

Hopwood Hall School

15 Highfield Road, Edgbaston, Birmingham B15 3DU

Inspection dates

29 April 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 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)(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 intend to provide a bespoke curriculum for each pupil, tailored to their specific needs. Teachers will prepare individual timetables for pupils that accommodate the requirements of their unique curriculum. The headteacher plans to employ subject specialist teachers on a part-time basis to meet the specific needs of each pupil.
- The proposed school intends to offer the full range of national curriculum subjects to pupils at key stage 3. All key stage 4 pupils will study, as a minimum requirement, English, mathematics and science. The proprietor's intention is that pupils will attend school on a full-time basis. The day will start at 9.00am and finish at 3.00pm with a 40-minute lunchbreak.
- Leaders have schemes of work that cover all national curriculum subjects and set out the content that will be taught. Schemes are suitable for the age range and demonstrate a clear progression in learning over time. Schemes will be adapted to meet the needs of pupils. As many pupils are likely to have been out of education for some time, teachers will initially plan learning experiences closely aligned with pupils' interests.
- Leaders have devised an appropriate assessment framework that is referenced to national criteria such as the national curriculum and GCSEs. If the framework is implemented effectively, teachers will use assessment information well to plan learning. Teachers' planning is to take into consideration pupils' special educational needs and/or disabilities (SEND), including, where appropriate, the information in pupils' education, health and care plans.
- The proprietor has effective plans in place for the proposed school's personal, social, health and economic (PSHE) education programme. Citizenship education is likely to be delivered through subject lessons, assemblies and pastoral sessions. It is envisaged that PSHE education will include a focus on teaching pupils how to navigate

life and opportunities to explore sensitive issues such as relationships, body image and online stress.

- The proposed school's mission statement states that the principal aim of the school is to have 'happy re-engaged young people who are equipped to confidently move forward in their lives'. Leaders' curriculum planning intentions support this mission, with an expectation that pupils are to make good progress and succeed in their learning.
- A central aim of the school is to develop pupils' literacy skills, so they can communicate effectively and access the full curriculum. It is expected that all teachers are 'teachers of literacy' and that the development of literacy skills is embedded across the curriculum.
- Leaders have suitable plans in place to ensure that all pupils are likely to receive independent and impartial careers advice and guidance, tailored to their needs. These plans include opportunities to provide pupils with information about future education options, apprenticeships and employment. If the plans are implemented well, teachers should enable pupils to make informed choices about their futures.
- Leaders have an appropriate framework in place to assure the quality of teaching and the accuracy of assessment. According to the school development plan, this is likely to include leaders monitoring the quality of teachers' feedback to pupils.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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), 5(d)(iii)

- Leaders have considered carefully how pupils' spiritual, moral, social and cultural (SMSC) development can be promoted as part of everyday learning experiences. It is intended that SMSC opportunities will be woven into subjects across the curriculum, although particularly in PSHE lessons. Leaders have some exciting plans to make these experiences memorable and meaningful for pupils, including e-twinning with another European country.
- Teachers will be expected to engage pupils in a broad programme of experiences, including visits to different places of worship, to help them appreciate their cultural inheritance and understand more about themselves and the world in which they live. This is likely to enable pupils to develop tolerance and respect for others.
- The proposed school's curriculum planning indicates that pupils will be taught about public institutions and English law. Units of work include 'How does our criminal justice system work?' and 'The law-making process and getting an Act through parliament'.
- Leaders plan to design and deliver an assembly programme that will promote fundamental British values. They also anticipate setting up a school council, so pupils can actively participate in, and understand, the democratic process. Leaders intend that pupils will be educated about the protected characteristics according to the Equality Act 2010.

