

Reach

Hassenbrook Academy, Hassenbrook Road, Stanford-le-Hope,
Corringham, Essex SS17 0NS

Inspection date

2 May 2019

Overall outcome

The school is unlikely 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)(g), 2(2)(h), 2(2)(i)

- Leaders' curriculum plans are not well developed. While they are likely to ensure that pupils acquire the important speaking, literacy and numeracy skills, they lack detail, especially at key stage 4. In addition, they do not take sufficient account of pupils' aptitudes. Some schemes of work are not in place, including for key aspects of the proposed school's provision, such as rugby.
- Leaders intend to complete key stage 3 provision over two years. There is no clear rationale for this. Leaders' plans do not provide appropriate progression from key stage 3 to key stage 4. They are overly reliant on pupils leaving the school at the end of Year 8, but do not ensure that pupils are ready to do this. There are no clear progression routes within the school from key stage 3 to key stage 4.
- While leaders intend to educate pupils in Year 12 to complete their key stage 4 study, they do not have plans in place for this.
- There are presently no plans in place to ensure that pupils receive up-to-date careers guidance.
- Leaders' plans for personal, social, health and economic (PSHE) education are likely to ensure that pupils have a secure understanding of a wide range of issues which will help them develop their character and ensure that they understand the importance of respecting others, as well as developing their understanding of fundamental British values.
- Developing resilience, respect and self-worth sits at the heart of leaders' ambitions for pupils. They are covered in areas such as boxing, the PSHE schemes of work and leaders' plans to assess individuals' needs and design targeted support for them.
- The requirements of the standard in these paragraphs are not 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)

- Other than the headteacher, no teaching staff have yet been appointed. Leaders do not have plans in place to ensure that staff will have the appropriate subject knowledge to teach the range of subjects on offer. The curriculum plans are not developed well enough to take into account pupils' aptitudes or starting points, or to provide teachers with the information they need to teach pupils effectively. Plans for resourcing the curriculum are underdeveloped.
- Teaching is not sufficiently supported by effective plans to manage pupils' behaviour, because the behaviour policy is not tailored to the circumstances of this school.
- There are appropriate plans in place to enable teachers to understand how pupils will be assessed and how assessment information will be used.
- Leaders have identified how they will assess and support pupils' social and emotional needs. They have programmes in place to promote pupils' self-motivation and to encourage them to want to learn. However, because the curriculum and teaching are unlikely to be effective, these strategies are unlikely to enable pupils to think and learn for themselves.
- The requirements of the standard in these paragraphs are not likely to be met.

Paragraph 4

- Leaders have plans in place to evaluate pupils' performance on a regular basis, showing progress against their starting points and towards external qualifications.
- The requirements of the standard in this paragraph 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' vision includes their ambition 'to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to fulfil their own destinies'. They intend the school to play a key role in helping pupils develop their social and emotional well-being.
- The aspects of the curriculum which deal with pupils' spiritual, moral, social and cultural development are better developed than other aspects of planning. Key stage 3 topic work, for example, will cover sustainable development and social justice, while the school's chosen boxing programme aims to promote tolerance and respect for others, communication, teamwork and self-confidence.
- Pupils' understanding of fundamental British values is likely to be developed well through the bespoke PSHE curriculum, underpinned by a series of proposed trips and visits, such as to parliament and to recycling plants, to develop a broad knowledge of public institutions.
- 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)

- Safeguarding policies and procedures are likely to be effective. They cover key aspects of how to keep pupils safe and are underpinned by the headteacher's secure understanding of safeguarding practice.
- The requirements of the standard in these paragraphs are likely to be met.

Paragraph 9, 9(a), 9(b), 9(c), 10

- The behaviour policy is not bespoke to this school. The consequences for pupils of inappropriate behaviour have not been well considered for the age range and likely needs of the pupils at this school. They are not likely to be effective in supporting pupils' good behaviour.
- Strategies to prevent bullying are underdeveloped. There is insufficient clarity about how bullying will be prevented. The intended outcomes of actions to resolve bullying lack detail.
- There are secure plans in place for recording incidents of poor behaviour, and these are likely to be effective.
- The requirements of the standard in these paragraphs are not likely to be met.

Paragraph 11

- The health and safety policy is not designed to meet the needs of this school. It is reliant on other supporting information, such as the school's safety standards, which is not available.
- The requirements of the standard in this paragraph are not likely to be met.

Paragraph 12, 13, 14, 15

- Leaders have firm plans in place to update the existing fire risk assessment to ensure that it is appropriate to the changed use of the building.
- There is a suitable first-aid policy in place.
- The proposed level of staffing for the school is appropriate to ensure that pupils are properly supervised. The headteacher shows a good understanding of how to deploy these staff to manage pupils' welfare.
- The system for keeping admissions and attendance registers has been determined and will be in place for the proposed opening of the school.
- The requirements of the standard in these paragraphs are likely to be met.

