

Overton School

Overton Grange, Overton Road, Ludlow SY8 4AD

Inspection dates

9 January 2019

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 1, 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)(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), 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

- Leaders have produced a detailed written curriculum policy. It sets out the core purposes of the proposed curriculum, which is both broad and balanced and covers the seven required areas of learning. The policy sets out how the curriculum is to be adapted to make it suitable for the pupils' ages, aptitudes and needs. The school intends to offer both academic and vocational curriculum pathways depending on pupils' individual needs and interests.
- Teachers have used their strong subject knowledge to develop bespoke schemes of work for each subject area. These have been produced to meet the needs of the pupils likely to attend the school, each of whom will have special educational needs and/or disabilities (SEND), including an autistic spectrum condition (ASC). The schemes of work show progression across key stages 3 and 4 and are differentiated to cater for different levels of ability.
- In key stage 3, a number of humanities subjects will be taught through a series of half-termly thematic topics. These topics, alongside English, mathematics and science, will focus on developing pupils' subject knowledge. However, there will also be a focus on developing skills such as problem-solving, effective communication and working collaboratively.
- When pupils first join the school, leaders propose that their needs will be thoroughly assessed and an appropriate curriculum pathway identified. The intention is that this individualised curriculum will address identified gaps in pupils' prior learning and help to accelerate their progress.
- All pupils will have the opportunity to gain relevant accreditation appropriate to their needs and abilities, from pre-entry level through to level 2, including functional skills qualifications.
- A detailed and carefully planned scheme of work is in place for personal, social, health and economic (PSHE) education. This has been written specifically to meet the needs

of the proposed pupils. The scheme of work includes strong links to: fundamental British values; keeping safe; relationships and sex education; and celebrating equality and difference, including the promotion of protected characteristics. Leaders intend to adapt the curriculum to meet the requirements of individual pupils.

- The proposed school has clear plans in place to provide suitable, impartial careers advice and guidance from Year 8 onwards. This is intended to support pupils in identifying possible next steps in their education and/or developing their independence.
- Leaders have developed a comprehensive assessment framework based on their schemes of work. They are clear as to how this framework for assessment will be used to check that pupils are making progress. Teachers will be expected to use this information to inform their planning.
- Leaders have plans in place to monitor the quality of teaching and learning. These include lesson observations, scrutiny of pupils' work and seeking the views of pupils.
- These standards are likely to be met.

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 have successfully incorporated opportunities to promote the spiritual, moral, social and cultural development of pupils throughout the curriculum. These include actively promoting fundamental British values. The school's curriculum policy has full regard for the 2010 Equality Act and the associated duties.
- Leaders propose that supporting pupils' social development will be a key aspect of the school's work and will be built into all aspects of school life. It is proposed that pupils will also have regular opportunities to hear and discuss differing viewpoints during lessons, tutor times and assemblies. Leaders intend for the curriculum to be non-partisan. However, they will take steps to ensure that, where pupils are presented with partisan views, this is balanced by the presentation of alternative points of view.
- It is proposed that pupils will be encouraged to develop an understanding of democracy through a range of activities, including a student council.
- The proposed school has placed a strong emphasis on teaching pupils about the importance of mutual respect and tolerance through its PSHE curriculum.
- These standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The school has an up-to-date safeguarding policy that is fit for purpose and reflects the most recent guidance issued by the Secretary of State. It is published on the school's website.
- The principal is the designated safeguarding lead (DSL) and is supported by two deputy DSLs. This is to ensure that there is suitable expertise in school at all times.

- Staff who have already been appointed to the school have completed a range of safeguarding training. In addition to understanding the proposed school's systems and processes, they have also completed modules on the 'Prevent' duty, female genital mutilation and domestic violence. Staff are clear on their responsibilities and how to raise any concerns that they may have about pupils or other members of staff.
- As part of their induction programme, all staff have also completed training in relation to medication safety, basic first aid and fire safety.
- Planned procedures for recording and monitoring attendance are rigorous. The inspector was shown an appropriate admissions record which is in place for prospective pupils.
- To promote the welfare of pupils, a written risk assessment policy is in place. Detailed risk assessments are being developed, including individualised behaviour plans and risk assessments for visits, the curriculum and the use of facilities. Leaders are aware that further risk assessments may be needed depending on individual pupils' needs.
- Following an initial fire risk assessment, actions to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 are being completed. A further fire risk assessment by Shropshire Fire and Rescue Service is planned.
- Leaders have developed an appropriate behaviour policy which, if implemented effectively, is likely to ensure good behaviour and discipline. It focuses on the reinforcement of positive behaviour and rewards but intended sanctions are documented clearly. Leaders plan to track carefully any incidents of misbehaviour and, where appropriate, use this information to support pupils to improve their conduct.
- The proposed school has a detailed anti-bullying policy and a policy for dealing with incidents of peer-on-peer abuse. These policies indicate leaders' commitment to taking all necessary actions to reduce the likelihood of bullying in, and beyond, the school.
- These standards are likely to be met.

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)(c)(iv), 18(2)(d), 18(2)(e), 18(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(6)

- The proprietor has ensured that suitable pre-employment checks have been carried out on all staff prior to their appointment to the school. Checks have also been made on the proprietor's suitability. All pre-employment checks are recorded accurately in the school's single central record.
- The single central record will be reviewed termly as part of the proprietor's quality assurance processes.
- The proposed school does not plan to employ supply staff.
- These standards are likely to be met.

