enterprise, and subjects such as ethics. This will support the development of pupils' skills, broaden their horizons and provide an opportunity for them to experience a balance of opposing views. There are ample opportunities for pupils to be able to put into practice the values that are fundamental to living in Britain.
- The school's policies include positive reference to all the protected characteristics set out in legislation.
- The standard in this part is likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- Leaders have paid appropriate attention to statutory guidance. They have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote their welfare at the school.
- Leaders have a suitable safeguarding policy in place. It is up to date, will be reviewed regularly and meets all current statutory requirements.
- There will be at least one designated safeguarding lead within school. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, sexting and e-safety.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- Leaders have a detailed behaviour policy in place and an appropriate anti-bullying policy. Any incidents of poor behaviour can be logged. It is intended that these can be cross-referenced with other concerns. Sanctions are appropriate and proportionate. The policy is implemented within a culture of 'nurture'. Staff seek to de-escalate incidents and teach pupils an appropriate range of responses and skills to deal with situations.

Paragraphs 11, 12, 13, 16, 16(a) and 16(b)

- Leaders have a health and safety policy, which is appropriately tailored to the premises of the proposed school. It complies with all relevant laws. The premises have regular fire safety checks and the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have provided an array of policies to be implemented when the school opens. This includes first-aid, risk assessment, fire safety and administration of medicines policies. All of these policies reflect recent developments and meet statutory requirements.
- A risk assessment policy is in place. The inspector was able to review examples of risk assessments that have already been carried out and the actions taken to minimise risks for pupils.
- The security and safety of pupils have been considered as part the refurbished building. For example, the principal has just had additional fencing and a security gate added to the front of the premises. Access through the gate and doorways will be via a security keypad. The school has also installed closed-circuit television (CCTV). Cameras are located in corridors, the communal area on the second floor and at the main entrance to the school building. All cameras have an appropriate, visible sign, stating that 'CCTV is in operation'. There is an appropriate policy in place that outlines the purpose and use of the system.
- Leaders have made arrangements to ensure that the school's computer network will be filtered to increase pupils' safety when they are online.

Paragraph 14

- Pupils will be supervised at all times, including at breaktimes, when arriving at school and on leaving the premises.

Paragraph 15

- It is intended that some pupils will attend school directly from the sister organisation's residential care homes, and others will be referrals from nearby local authorities. Leaders presented the inspector with the policy and systems used to register attendance. They were also able to share how they propose to monitor ongoing attendance and, where needed, to evaluate absence on a termly basis through the governing body.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)

- The single central record is already in place and the required checks prescribed in this part of the independent school standards have been undertaken on staff already appointed. This includes the principal, the proprietor and two trustees.
- The principal has overall responsibility for safeguarding across the school and is trained to a suitably high standard as the designated safeguarding lead. Leaders have completed appropriate training to help them only appoint staff who are suitable to work in a school. Teachers and support staff are yet to be appointed.
- The school does not intend to operate with supply teachers. However, leaders are aware of the procedures that they should follow in the event of employing agency staff.
- Leaders are clear about their responsibility for vetting volunteers who might work with pupils.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)

- The proposed school is located at the front of a business park. The building was formerly a suite of offices but has been newly refurbished specifically to house the school. The school occupies two floors and comprises a dedicated suite of rooms for teaching, including toilets, a space for a medical room, a kitchen, and an area for indoor recreation and group activities, such as art and science. All are furnished to a

high standard. They are warm and conducive to learning. Changing and shower facilities are available at the local leisure centre where pupils in the first instance will access sports and physical education.

- There are appropriate toilet facilities, including a designated disabled toilet. All toilets can be secured from the inside and there is running hot and cold water. The hot water is an appropriate temperature. Hot water reminder signs are above each hot water tap. Pupils will have access to drinking water throughout the day.

Paragraphs 24(1), 24(1)(a), 24(1)(b) and 24(2)

- A medical room has been set aside and there are suitable washing facilities and access to a toilet. A collapsible bed, bedding and first-aid kit have been purchased, and are packaged ready to be set up in the medical room. The medical room will be completed imminently.

Paragraphs 25, 26, 27, 27(a) and 27(b)

- Accommodation throughout is of a high standard and meets all requirements for health, safety and the welfare of pupils, including suitable acoustics and lighting. All teaching rooms have a good source of natural light. The exterior and interior lighting is of an appropriate standard. All rooms and facilities are secure and only accessible via a security keypad fob.

