

Roaches School

Tunstall Road, Knypersley, Stoke-on-Trent, Staffordshire ST8 7AB

Inspection dates

4 June 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 2(1)(b)(ii)

- The school continues to provide full-time education of the necessary standard.
- Current schemes of work and curriculum plans, including the schemes of work and plans for the proposed key stage 1 pupils, are broad and balanced.
- Some pupils who join the school have education, health and care plans. The school has a good record of implementing these plans.
- Fundamental British values are embedded in the curriculum. As a result, pupils currently in the school have a secure understanding of, for example, democracy.
- Pupils show tolerance and understanding towards those who are different to themselves.
- These standards are likely to be met if the proposed change is implemented.

Paragraphs 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d) and 3(f)

- Pupils learn to improve their skills in speaking, listening, literacy and numeracy.
- There are many opportunities for pupils to learn together and to have discussions. They learn English, mathematics, science, geography, history, personal, health, social and economic (PHSE) education, art, music, design and technology, computing and physical education.
- Teachers are skilled in the teaching of phonics and early reading. As a result, pupils' reading skills improve over time.
- PHSE education lessons are embedded in all subjects across the curriculum. Pupils' understanding of a range of social issues, for example, is good.
- All pupils have the opportunity to represent others on the school council if they wish. Teachers know how to help pupils to develop their confidence and social skills.
- The previous inspection report from July 2018 judged that pupils made outstanding progress. Current pupils are equally committed to learning and make similar

progress.

- Pupils learn about British society during circle time as well as in other lessons across the curriculum.
- Teachers make detailed plans for teaching that take into consideration each pupil's specific academic and personal needs.
- Pupils' educational, personal and social targets are reviewed and evaluated regularly.
- Teachers are skilled in teaching pupils who have social, emotional and mental health difficulties. They know when to challenge them to do more, and when to let them consolidate previous learning at their own pace.
- Teachers use a wide variety of resources well to ensure that pupils develop their understanding. There are computer whiteboards and computers in every classroom that pupils enjoy using. Teachers know the resources that they will need to use with younger children, if the material change is implemented.
- These standards are likely to be met if the proposed material change is implemented.

Paragraphs 3(g), 3(h), 3(i), 3(j) and 4

- The school's systems for assessment are good.
- Teachers know what pupils should learn in each age group. They observe them closely and assess what they have learned in order to plan what they should do next.
- Teachers understand what pupils should learn in Year 1 and Year 2. They have made plans for teaching younger pupils and for assessing what they can do and what they know.
- Pupils' behaviour improves over time while at this school. This is because the staff at the school are kind and supportive. They set high expectations and they give regular rewards for hard work and good behaviour. Pupils' behaviour is well managed and pupils are taught about fundamental British values, including the rule of law.
- Pupils know that everyone should be treated equally, saying, for example, 'It doesn't matter what colour you are or what religion you have. We are all people at the end of the day.'
- These standards are likely to be met if the proposed material change is implemented.

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

Paragraphs 5, 5(a), 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) and 5(d)(iii)

- Pupils' personal development, behaviour and welfare were judged to be outstanding at the previous inspection in July 2018.
- Teachers know how to help and support pupils with social, emotional and mental health difficulties. Pupils develop confidence in themselves in this caring environment.
- The school supports the pupils' families well. Staff work closely with other agencies, for example with social workers and child and adolescent mental health services (CAMHS).

- The school places strong emphasis on fundamental British values. Pupils know right from wrong. They are encouraged to discuss appropriate sanctions for those who do not behave well and rewards for good behaviour.
- Pupils' knowledge of democracy is enhanced on frequent occasions when they vote for what they want, or for what they think is best.
- Pupils who hurt others in any way are encouraged to make up for what they have done. Sometimes, they write letters or cards of apology.
- Pupils care for the environment and enjoy the frequent opportunities they have for walking and rambling with experienced, qualified walking leaders.
- Pupils support the local community, for example by picking up litter and working closely with a local food bank. They have raised money for a variety of charities, such as Macmillan Cancer Support.
- When pupils were asked about the possibility of younger children coming to the school, they discussed their ideas thoughtfully. They said that they would like to look after the younger children. They had ideas about how to support them if they were nervous of older pupils.
- The school employs a psychotherapist to work full time in the lower school. The psychotherapist works with individuals and groups, providing therapeutic support for their personal development. All staff are trained to work therapeutically with children.
- These standards are likely to be met if the proposed material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- The arrangements for safeguarding are effective. The school's safeguarding policy meets government requirements and is available on the school's website. All staff are well trained to safeguard their pupils.
- Documents related to safeguarding are appropriately detailed. They show that staff respond swiftly to concerns. Staff work well with parents, carers and other stakeholders to ensure that pupils are well supported and safe.
- Leaders ensure that they work closely with safeguarding personnel in the local authorities that they serve.
- Pupils say that they always feel safe in school.
- These standards are likely to be met if the proposed material change is implemented.

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

- All staff and pupils understand the behaviour policy. It is available on the school's website.
- Staff carefully record and monitor incidents of poor behaviour. They evaluate ways in which to support pupils to behave better.
- Each pupil has a personal risk assessment that is used to develop an effective behaviour plan.

- Pupils say that there is no bullying in the school because staff would not allow it.
- These standards are likely to be met if the proposed material change is implemented.