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

- The school does not have a written risk assessment policy.
- The requirements of the standard in these paragraphs are not 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), 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), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- The headteacher has put in place a comprehensive single central record based on a strong understanding of recruitment and vetting checks. This takes into account the different roles individuals will have, as well as their different employment routes, and makes sure appropriate checks will be carried out. Most checks have already been carried out on staff already working in the school.
- There is some work to do to update the training of the designated safeguarding lead. This is due to take place prior to the opening of the school. The headteacher is trained to a level which would enable her to lead on safeguarding and she has a secure understanding of safeguarding practice.
- The requirements of the standard 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), 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 based in one area in a building which was purpose built for another school. As such, it is well suited to the purpose intended by the proprietor. The lighting, acoustics and space are appropriate for teaching, learning and assessment.
- The proprietor originally intended to operate the school with 30 pupils. The premises are unlikely to be suitable for this number of pupils. The proprietor now intends to admit 20 pupils. The premises are likely to be suitable for this number of pupils.
- Outdoor space is available on site for pupils to use during their free time, while sports provision will take place either in the school building or off site depending on the activity.
- Suitable changing accommodation and showers are provided.
- Separate toilet and washing facilities are in place for male and female pupils. These are separate to the disabled toilet, which is also for use by adults.
- There is still some work to complete to ensure that the building is fully ready. For example, drinking water, while available, is not at this time labelled as drinking water. This will be addressed. Some modifications to the layout are required to ensure that there is an area for students who are unwell to have access to washing facilities and to ensure that there is suitable accommodation for the medical examination and treatment of pupils. Leaders are in the process of planning these changes, and they are likely to be in place in time for the proposed opening of the school.

- The requirements of the standard 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)(e), 32(1)(f), 32(1)(g), 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 has a website in place. This contains much of the information which the school should make available to parents and carers.
- Some information still needs to be made available, such as the name and correspondence address of the chair of governors. This will be addressed.
- Some information needs to be changed to reflect the proprietor's most recent plans. For example, the proprietor intends to admit only pupils with education, health and care (EHC) plans, which is at odds with the published admissions policy. The changes to the policy are in hand.
- 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)

- A written complaints policy is in place and is available to parents. It covers many of the requirements of the independent school standards for the handling of complaints. For example, the policy sets out clear timescales for the management of complaints and contains both informal and formal stages. It provides for a parent to attend a complaints panel hearing and to be accompanied if they wish.
- However, the policy contains some fundamental weaknesses. It does not ensure that at least one member of a complaints panel is independent, and it allows the chair of governors to prevent parents from accessing a complaints panel without good reason. The policy does not stipulate that a copy of the findings of a complaints panel will be available for inspection on the school premises by the proprietor and the headteacher and does not detail the arrangements for the confidentiality of documentation regarding complaints.
- The requirements of the standard in these paragraphs are not 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' plans are not appropriate to secure an adequate quality of education for pupils. Some key policies, such as those relating to health and safety, bullying and behaviour, are not fit for purpose in this school. Leaders have not ensured that the school is ready to open. The school is not likely to meet the independent school standards consistently.
- Some aspects of leaders' work are stronger and are likely to ensure that the school is compliant with some independent school standards. For example, the proposed

approach to promoting pupils' spiritual, moral, social and cultural development is likely to be effective. Leaders' approach to the appointment of staff demonstrates a secure understanding of the need to undertake and record appropriate checks.

- The requirements of the standard in these paragraphs are not likely to be met.

Schedule 10 of the Equality Act 2010

- The accessibility plan considers how the school will make adjustments to ensure that pupils can access the premises and the curriculum.
- This requirement is likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	146994
DfE registration number	883/6001
Inspection number	10099615

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	REACH Essex Ltd
Chair	Daniel Terry
Headteacher	Gemma Quantrill
Annual fees (day pupils)	£55,000
Telephone number	07720 805658
Website	reachessex.com
Email address	admin@reachessex.com
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 to 17	11 to 16
Number of pupils on the school roll	N/A	30	20

Reason for inspector's recommendations

- There are no plans in place to provide suitable education for pupils beyond Year 11 and no clear rationale for doing so.
- The premises are not likely to be suitable for 30 pupils. Prior to the inspection being conducted, the proprietor had recognised this and intended to reduce the planned capacity from 30 to 20.

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	20
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	20
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	N/A	20
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	N/A	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	4
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	10

Information about this proposed school

- The application for registration with the Department for Education (DfE) for Reach was for a school with no governing body. The school does intend to have a governing body and already has members of this in place.
- The application for registration was for a school with 30 pupils. Leaders now intend to offer only 20 places.
- The proprietor intends to admit pupils with behavioural, social and emotional development needs; behaviour, social and emotional difficulty; and autistic spectrum disorder (ASD). This is a change from the application for registration, which stated that the school did not intend to admit pupils with ASD.
- The proprietor is considering offering boarding provision in the future for key stage 4 pupils but does not have firm plans in place for this currently.
- The proprietor of Reach is Reach Essex Ltd, a private limited company. There are three directors: Gemma Qauntrill, Azeelia Northover and Dorathea Steenkamp. The declaration of accuracy on the application for registration was not completed by the proprietor. The proprietor confirmed the accuracy of the application to the inspector.
- The school intends to open on 1 September 2019 with 10 pupils, expanding provision to accommodate 15 pupils from January 2020 and 20 from April 2020.
- The proprietor intends the school to cater for pupils aged 11 to 17.
- The school is located on a single site at Hassenbrook Academy, Hassenbrook Road, Stanford-le-Hope, Corringham, Essex, SS17 0NS. The school premises will be based on the ground floor of one of Hassenbrook Academy's buildings. The school and the academy are separate entities and the premises will be divided to ensure separate accommodation, entrances and outside space.

Information about this inspection

- This was a pre-registration inspection.
- The inspector met with the headteacher, who is also a director of REACH Essex Ltd, and both other directors.
- The inspector reviewed the school's website and a range of documentation, including the school's policies, building floor plans and application for registration with the DfE.
- The inspector conducted a tour of the school, guided by the headteacher.

Inspection team

Andrew Hemmings, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;

- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively;
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which–
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is–
 - (ii) available for inspection on the school premises by the proprietor and the head teacher;
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e);
 - 33(k) provides that correspondence, statements and records relating to individual

complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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