

Zelda School

Holifield Farm, Bonallack Lane, Gweek, Helston, Cornwall TR12 6UJ

Inspection dates

11 July 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 Paragraphs 2(1), 2(2), 3 and 4

- Leaders have curriculum plans in place which cover the requirements of the early years foundation stage. For pupils in key stage 1, leaders intend to follow the national curriculum. Curriculum plans inform medium-term planning, which breaks objectives down into discrete lessons. Plans consider the needs of pupils, including their ages and aptitudes.
- Classrooms are organised well, containing resources which will aid pupils' development across the school's curriculum.
- Leaders have clear systems in place to assess pupils' progress. This information features in the annual reports which they share with parents.
- In the early years, learning journeys capture children's ongoing progress well. This informs end of year assessments, which are moderated internally and externally by the local authority.
- The standard in this part is likely to be met.

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

Paragraph 5

- Leaders' plans to promote pupils' spiritual, moral, social and cultural development are in place. Curriculum plans make clear the opportunities that are available for pupils to develop their understanding of different faiths.
- Leaders' plans are underpinned by developing understanding and promoting respect for the protected characteristics.
- Leaders plan to develop pupils' self-esteem and self-confidence through varied opportunities, such as to perform in front their peers for special events, for example the end of year summer shows.
- Staff promote pupils' positive behaviour and sense of distinguishing right from wrong through adult modelling and discussing with pupils when things may go wrong.

Leaders aim to develop pupils' emotional literacy in tandem with this approach so that they can effectively express how they feel to an adult.

- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- Leaders have considered staff training to help ensure they are well-prepared to fulfil their safeguarding responsibilities and are able to spot concerns about pupils' welfare should they occur. Staff record concerns, following leaders' guidance, and share these with the designated leaders of safeguarding. Leaders capture these concerns in an ongoing chronology so that they can spot any trends or patterns which may indicate wider concerns.
- Leaders have made improvements to the necessary recruitment checks of staff since the first pre-registration. However, they are still unaware of the necessary checks on staff who hold leadership positions and those who form the body of proprietors, namely the section 128 checks.
- The standard in this part is not likely to be met.

Paragraph 9–14 and 16

- The school's behaviour policy is in place. It makes clear the school's approach to promoting positive behaviour. The policy would benefit from greater clarity, particularly with how staff will manage disruptive behaviour should it occur. Leaders have an anti-bullying strategy in place.
- A health and safety policy is in place. It closely considers the school's unique premises and works in conjunction with risk assessments to keep pupils safe while on-site. Staff ensure that they supervise pupils well, and this helps to minimise unnecessary risk to pupils' safety. The school's first-aid policy makes clear the arrangements for administering first aid, with all staff trained to do so. The school has had a fire plan completed. The plan, drawn up by an external specialist, makes clear that the school is compliant with the Regulatory Reform (Fire Safety) Order 2005, while also making recommendations to change the type of extinguishers on-site. While leaders have not yet made these changes, the date for implementation has not yet passed.
- The standard in this part is likely to be met.

Paragraph 15

- The school's admissions register does not include information about where pupils were previously educated, including the school name and address.
- Staff capture the times that pupils arrive and leave the school site, but codes used by staff are not compliant with DfE requirements. The school's attendance register does not meet the requirements as set out in the 'Education (Pupil Registration) (England) Regulations'.
- The standard in this part is not likely to be met.
- Overall, the standards in this part are not likely to be met.

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

Paragraph 18(1)–21(8)

- Since the first pre-registration in March 2019, leaders have made arrangements for the prohibition checks on teaching staff on opening. In addition, leaders have made adequate checks on an appointed person's medical fitness, identity and right to work in the United Kingdom.
- Leaders are not aware of the needed section 128 checks, which must be made on school leaders and those who form the body of proprietors, at the time of opening as a school.
- Leaders have ensured all other recruitment checks are in place. Staff files, containing these recruitment checks, are well-organised.
- Leaders do not intend to appoint supply or agency staff.
- The standard in this part is not likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–29(1)(b)

- Leaders ensure that pupils have sole access to suitable toilet and washing facilities. Washing facilities have an adequate supply of cold and hot water. Hot water is of suitable temperature and does not pose a scalding risk.
- Leaders ensure that suitable accommodation is provided to cater for the medical and therapy needs of pupils. The accommodation provided is used for other purposes, such as the senior leaders' office, but it is readily available with the use of a pull-down bed. The accommodation is close to both toilet and washing facilities.
- Leaders maintain the school site to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured. Spaces allocated for learning are suitably sound insulated, so that pupils can focus well, without unnecessary distraction.
- The site benefits from solar lighting to ensure that the premises are well-lit, both internally and externally. External lighting has motion sensors, which turn on automatically in people's presence.
- Pupils have regular access to drinking water, which is readily available. Leaders have labelled the drinking water for easy identification.
- The premises benefit from vast outdoor space for pupils to play outside and engage in physical activity. There are numerous activities to promote pupils' physical development.
- The standard in this part is likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(3)(f)

- Leaders provide documentation and policies on the school's website for parents, including the school's approach to managing behaviour and the admission arrangements. Contact details for the school also feature on the school's website.

Leaders provide parents with annual reports about pupils' progress.

- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The complaints policy is in writing and made available to parents via the school's website. The policy sets out clear timescales for the management of a complaint. The policy allows a complaint to be initially made on an informal basis, with a formal process also made clear should a parent not be satisfied with the school's response. At the formal stage, a complaints panel is established, consisting of at least three people who are not directly involved in the complaint, of which one person is independent of the management of the school. This section of the complaints policy is compliant with the independent school standards.
- The policy makes clear that the parent making the complaint can attend the panel hearing if they wish. However, the policy does not inform the parent that they can be accompanied. In addition, the policy does not make clear that the panel can make findings and recommendations based on the complaint and that these are to be provided to the complainant. As a result, this section of the complaints policy is not compliant with the independent school standards.
- On inspection, school leaders showed the inspector the complaints log. This made clear the status of any complaints and whether they were resolved following a formal procedure or proceeded to a panel hearing. This section of the complaints policy is compliant with the independent school standards.
- The standard in this part is not likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders have not ensured that the independent school standards are likely to be met in full. While school leaders have a sound understanding of most of these standards, this has not proven enough to ensure that the school is likely to meet all the independent school standards.
- Trustees, including a new chair, do not yet have sufficient knowledge of the independent school standards. They are currently trying to transition from charity status to an organisation run by the school's body of proprietors, where roles and responsibilities are distinctively different. Trustees currently rely too heavily on school leaders to determine whether the independent school standards are met, without themselves successfully checking that these are met. As a result, the school has been unsuccessful in registering as an independent school.
- While trustees consider information about the school's performance, this information is vague and does not get to the heart of the day-to-day running of the school. This limits their knowledge of the school and the independent school standards.
- Leaders cannot actively promote the well-being of pupils as they are not aware of the full recruitment checks on staff, which are needed to check that they are suitable to work with children.

- The standard in this part is not likely to be met.

Schedule 10 of the Equality Act 2010

- Arrangements are in place to make reasonable adjustments to ensure that pupils can access the curriculum and the school site.
- Leaders effectively promote pupils' understanding and respect of the protected characteristics in the school's personal, social and health education policy.

Statutory requirements of the Early Years Foundation Stage

- Leaders have ensured that staff have the required training to administer first aid to children. Staff supervise children well to ensure that they are kept safe from harm. Leaders' awareness of the checks on leaders, found in part 4 of the independent school standards, are underdeveloped. Until then, the statutory requirements of the early years foundation stage are not likely to be met.
- Leaders use the early learning goals milestones to measure children's attainment. They use ongoing assessment information to determine how well children make progress, and they set suitable learning activities to promote future progress.
- Staff use learning journeys to capture evidence of children's progress. These are of high quality and demonstrate pride and care. Staff use photographic evidence, alongside children's own work and detailed adult notes, to capture children's learning. Over time, children demonstrate increased understanding as well as greater pencil control, resulting in improved letter and number formation. For children who require support with fine motor skills, staff provide interventions to help them maintain progress in this area.

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	146777
DfE registration number	908/6004
Inspection number	10107315

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	Preparatory school
School status	Independent school
Proprietor	Zelda School
Chair	Kathryn White
Headteacher	Zelda Astley
Annual fees (day pupils)	£5,220
Telephone number	07400 576 116
Website	www.zeldaschool.co.uk
Email address	zelda.astley@zeldaschool.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	15
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	None
Total hours operating as a school per week	32.5 hours
Total hours of teaching provided per week	27.5 hours

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	2–7	2–8	2–8
Number of pupils on the school roll	49 (of whom 15 are of compulsory school age)	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	4	14
Number of part-time pupils	11	None
Number of pupils with special educational needs and/or disabilities	2	14
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	None	14
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	None	14

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	4
Number of part-time teaching staff	7	7
Number of staff in the welfare provision	1	1

Information about this proposed school

- Zelda School is located within Holifield Farm. The farm is on the outskirts of the village of Gweek, Cornwall. There are currently four full-time pupils of compulsory school age, and this will remain the case until a time when the school is successfully registered as an independent school.
- There is a Nursery on-site. The Nursery is currently registered as an early years provider with Ofsted.
- The number of pupils who attend the school is gradually increasing. Through word of mouth, the demand for places continues to grow.
- The proposed school is owned by Zelda School, a company limited by guarantee. One of the trustees is also the headteacher. There are four other trustees. Together, they form the body of proprietors. Since the previous pre-registration, a new chair of trustees has been appointed.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the second pre-registration inspection.
- The lead inspector met with the headteacher, deputy headteacher and the chair of trustees. These meetings, as well as the activity below, helped to determine whether Part 8 of the independent school standards was likely to be met.
- The lead inspector considered curriculum documentation, schemes of work and evidence of pupils' work to determine whether Part 1 of the independent school standards is likely to be met. The lead inspector considered plans to promote pupils' spiritual, moral, social and cultural development to determine whether Part 2 of the independent school standards was likely to be met.
- The lead inspector scrutinised documentation, including policies, safeguarding records, training matrixes and plans in place to maintain pupils' safety while on-site. These included first-aid, behaviour and risk assessment policies and supporting evidence to confirm effective implementation. This helped to determine if standards within Part 3 of the independent school standards are likely to be met.
- The lead inspector evaluated the school's complaints policy to determine whether standards in Part 7 of the independent school standards are likely to be met.
- The lead inspector considered the school premises, both internally and externally, to determine if Part 5 of the independent school standards is likely to be met.
- The lead inspector considered the school's single central record and staff recruitment files to determine if Part 4 and elements of Part 3 and 8 of the independent school standards are likely to be met.

Inspection team

Nathan Kemp, lead inspector	Her Majesty's Inspector
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Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
 - 20(6)(a) MB–
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–

- 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction.

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(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is–
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
 - 33(i)(ii) available for inspection on the school premises by the proprietor and headteacher.

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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