- The headteacher proposes that all staff will have access to a staff handbook which will include how staff are expected to conduct themselves professionally. This will state clearly that, where political issues are discussed with pupils, there is an expectation that teachers do not promote one-sided political views, but instead give a balanced presentation of contrasting views.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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 proprietor has devised an appropriate safeguarding policy that reflects the Secretary of State's most recent statutory guidance. It will be made available on the school's website. The designated safeguarding lead has completed relevant training and is therefore in a good position to disseminate key information to others. Staff induction will include safeguarding training to ensure that staff are well equipped to recognise any suspected abuse and report it quickly to the most appropriate person. This is likely to keep pupils safe from harm.
- The proposed school has a coherent policy on the management of pupils' behaviour. It provides the reader with clear expectations about pupils' behaviour and how it should be managed. Helpful guidance is included for teachers on positive strategies to refocus pupils. The school rules are simple and appropriate. Sanctions are noted in relation to pupils who fail to follow the school rules. The policy is fit for purpose and is likely to contribute to promoting positive behaviour among pupils if implemented.
- The proprietor commissioned a fire risk assessment at the start of 2019. Leaders have already responded to the findings from this risk assessment and made significant improvements to the building to reduce the risk from fire. This has included adding hydraulic overhead self-closing devices to doors and replacing the kitchen door with a fire door. Current firefighting equipment is within service period and there is appropriate signage and emergency lighting throughout the building. Consequently, the proposed school is likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders understand the risks that are associated with certain school activities. They have created a wide range of risk assessments, for example, ones related to the control of substances hazardous to health. The proposed school has subscribed to an advisory service that provides guidance so purposeful risk assessments can be carried out. Completing these should help to minimise risks to pupils.
- Leaders have a suitable first aid policy. This is supplemented by an 'administering medicines' policy. There are plans to ensure that there will be a sufficient number of first aiders. Pupils should receive prompt, appropriate first aid when required if the policy is fully implemented.
- The teaching of physical education is planned to take place off site. The proprietor has made initial arrangements with the University of Birmingham to make use of their facilities. Leaders plan to ensure that all necessary risk assessments are carried out prior to taking any pupils to this provision.
- The proprietor has developed suitable school policies for anti-bullying and exclusion.

The anti-bullying policy defines the different types of bullying and outlines the course of action that should be taken if there is any suspected bullying. Teachers will be expected to complete an allegation form for all reported or suspected incidents of bullying.

- Leaders have plans to record all admissions in an appropriate, official register. They have also set up registers in paper format and will use the required Department for Education (DfE) codes to report pupils' absence.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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(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 proposed school's procedures for advertising and appointing new staff are robust. Leaders adopt the principles of safer recruitment to ensure, as far as practically possible, that staff are suitable to work with children.
- The proprietor has ensured that all the required checks have been carried out on all staff and trustees appointed to date. These checks are recorded on a single central register that is maintained in an electronic format. Leaders also ensure that each new member of staff completes a health declaration.
- The proposed school does not intend to employ supply staff.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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 premises, located within the 1,600-acre Calthorpe Estate, is currently on lease to a law firm. Arrangements for the transfer of the lease to the proposed school are imminent, awaiting the outcome of the DfE's registration decision.
- The premises, a former Regency-period home, provides suitable accommodation for the proposed school over three floors. However, the top floor, as a result of recommendations from the fire officer, will only be used as an office space for up to six staff. Rooms will be converted into a minimum of four classrooms, a medical room, a student lounge and a science laboratory. There is also a small kitchen and toilets.
- The proprietor has already invested in having remedial works to the building completed following various risk assessments of the property. This includes fitting restrictors to window openings and covering glass windows on the ground and first floors with building regulation safety film.
- The internal décor of the building is of a high standard, painted sympathetically and in

keeping with the age and character of the building. Carpets are fitted to floors in most rooms. There is a very homely feel, which is the intention of the proprietor, to create an environment that does not have the typical feel of a school but is more akin to a family home.

