

Wood Edge Independent School

Wood Edge, Ruff Lane, Ormskirk, Lancashire L39 4UL

Inspection dates

14 December 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 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)(f), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- School leaders have developed a clear rationale for the curriculum. On entry to the school, each pupil is assessed to establish their emotional and clinical needs. Teachers quickly establish pupils' levels of basic skills. Care is taken to find out about their interests and aspirations. Based on this information, the school develops an individualised curriculum which is tailored to meet each pupil's needs.
- The quality of teaching has improved since the previous inspection. Teachers – now permanently appointed – plan programmes that now support secure progress in pupils' learning. Teachers are much more able to accurately assess how well pupils grasp new learning and how well they master it. Teachers use this information well to inform their teaching.
- The teaching of basic literacy and numeracy skills has also improved. Teachers have a good knowledge of how to teach basic skills and have a clear understanding of the courses pupils follow. Consequently, teachers are able to effectively guide pupils through these courses and the assessment requirements.
- Pupils work towards appropriate qualifications. Leaders ensure that the school has the capacity to enable pupils to study subjects at a higher level in the future.
- The school has demonstrated how its curriculum model can be adapted for pupils from the age of 11 to 19. Teachers have sufficient skills and experience to adapt to teaching a wider age range, including post-16 studies.
- The standards in this part are likely to be met if the request for the material change is approved.

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

Paragraph 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), 5(d)(iii)

- Leaders and teachers create a diverse range of opportunities to promote pupils' personal development. Pupils develop a good range of life skills. These include socialising with unfamiliar people in unfamiliar situations, managing personal finances, cooking and personal care. Staff take pupils on educational visits locally and further afield.
- Staff use a range of strategies to help pupils develop their moral understanding and principles. Examples of these include the use of stories and scenarios which – with good questioning – help pupils begin to understand how others may feel. Restorative justice helps pupils reflect on their own behaviour. This has contributed to the improving standards of behaviour throughout the school.
- The school is in a strong position to extend the promotion of pupils' personal development to the wider age range proposed in the material change request.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11, 12, 14, 16, 16(a), 16(b)

- Pupils are very well cared for. Staff have a full understanding of pupils' emotional and clinical needs. Leaders organise regular programmes of support that are tailored to each pupil.
- Through the work of a specialist careers and guidance adviser, pupils develop a broad understanding of the opportunities available to them when leaving the school. The specialist adviser helps pupils form aspirations. They also ensure that pupils develop a good understanding of how they can engage with further training beyond school.
- All staff are well trained and have a detailed knowledge of how to keep pupils safe. The site is secure, and the school meets health and safety requirements.
- The school's safeguarding policy meets requirements and is available to parents and carers on request. The school's culture relating to the safeguarding of pupils is strong. All staff are very well trained. They know, in detail, how to support pupils and how to identify potential threats to pupils' welfare. Staff also know how to respond if they have any concerns about a pupil, or indeed someone raises a concern with them. The school has very good systems of communication with external agencies which are also charged with protecting children.
- Broadening of the age of pupils educated within this school is unlikely to diminish any of these strengths.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 17, 18(1), 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)(d), 18(2)(e), 18(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 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(2)(e), 19(3), 19(4), 19(4)(a), 19(4)(b), 19(4)(c), 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(3)(b), 20(3)(b)(i), 20(3)(b)(ii), 20(3)(b)(iii), 20(4), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 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), 20(7), 20(7)(a), 20(7)(b), 20(8), 20(8)(a), 20(8)(b), 20(8)(c), 20(9), 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), 21(7)(b), 21(8)

- Leaders have robust systems in place to ensure that only suitable people can be engaged to work with pupils in this school.
- This aspect of the school's work will not be affected by the proposed material change.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 24(3), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 29(2), 30, 31, 31(a), 31(b), 31(c)

- The premises are of good quality. Rooms are spacious and well resourced. Requirements for medical accommodation and toilets are met.
- Teaching spaces, equipment and furniture are suitable for the proposed pupil age range.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c), 34(2)

- The school's inspection in June of this year highlighted several weaknesses in leadership. The proprietors have taken effective steps to ensure that pupils are routinely taught by permanent teaching staff. Proprietors have made the position of head of school a permanent position. Proprietors have very recently formed a board of governors. These structural developments to the school's teaching and leadership have improved the quality of education and helped pupils feel more secure.
- Leaders have developed more systematic procedures to evaluate the work of the school and plan further improvement.

- Leaders have sufficient capacity, experience and skills to continue to improve the school while accommodating pupils from the wider age range as proposed by the material change.
- The standards in this part are likely to be met if the request for the material change is approved.

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	143936
DfE registration number	888/6069
Inspection number	10085990

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 special school
School status	Independent school
Proprietor	My3 Limited
Chair	Julie Collings
Headteacher	Peter Lam
Annual fees (day pupils)	£47,500
Telephone number	07427 947 716
Website	None
Email address	peter.lam@my3ltd.co.uk
Date of previous standard inspection	12–13 June 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 16	11 to 19	11 to 19
Number of pupils on the school roll	2	Not applicable	Not applicable

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Not applicable

Number of full-time pupils of compulsory school age	Not applicable	Not applicable
Number of part-time pupils	Not applicable	Not applicable
Number of pupils with special educational needs and/or disabilities	Not applicable	Not applicable
Of which, number of pupils with an education, health and care plan	Not applicable	Not applicable
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not applicable

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	3
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- Since the last inspection, in June of 2018, the teachers who were in post continue to be in post and their positions have become substantive. Similarly, the head of education is a permanently appointed member of staff.
- The proprietorial board has, very recently, established a governing body.
- The school was registered in June for 2017 for five boys and girls aged 14 to 16 years who have autism spectrum disorder and/or social, emotional and mental health difficulties.
- All pupils have an education, health and care plan and are in the care of the local authority.
- The school uses no alternative providers of education.

Information about this inspection

- This inspection was requested by the Department for Education (DfE). It was in response to an application made by the school to extend the age range of pupils it can enrol from 14 to 16 years to 11 to 19 years. There was no request to increase the number of pupils on roll. This was the school's first request for this material change to be made.
- The inspector reported on parts 1, 2, 3, 4, 5 and 8 of the independent school standards, as requested by the DfE.
- The inspector spoke to the chief executive officer of the proprietorial board and the head of school. The inspector spent time with pupils and looked at their work. The inspector examined the school's accommodation, procedures and documentation.

Inspection team

Neil Mackenzie, lead inspector

Her Majesty's Inspector

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