Paragraphs 11, 12, 13, 14 and 15

- The school has a comprehensive health and safety policy displayed on its website.
- Daily checks are made to ensure that the building and provision of supplies are safe. Vehicles used to transport pupils are checked weekly.
- All the buildings in the school grounds are carefully managed to protect people from fire. Fire safety instructions are displayed in every room. Fire procedures are known and rehearsed. Any new pupil is informed about fire procedures on arrival to the school. A break-glass alarm system is situated in every room.
- A well-equipped first aid room is available should any pupils feel unwell. All staff are trained to administer first aid. Two members of staff are trained to administer first aid outdoors. A first aid kit is available in every classroom.
- Pupils are extremely well supervised and cared for throughout the day.
- These standards are likely to be met if the proposed material change is implemented.

Paragraphs 16, 16(a) and 16(b)

- The school ensures that all possible risks are assessed. Staff complete risk assessments related to the safety of the building and to outside visits and transporting pupils. These are appropriately detailed and identify relevant control measures.
- Staff also complete individual risk assessments for each pupil. These are included in pupils' personal education plans.
- Staff discuss welfare needs during a debriefing session at the end of each school day. Action is taken where necessary.
- These standards are likely to be met if the proposed material change is implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)

- There are suitable, separate toilet facilities for both staff and pupils. These are clean and well maintained.
- A well-equipped medical room, where there is a sink with hot and cold water, provides for pupils who are unwell. It is near to a toilet.
- Suitable drinking water facilities are available to pupils.
- These standards are likely to be met if the proposed material change is implemented.

Paragraphs 25, 26, 27, 27(a) and 27(b)

- All areas of the school, including outside, are clean and well maintained. The classrooms are bright, clean and fit for purpose. There is ample space and the school does not propose that the number of pupils will change. The pupils in key stage 1 and key stage 2 could be educated separately if that was found to be appropriate.

- All areas are well lit. There is suitable outside lighting.
- These standards are likely to be met if the proposed change is implemented.

Paragraphs 29(1), 29(1)(a) and 29(1)(b)

- The rural setting of the school provides a variety of opportunities for walking and observing wildlife. The school's grounds are large. There is a flat playing field for games and other grassy areas that are used for play equipment and relaxation outside. Leaders intend to include some elements of early years provision in the outdoor areas so that younger children's needs will be met.
- These standards are likely to be met if the proposed change is implemented.

Part 8. Quality of leadership in and management of schools

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

- The leadership team, whose work was judged to be outstanding at the previous inspection, is well qualified and experienced in educating pupils with mental health needs and associated educational needs. Leaders have fully considered the needs of key stage 1 pupils, should the proposed change be implemented. They have the skills to educate and care for the younger age group.
- The proprietor is highly experienced in the provision of care for vulnerable pupils. He strongly supports and challenges the leadership team during his weekly visits.
- Leaders have ensured that all of the independent school standards are met.
- Leaders have created a cohesive team where all adults promote pupils' well-being. Staff morale is high.
- These standards are likely to continue to be met if the proposed material change is implemented.

Schedule 10 of the Equality Act 2010

- The school's equality and diversity policy states: '... whatever the heritage and origins of members of the school community, everyone is equally valued and treats one-another with respect.'
- A detailed accessibility plan ensures that pupils at the school have equal access to the curriculum, information and the premises.

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 that are relevant to the material change.

School details

Unique reference number	124495
DfE registration number	860/6017
Inspection number	10108326

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent residential special school
Proprietor	Sean Fitzpatrick
Chair	N/A
Headteacher	Mr Matt Wilson
Annual fees (day pupils)	£42,000
Telephone number	01782 523479
Website	www.roachesschool.net
Email address	roachesschool@caretodayparallelpayers.net
Date of previous standard inspection	3–5 July 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 16	5 to 16	5 to 16
Number of pupils on the school roll	44	44	44

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	44	44
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	44	44
Of which, number of pupils with an education, health and care plan	44	44
Of which, number of pupils paid for by a local authority with an education, health and care plan	44	44

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15	15
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	14	17

Information about this school

- The school's previous inspection took place on 3–5 July 2018.
- The school is one of a group of schools managed by the Care Today Company, which is owned by a sole proprietor.
- Key stage 2 pupils are taught on the lower site and key stages 3 and 4 on the upper

site. These sites are approximately 14 miles apart. The lower school is situated in a rural setting. A care home is situated in the same grounds as the school. Some of the pupils at the school are housed in the care home. The upper school is in the centre of an urban environment. All the school's provision is now on the upper school or lower school sites.

- All pupils have special educational needs and/or disabilities. Pupils have an autism spectrum disorder and/or social, emotional and mental health needs.
- The school does not use any alternative provision.

Information about this inspection

- This material change inspection, commissioned by the Department for Education, took place with two days' notice.
- This is the school's first material change inspection. It was conducted at the lower school site.
- The purpose of the inspection was to assess whether the school is likely to meet the independent school standards relating to: the quality of education provided; spiritual, moral, social and cultural (SMSC) development of pupils; welfare, health and safety of pupils; premises of and accommodation at schools; the quality of leadership in and management of schools if the material change is implemented. The change requested was to the registered age range of the pupils from 7 to 16 to 5 to 16.
- The inspector toured the lower school site where key stage 2 pupils are educated at present, accompanied by the headteacher. The purpose of the tour was to ascertain whether this site would be appropriate for the joint education of key stage 1 pupils and key stage 2 pupils.
- The inspector met with the headteacher of the lower school and the executive headteacher. She also had discussions with five pupils.
- The inspector had lunch with the pupils and observed their behaviour.
- The inspector observed two lessons and scrutinised several of the children's books.
- The inspector reviewed the school's website and examined a number of documents relating to teaching, SMSC development, and welfare, health and safety, including the safeguarding policy to check compliance with the regulations for independent schools.
- The inspector examined the pupils' register and the school's admissions register of pupils. She discussed several case studies of individual pupils with the headteacher and the executive headteacher.

Inspection team

Mary Maybank, lead inspector

Ofsted Inspector

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