

# Clarity Independent School

Bridge Farm Barn, Woodhill Road, Sandon, Chelmsford, Essex CM2 7SG

**Inspection dates**

27 March 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), 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)(h), 2(2)(i)*

- The headteacher, who is also the director and single proprietor, is committed to meeting the needs of pupils, including those identified on pupils' education, health and care (EHC) plans.
- The curriculum documents cover the breadth of study required for pupils to learn across an appropriate range of subjects. Detailed schemes of work for mathematics demonstrate the school's approach to moving from practical, hands-on activities to more abstract learning, with a focus on problem solving.
- Most subjects have a clear overview in place that is broken down to areas of study for each key stage, year group and term. Foundation subjects will be taught on a two-year rolling curriculum plan, to ensure that areas of learning are not repeated for pupils taught in mixed-age groups.
- The headteacher is appropriately focused on ensuring that pupils develop the necessary speech and language skills, and she plans to work with external agencies and experts to provide individual support to pupils.
- The school's approach to phonics is systematic and thorough. The headteacher has considerable experience in teaching pupils early reading knowledge and skills.
- The school has well-developed plans to provide personal, social, health and economic (PSHE) education. The arrangements to ensure that the school encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Act, are embedded in the curriculum. However, they are not always clearly explicit in curriculum documents.
- The headteacher has put appropriate arrangements in place to ensure that pupils have access to impartial careers guidance. She is using an external consultant to provide this service.
- The requirements of the standard in these paragraphs are likely to be met.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Pupils will be taught in small groups. The headteacher is recruiting staff to ensure that each group of pupils is supported and taught by a suitably qualified teacher with expertise in special educational needs. A higher-level teaching assistant will also work with each group of four pupils.
- The headteacher places great emphasis on ensuring that all pupils have thorough assessment on entry to the school to ensure that needs are identified and met.
- Arrangements are in place to ensure that pupils' progress is regularly assessed.
- 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), 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)*

- Spiritual, moral, social and cultural development is embedded through the curriculum and explicitly planned for through the school's PSHE programme.
- The PSHE programme is mapped out across year groups to ensure consistency. It includes areas of learning such as keeping safe, positive body image, class rules, managing change, families, bullying, and fire and internet safety.
- The headteacher is committed to teaching tolerance and respect for other people. Pupils will be taught about the beliefs and traditions of the major world religions.
- 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)*

- The school's planned safeguarding arrangements are appropriate and well planned.
- Appropriate priority has been placed on pupils' welfare and safety. The arrangements to keep pupils safe on the school site are evidence of the care taken to promote pupils' welfare.
- The requirements of the standard in these paragraphs are likely to be met.

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

- The behaviour policy is clear and detailed. It includes all the necessary requirements to record sanctions. It also includes details about safer handling and appropriate restraint arrangements.
- The anti-bullying policy is appropriate and identifies areas of the school where pupils might be particularly vulnerable. The policy includes a clear definition of what constitutes bullying and how the school will support the victim and the perpetrator.
- The requirements of the standards in these paragraphs are likely to be met.

*Paragraphs 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- The headteacher has prepared a suitable health and safety policy.
- There is a suitable written first aid policy.

- Admission and attendance registers will be in place prior to opening.
- The risk assessment policy is not yet in place but the headteacher has begun drawing up risk assessments. She is using an outside agency's risk management programme to guide her work. She has begun considering the risks associated with the school's use of a nearby field for sports.
- The headteacher has contacted the fire service to check the school's fire safety and evacuation procedures, once the building is completed. These checks will be done prior to opening.
- The requirements of the standards in these paragraphs are likely to be met.