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(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)

- The proposed school site is part of a former hotel and the area proposed for classrooms has undergone a major refurbishment. Work to improve the grounds and other parts of the building is almost complete. All facilities are likely to meet the required standards in relation to ensuring the health, safety and welfare of pupils.
- Leaders have created a welcoming and positive learning environment. Rooms are appropriately furnished. They include interactive technology and some specialist equipment. Displays reflect a focus on fundamental British values, keeping healthy and developing pupils' self-esteem, for example by providing information on famous people with similar SEND as the proposed pupils. The school's layout has been planned with the needs of the pupils in mind. For example, quiet 'chill-out' spaces are available for pupils who may need some time away from a classroom environment.
- Appropriate toilet and first-aid facilities are in place. Pupils will have ready access to drinking water, which will be available from the kitchen.
- Plenty of outdoor space for pupils' recreational use is available and this is to be further developed to include an outdoor seating area. Leaders have appropriate plans in place to ensure that pupils will be well supervised when they are outdoors. During the inspection, 'open-view' fencing was being installed to improve the security of the school site.
- With the exception of swimming, physical education lessons will take place off-site, using local leisure facilities available in Ludlow. Swimming lessons will take place in the school's indoor pool. Detailed risk assessments have been completed in relation to both the maintenance and use of the pool.
- These standards are likely to be met.

Part 6. Provision of information

Paragraph 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)(ii), 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)

- Leaders have ensured that all the required information will be available to parents and carers. They have recently launched their new website and they are in the process of ensuring that the necessary information is uploaded.
- Due to the nature of the school's provision, all pupils will be placed following a referral from a local authority. Leaders are working closely with a range of local authorities to secure admissions. The systems for gathering and sharing information before and during a placement have been carefully thought through. As a result, it is likely that all relevant information will be made available as required.

- The inspector was shown an example of a pupil's report. This demonstrated the breadth of information that parents are to receive about their child's personal development and academic progress on a termly basis.
- The school has all required policies in place.
- These standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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), 33(k)

- The school's complaints policy is fit for purpose and is fully compliant with the independent school standards. It sets out clear timescales and explains the informal and formal stages for considering a complaint. It also provides information about how complaints will be recorded and stored.
- The policy will be made available to parents and others via the school's website.
- These standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and principal show a clear understanding of the independent school standards. This awareness – together with the high-quality comprehensive documentation available during the inspection – indicates that leaders are likely to ensure compliance with these standards.
- Leaders have considerable experience of working with pupils with SEND and, specifically, ASC. They have thought carefully about the likely needs of the pupils and how best to meet them. They have clear aims and high expectations for the proposed school. The school development plan sets out explicit priorities and actions for improving the school over the next 12 months and in the longer term.
- Leaders have identified the particular skills and knowledge that the staff team will need. They have sought to appoint staff with a range of suitable skills. Training needs have been addressed through a range of ongoing professional development opportunities. The proprietor follows safer recruitment practices when appointing staff.
- Suitable safeguarding arrangements are in place.
- These standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has drawn up an accessibility plan that identifies how the site can accommodate pupils with SEND.
- The plan makes appropriate references to the school's environment and curriculum, including how these could be adjusted to meet pupils' specific needs.

- The proprietor has ensured that the school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

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	146340
DfE registration number	893
Inspection number	10087124

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 day school
Proprietor	Bryn Melyn Care Ltd
Principal	Farah Quinn
Annual fees (day pupils)	£33,150
Telephone number	01584 707 091
Website	www.overtonschool.org.uk
Email address	overton@brynmelyncare.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	10–18	11–18
Number of pupils on the school roll	Not applicable	30	30

Reason for inspector's recommendations

- The proprietor and principal reviewed their original proposal during the inspection and clarified with the inspector that they intend to offer educational provision for pupils from key stage 3 onwards. As a result, they requested a change to the age range.

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7.5	7.5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	2.5	4.5

Information about this proposed school

- The proposed school is situated in a rural location just outside the town of Ludlow in Shropshire. It is managed by the Bryn Melyn Care Group. The proposed school is located in part of an Edwardian country house that was previously used as a hotel. The premises consist of a number of classrooms, a multi-purpose area suitable for assemblies, well-being areas, art/craft room, horticulture room, swimming pool, first-aid room, kitchen and an office/administration area.
- Since applying for registration, the school's address has been confirmed as Hereford Road, Ludlow SY8 4AD rather than Overton Road, Ludlow SY8 4AD.

- The proposed school intends to offer up to 30 places for pupils aged 11 to 18 years, who have ASC. Pupils may also have a range of additional SEND. All pupils are likely to have an education, health and care plan.
- It is proposed that local authorities will place pupils at the school.
- The proposed school's vision is:

'At Overton School we nurture active, creative minds. Students will be encouraged to achieve their full academic and vocational potential and will experience success. Students will develop confidence in their personal, social and emotional skills, enabling them to move on to make a positive contribution to society.'
- The proposed school does not have a religious character.

Information about this inspection

- This was the proposed school's first pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008.
- The inspector met with the proprietor, principal, deputy headteacher, school administrator and a group of staff members.
- The inspector conducted a tour of the premises and the outdoor space, accompanied by the proprietor.
- The inspector reviewed a wide range of documentation, including several policies, schemes of work, risk assessments, safeguarding information and the single central record. The inspector also looked at the proposed school's website.

Inspection team

Catherine Crooks, lead inspector

Her Majesty's Inspector

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