

Argyll House

Argyll House, 210 Holt Road, Cromer, Norfolk NR27 9JN

Inspection dates

28 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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)–(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i)–(ii), 2(2)(e), 2(2)(e)(i)–(iii), 2(2)(h), 2(2)(i)

- The directors and headteacher have written a clear and well-thought-out curriculum policy which places an appropriate emphasis on developing pupils' basic skills while also meeting their social and emotional needs.
- Draft timetables reflect the priority being given to developing pupils' English and mathematics skills, while maintaining a broad curriculum offer.
- Schemes of work are comprehensive and cover all areas of the curriculum. Leaders recognise the need to be flexible and responsive to pupils' individual needs when deciding what they will teach and how.
- Leaders have already made links to expand the learning opportunities available to pupils such as with the local high school, and have planned to integrate visits within their curriculum.
- Opportunities to prepare pupils for life beyond school are well thought through and planned for in the school's intended approach to careers advice and guidance. Links to local businesses are being developed and will provide opportunities for pupils to make choices about their futures and understand about the world of work.
- Physical education will be taught off-site at a range of local sports facilities.
- The requirements of the standard in these paragraphs are likely to be met.

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

Paragraph 4

- Leaders have set out clearly in the school's policy for teaching and learning what is expected from teachers in relation to planning and delivering the curriculum effectively. There is a strong emphasis on enabling pupils to take greater ownership of their own learning.

- The school is not yet open and resources have not been purchased. However, the headteacher has drawn up a list of required resources which are appropriate to the likely needs of pupils for whom the school will cater. Governors are in the process of considering the list of required resources but are committed to ensuring that pupils have the correct resources to learn effectively.
- Leaders have systems in place to assess the progress that pupils make both academically and in relation to their social and emotional needs. This includes on-going assessments which will be used to inform teaching as well as summative assessments. Progress information will be scrutinised by governors regularly throughout the year.
- The requirements of the standards in these paragraphs are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i)–(vii), 5(c), 5(d), 5(d)(i)–(iii)

- The proprietor is committed to promoting pupils' awareness and understanding of the different protected characteristics as set out in the Equality Act 2010.
- Schemes of work indicate that pupils' spiritual, moral, social and cultural development will underpin the whole curriculum. Leaders have considered, for example, how they will expand pupils' understanding of different faiths and cultures through visits to local places of worship and by finding out about different festivals and foods from around the world.
- A wide range of enrichment activities have been planned, such as beach school to utilise the local environment, growing plants in the school's garden and taking part in activities such as swimming in the local community.
- The requirements of the standard in these paragraphs are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- Leaders have clear procedures and policies to ensure that pupils are kept safe. An up-to-date safeguarding policy is in place, together with other safeguarding policies covering areas such as self-harm, sexual exploitation and radicalisation.
- The safeguarding policy meets all requirements and will be posted on the school's website when this is operational.
- The headteacher is the designated lead for safeguarding and has received appropriate training. A schedule for training for safeguarding children is in place and safeguarding training will be included in staff induction when staff are appointed.
- The requirements of the standard in these paragraphs are likely to be met.

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

Paragraph 10

- Leaders understand the needs of the pupils they hope to cater for. The behaviour policy sets out clearly the school's approach to managing pupils' behaviour and their expectations of pupils and of staff.

- There is an anti-bullying policy in place which gives due regard to both supporting the victim as well as working with the perpetrator. This policy clearly sets out all recording and reporting arrangements.
- The school's policy makes clear that restraint of pupils should only be used as a last resort and incidents must be recorded. All staff will be trained in how to do this safely, using an accredited provider.
- The requirements of the standards in these paragraphs are likely to be met.

Paragraph 11

Paragraph 12

Paragraph 13

Paragraph 14

Paragraph 15

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

- A comprehensive health and safety policy is in place. Risk assessments will be drawn up for each pupil in relation to their needs.
- Risk assessments relating to the building, events and activities will be drawn up using the format set out in the policy.
- The proprietor has ensured that building checks including fire safety and electrical safety are in place.
- Procedures for carrying out first aid are set out appropriately in the school's policy.
- Admission and attendance registers are ready for when the school opens.
- The planned staffing ratio is appropriate for the number of pupils the school hopes to have and their likely needs.
- The requirements of the standards in these paragraphs are likely to be met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i)–(iv), 18(2)(d), 18(2)(e), 18(3)

Paragraph 20(6), 20(6)(a), 20(6)(a)(i)–(ii), 20(6)(b), 20(6)(b)(i)–(iii), 20(6)(c)

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i)–(viii), 21(3)(b), 21(6), 21(7)(a), 21(7)(b)

- Leaders understand the required pre-employment checks and will ensure that all staff are suitable to work with children. Processes in place meet statutory requirements.
- The proprietor and headteacher will not employ supply staff. Staff absences will be covered by suitably trained teaching assistants.
- Leaders will be recruiting additional staff as the school grows. Job descriptions are in place for these posts and demonstrate that leaders recognise the level of skill and training required for posts.
- The requirements of the standards in these paragraphs are likely to be met.