#### 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)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 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)*

- The headteacher understands the requirements for safer recruitment of staff. She has drawn up a single central record of the appropriate pre-employment checks. The checks have been undertaken for staff that have already been employed at the school.
- The headteacher is the safeguarding lead and has a good understanding of safer recruitment requirements. She also understands the need to check the suitability of any supply staff that the school may use in the future.
- The headteacher is the sole proprietor and sole director.
- The requirements of the standards in these paragraphs are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 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 school is housed in a converted barn. Building and refurbishment work is still underway but almost completed.
- The school comprises a small hall, a kitchen and dining area, four classrooms, a sensory room, a medical room suitable for the short-term care of pupils, two pupil toilets suitable for disabled use, a planned shower area, staff toilets and staffroom, and an office and reception area.
- There is an outside space for play and a planned outdoor teaching space that is yet to be completed but suitable plans and arrangements are in place to complete prior to opening.
- There is suitable outdoor lighting.
- There is a perimeter fence for security.

- Drinking water is readily available but not yet labelled as such. The headteacher knows the requirement and will label drinking water appropriately.
- Rooms that are completed are finished to a high standard. Lighting and acoustics are suitable. The building is bright, airy and conducive to good learning.
- 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)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 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), 32(3)(g)*

- The school's website is not operational. It is due to go live in the coming month. However, the headteacher plans to provide all the required information. She has a good understanding of the requirements of the independent school standards with regard to the provision of information.
- All the pupils will have EHC plans. The headteacher understands that the school must account for how public funding is spent to support pupils.
- The school will report to parents and carers about the progress of their children, at least termly.
- 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), 33(j)(ii), 33(k)*

- The complaints policy is comprehensive and covers all the 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)*

- The headteacher has a clear vision for excellent provision for pupils with special educational needs.
- The headteacher is knowledgeable about how to meet the needs of pupils.
- The headteacher has a good understanding of the independent school standards.
- Some of the school's policies need to be checked to ensure that they match the planned arrangements. For instance, some refer to 'governors', where no governing body exists or is currently planned for.
- The headteacher is considering arrangements to ensure that she and other school leaders are held to account.
- The requirements of the standard in these paragraphs are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The accessibility plan provides details of how all pupils can access the premises and the curriculum effectively.
- This requirement is likely to be met by the proposed school.

## **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	146804
DfE registration number	881/6073
Inspection number	10093448

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	Clarity SEN Consultancy Ltd
Chair	Debbie Hanson (sole director)
Headteacher	Debbie Hanson
Annual fees (day pupils)	£55,000 to £60,000
Telephone number	07935 924466
Website	Not yet operational
Email address	<a href="mailto:admin@clarityassessments.co.uk">admin@clarityassessments.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	N/A	6 to 14	6 to 14
Number of pupils on the school roll	N/A	12	12

## 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	12
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	12
Of which, number of pupils with an education, health and care plan	N/A	12
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	12

## 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	3

## Information about this proposed school

- The spelling of the school name is 'Clarity Independent School', rather than 'Clairty Independent School', as recorded on some documents held by the Department for Education (DfE).
- The proprietor seeks registration for the school with the DfE as an independent special school, to cater for pupils who have a wide range of special educational needs and/or disabilities. The needs catered for will include autism spectrum disorder, cognitive and learning needs, specific learning difficulties, moderate learning difficulties, behavioural, emotional and social development needs, communication and interaction needs, and physical disability. The provider also seeks to cater for children looked after by the local



authority.

- The provider agrees that despite the information recorded on the application for registration, the school is not equipped to meet the needs of pupils with visual or hearing impairment.
- The headteacher is the single proprietor and the single director of the limited company.
- There are currently no plans for a governing body.
- The proprietor seeks capacity for 12 pupils. The school intends to open on 10 June 2019.
- The proprietor intends to cater for pupils between the ages of six and 14 years.
- The local authority will commission placements to the school.
- The school is located on a single site at Bridge Farm Barn, Woodhill Road, Sandon, Chelmsford, Essex CM2 7SG.

## Information about this inspection

- This is the first pre-registration inspection for the provider.
- The inspector met with the headteacher, who is also the proprietor and the director.
- 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 conducted a guided tour of the school site.
- The inspector met with a teacher who is employed at the school.

## Inspection team

Michelle Winter, lead inspector

Her Majesty's Inspector

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