- The proposed medical room is situated near to a toilet. The proprietor has purchased a portable basin with a facility for hot and cold running water to place in this room.
- Two single toilets, each with their own washbasin, are provided for pupils, with separate facilities for boys and girls. There are separate toilets for staff and visitors. All toilet facilities have hot and cold running water. The temperature of water is controlled centrally and does not pose a scalding risk.
- The building is in a good state of repair and does not present any immediately identifiable hazards. The proprietor has taken prompt action to rectify any risks that have been found. The building is light and airy, with good acoustic conditions. External lighting is fitted both at the front and rear of the building.
- A shower, in good working order, is located in the garage, although the changing room area has not been maintained to a good standard. Leaders plan to clear this area to make it into a more suitable space. Pupils are more likely to use showering facilities at venues where physical education (PE) will be taught.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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)(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)

- The proprietor anticipates that all required policies and information will be available for parents and carers on the proposed school's website. The school's reporting of pupils' progress and attainment will be published, provided there are sufficient numbers of pupils that individual pupils cannot be identified.
- The headteacher is aware of, and plans to provide local authorities with, annual statements of income and expenditure for funded pupils with education, health and care (EHC) plans. They will also contribute to information required for a pupil's annual review.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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), 33(k)

- The proposed school's complaint procedure includes all the requirements of the independent school standards. It is easy to follow for parents and sets out clearly what parents can expect of school leaders if they make a complaint. Timescales are appropriate and there is a process in place for parents to escalate their concerns if they do not feel that their original complaint has been resolved satisfactorily.

- Leaders intend to keep confidential records pertaining to all complaints. In the case of complaints that result in a panel hearing, it is proposed that the panel's findings and any recommendations will be shared with the complainant.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 8. Quality of leadership in and management of schools

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

- The headteacher has a strong knowledge of the independent school standards and a good track record of leadership within the independent sector. She understands the unique needs of the pupils that the school is proposing to accommodate and has successful experience of working with similar pupils with SEND.
- The proposed school plans to have a governing body to oversee the strategic direction of the school. This will include having a financial overview and checking on the implementation of school policies. The proposed school currently has two trustees who intend to fulfil governor roles. They are considering their options for employing the services of someone to carry out periodic external quality assurance of leaders' work.
- Leaders and trustees show a strong commitment to establishing a safe, caring place for highly vulnerable pupils to learn, make progress and achieve well. They are ambitious for these pupils and have considered carefully the many aspects to setting up a new school. The headteacher demonstrates energy and a passion for taking the lead in this venture.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Schedule 10 of the Equality Act 2010

- The proprietor has developed a suitable accessibility plan. Therefore, 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	146780
DfE registration number	330/6045
Inspection number	10100877

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 day school
School status	Independent special school
Proprietor	Hadley Educational Ltd
Chair	Richard Sprange
Headteacher	Jill Cornfield
Annual fees (day pupils)	£35,000
Telephone number	0121 285 2851
Website	www.hopwoodhallschool.co.uk
Email address	info@hadleyeducational.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	Not applicable	11–16	11–16
Number of pupils on the school roll	Not applicable	25	25

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	25	25

Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	25	25
Of which, number of pupils with an education, health and care plan	25	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	25	25

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	Up to 15
Number of staff in the welfare provision	Not applicable	9

Information about this proposed school

- The proposed school is located in a former Regency domestic residence in Edgbaston, Birmingham. It is owned by Calthorpe Estates.
- The proposed school plans to offer places to pupils aged 11 to 16 years who find it difficult to attend school due to high levels of anxiety. Pupils are likely to have social, emotional and mental health needs. All pupils are likely to be referred by local authorities or schools.
- All pupils will have SEND. It is expected that most, if not all, pupils will have an EHC plan.
- The proposed school, if registered by the DfE, would like to open in June 2019.
- Leaders do not intend to use any alternative providers, although they plan to rent the premises of 'The Workshop Café, Bewdley' for one day per week, where pupils can participate in a range of learning activities, including jewellery-making and iron-forging.
- The proposed school will not have a religious ethos.

Information about this inspection

- This was the school's first pre-registration inspection commissioned by the Department for Education under section 99 of the Education and Skills Act 2008 to determine whether the proposed school is likely to meet the independent school standards if it is registered.
- The inspection was conducted with two working days' notice.
- The inspector held meetings with the proposed school's headteacher and two trustees. The inspector scrutinised a wide range of documentation, including school policies, curriculum planning, risk assessments, schemes of work and the single central register of checks on the backgrounds of staff and trustees.
- The inspector carried out a tour of the premises.

Inspection team

Tim Hill, lead inspector

Her Majesty's Inspector

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