Paragraphs 29(1), 29(1)(a) and 29(1)(b)

- The pupils will have access to an appropriate outdoor space that is secure and will allow them to enjoy the fresh air and to play when not in lessons. In the first instance, pupils will have regular access to a local leisure centre for sports and physical education, in accordance with the school's curriculum requirements. Leaders have liaised with the centre to secure twice-weekly use of its facilities. The leisure centre is a short walk from the school. However, the proprietor has purchased and is renovating an adjacent building to the school. It is intended that this building will provide access to a large hall that can be used for sports and physical education. All facilities and activities will be supervised at all times.
- All of the standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 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) and 32(3)(g)

- The proprietor and principal are in the process of developing an appropriate website for the school. Leaders are fully aware of the requirements for what a school should publish on a website, including providing parents with information on the safeguarding of pupils and complaints procedure. They intend the website to be up and running before the school opens, but if this is not possible, they are aware that this information should be made available to parents in another way.
- The principal has compiled a good-quality prospectus for parents and pupils. It is user friendly and provides readers with appropriate information about the school and its expectations. A comprehensive range of policies for parents is in place. These fully

reflect recent legislation and good practice.

- Leaders discussed with the inspector their intentions regarding providing termly reports to parents. These are extensive and give parents a holistic picture of how well their children are progressing, both academically and in terms of their personal development and acquisition of life skills. Leaders are aware that any inspection reports and examination results need to be made available once released.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy is comprehensive and contains all of the necessary stages, with appropriate timescales and details about written records. The policy is robust and ensures transparency.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders demonstrate the knowledge and experience to open a new school. The principal is a former headteacher of a pupil referral unit and the proprietor has been a chair of the governing body for a school. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- The quality of their leadership is reflected in ensuring that all of the independent school standards are likely to be consistently met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan, which was presented, fully reflects the statutory requirements.
- The policy for equalities is clear about how leaders will monitor and support the range of different protected characteristics, which are also threaded through a range of policies.
- Equality of opportunity is a prominent feature of the values of this school.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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	146569
DfE registration number	343/6002
Inspection number	10085720

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	Pamela Constance
Chair	Pamela Constance
Principal	Mike Marshall
Annual fees (day pupils)	£30,000
Telephone number	0151 345 7750
Website	None
Email address	mike.marshall@turningpointacad.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	9–16	9–16
Number of pupils on the school roll	N/A	25	25

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	25
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	25
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	3
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	4

Information about this proposed school

- The proposed school is a small independent special school, located adjacent to a small business park. An adjoining building has also been purchased and is currently undergoing renovation. This will provide further school facilities, such as a large sports hall for sports and physical education, as well as changing and shower facilities. The proprietor is aware that this new building will require a separate material change application.
- It is proposed that the school will provide full-time education for up to 25 mixed-sex pupils, aged between nine to 16 years. All are likely to have a high level of need related to social, emotional and mental health needs and behavioural difficulties. Some, but not all, will have been excluded from their mainstream or special school.
- Pupils are likely to have SEND and some may have either an education, health and care plan.
- It is intended that some pupils will be enrolled in the school from the sister organisation's residential care homes. The other referral route for placing pupils at the school is through local authorities from across Merseyside.
- The school's leaders state that they, 'believe that to truly flourish, children must feel valued.' The school's three core values are to belong, commit and accomplish. The school intends to promote a strong sense of belonging. School leaders state that they are committed to providing pupils with the means to develop their emotional well-being and gain a positive sense of achievement. This will enable pupils to grow in confidence, and respect and to accomplish success and achievement.
- The proposed school is registered as Turning Point Academy NW Limited. There is a sole proprietor, who is also one of three trustees for the school. The school is separate to a sister organisation called Lytham Care Limited, which provides residential care for children and young people in the local area. The companies share the same three trustees.
- There are no plans for the proposed school to use any alternative providers.

Information about this inspection

- This is the first pre-registration inspection that has been carried out.
- During the inspection, the proposed documents and policies were scrutinised, including documents relating to safeguarding. A visit was made to the proposed site of the school and a tour was made of the proposed accommodation. Discussions were held with the principal and proprietor.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk
© Crown copyright 2018