Part 5. Premises of and accommodation at schools

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

Paragraph 24(1), 24(1)(a), 24(1)(b)

Paragraph 25

Paragraph 26

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

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The building intended for use as the school is still being altered and renovated. Building plans show that the school is likely to be fit for purpose.
- There will be separate toilet and handwashing facilities for staff and pupils.
- A single-use toilet facility will cater for pupils of both genders.
- The school will have a shower for pupils' use. However, physical education will take place off-site at provisions with shower and changing facilities.
- The proprietor plans to have a stand-alone drinking water unit accessible to pupils.
- There are two outdoor spaces. One is intended to be used for outdoor learning, including growing vegetables and plants. The other area, while small, provides enough space for the intended number of pupils to play outside and includes a seating area. Both areas are securely fenced.
- The proprietor is changing the lighting as part of the renovations of the building so that it will be suitable.
- An existing bathroom is in the process of being converted to a medical room which will have a sink, bed and suitable space to deal with pupils' medical needs.
- The requirements of the standards in these paragraphs 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)(c), 32(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)

- The school's website is not yet live. The intention is for the school to have its own page as part of the proprietor's website. All policies and schemes of work will be placed on the website once this is operational. In the meantime, copies of all policies are available on request.
- A school prospectus is currently being finalised with all necessary information planned for inclusion.
- Leaders intend to provide reports to parents, carers and, where applicable, the local authority on a termly basis with a summative report provided annually. Reviews of individual learning plans are likely to be more frequent, depending on pupils' individual needs.

- All pupils at the school will have education, health and care plans and will be funded by local authorities. Leaders understand that they must account for how this funding is spent and provide a breakdown of income and expenditure to each funding local authority.
- The requirements of the standard in these paragraphs 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)–(ii), 33(k)

- A thorough complaints procedure is in place which details how parents and others should raise complaints and the way these will be handled, including timeframes for responses and action. This covers all required processes and procedures.
- The requirements of the standard in these paragraphs 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)

- Leaders have experience of running the type of school they intend to open and have drawn on this experience to identify what needs to be done and how to ensure that pupils are successful at the school when it opens. They have a secure understanding of the independent school standards.
- The proprietors and headteacher have knowledge and experience of meeting pupils' educational needs as well as their wider needs. They have drawn on this experience to create plans for the curriculum with a judicious balance of academic and vocational provision.
- Leaders place strong emphasis on developing pupils' confidence and independence in readiness for college or apprenticeships when they leave the school. Leaders are passionate about meeting the needs of pupils who have not had positive experiences in school previously. This is reflected in the school's aims and vision as well as in the curriculum they have planned.
- Leaders understand their responsibility to ensure that all staff work to keep pupils safe.
- The requirements of the standard in these paragraphs are likely to be met.

Schedule 10 of the Equality Act 2010

- The accessibility plan and equality policy detail how all pupils can access the premises and curriculum effectively.
- The requirements of schedule 10 of the Equality Act 2010 are likely to be 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.

Proposed school details

Unique reference number	146626
DfE registration number	926/6021
Inspection number	10086145

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 status	Independent special school
Proprietor	The Ryes College Limited
Chair	Katherine Yarbo
Headteacher	Matthew Norman
Annual fees (day pupils)	£41,521
Telephone number	01263 515130
Website	Not yet operational
Email address	Kate.Yarbo@theyescollege.org.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	N/A
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	N/A
Total hours operating as a school per week	N/A
Total hours of teaching provided per week	N/A

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–18	11–18
Number of pupils on the school roll	N/A	8	8

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	8
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	8
Of which, number of pupils with an education, health and care plan	N/A	8
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	2
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	2

Information about this proposed school

- The proprietor seeks registration from the Department for Education (DfE) as an independent special school to cater for pupils who have a wide range of special educational needs and/or disabilities including: autistic spectrum disorder; cognitive and learning needs; specific learning difficulties; moderate and severe learning difficulties; and behavioural, emotional and social development needs.
- The proprietor plans to open the school on 25 April 2019.
- The proprietorial body is a private limited company. There are five directors.
- There will be a governing body, which will include the headteacher.
- The school will not use supply staff.
- The proprietor seeks capacity for eight pupils aged between 11 and 18 years. It is the proprietor's intention to have no more than a five-year age gap between the youngest and oldest pupil at any one time.
- The proprietor withdrew a recent application for registration with Ofsted as a children's home. The proprietor intends to submit a second application for separate registration for a children's home attached to the school. It is the proprietor's intention that only pupils resident in the children's home will attend the school.
- The school is located on a single site.
- The local authority will commission placements at the school.

Information about this inspection

- This is the first pre-registration inspection for the provider.
- The inspector met with the chief education officer, the headteacher and the assistant director for education. The inspector spoke with a representative from the local authority.
- The inspector scrutinised a wide range of documents attached to the inspection commissioning form and additional documents requested on the day of the inspection.
- The inspector toured the site with the headteacher and assistant headteacher and discussed the building plans.
- The inspector scrutinised the single central record of employment checks for staff.

Inspection team

Maria Curry, lead inspector

Her Majesty's Inspector

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