

Clervaux Garden School

Clow Beck Centre, Jolby Lane, Darlington DL2 2TF

Inspection dates

23 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 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)(h), 2(2)(i)

- The proprietor has ensured that there is an appropriate written policy on the curriculum. However, the accompanying schemes of work do not reflect the importance of the core academic curriculum. The lack of information in the schemes of work means it is not possible to say whether the schemes take into account the ages, aptitudes and needs of all pupils.
- It is not possible to say that the schemes of work will not undermine fundamental British values or that they will reflect the school's values and encourage respect for other people, because the content of each subject area is not detailed enough.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- All pupils will have access to well-promoted, impartial careers advice. Each pupil will be prepared for their career choices by receiving a broad and balanced view of a variety of careers during their time at the school. Pupils will take part in appropriate work experience.
- The school will provide effective support for pupils in making the transition from school into further education, employment or training. Pupils will be kept aware of appropriate opportunities available to them.

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

- The schemes of work do not provide enough detail about what pupils will learn or how pupils will be appropriately assessed. There is little information or detail about how teachers will ensure that pupils' needs are met. There is no information about how pupils will be challenged or supported to make at least good progress. There is little information about activities teachers can offer, for example to ensure that pupils are motivated or engaged in their work or to support and encourage pupils to be independent learners.
- Not all the standards in this part 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)

- The school has a clear, detailed policy in place to show how pupils' spiritual, moral, social and cultural development needs will be met. Leaders' intentions to ensure that pupils learn about democracy and the rule of law, and that they have an understanding about right and wrong, are demonstrated by the thorough British Values policy.
- The headteacher is clear about the importance of developing pupils' self-esteem and self-confidence. Leaders plan to offer strong pastoral support and to access a wide range of outdoor activities to enhance pupils' skills and knowledge.
- The policy is clear on how leaders intend pupils to learn about the protected characteristics, identified in the Equality Act 2010, through the extensive personal, social, health and economic (PSHE) curriculum.
- Leaders will ensure that any material given by external speakers is checked before it is presented and that any external speakers provide pupils with a broad and balanced viewpoint.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- School leaders have made arrangements to safeguard and promote the welfare of their pupils. Safeguarding and child protection policies reflect the latest government guidance and are thorough and detailed. Parents and carers can request copies of this document from the school.
- All staff have been well trained in safeguarding practices. They are aware of the signs to look out for which may indicate a child is experiencing a problem. They are aware of what to do with any information they have, to make sure pupils receive the support they need.
- Effective protocols have been followed and will continue to be followed to ensure that staff recruitment is carried out safely. Leaders intend to ensure that all pre-appointment checks are carried out on all new members of staff in accordance with legal guidance.

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

- The proprietor has ensured that an appropriate behaviour policy is in place. This sets out clearly the consequences of any inappropriate behaviour as well as the high expectations leaders and staff have overall for pupils' behaviour.
- The anti-bullying policy makes it clear that bullying will not be tolerated in the school, and it links with the behaviour policy and identifies the types of bullying that can take place.

Paragraph 11, 12, 13, 14, 15

- The school has a thorough health and safety policy, which is specific to the school. It includes a comprehensive fire risk assessment. Fire exits are clearly identifiable, and a

fire evacuation plan is available. Fire extinguishers are in place and there are systems in place to record fire checks and maintenance.

- The school has a first-aid policy, which gives clear guidance on treating pupils who have an injury. All arrangements to administer first aid are in place. Staff have had first-aid training and there are facilities to record incidents.
- The proprietor is planning to ensure that there is a high ratio of staff to pupils. Pupils will be supervised at all times of the school day.
- There are currently no pupils on roll. The proprietor has ensured attendance and admissions registers will be completed in line with current regulatory requirements. Leaders are aware of the need to record and report on the destination of all leavers to ensure that no pupils are missing from education.

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

- The proprietor has ensured that a risk assessment policy is in place for the school. The policy ensures that planned actions address the areas of risk identified.
- The standards in this part are 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(2)(f), 18(3), 19(1), 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)

- The proprietor has ensured that all appropriate checks have been carried out on leaders and staff, and on the trustees who form the proprietary body. The checks were carried out prior to staff beginning their roles.
- Leaders are clear about the checks they must make if they employ temporary staff. They understand the extra checks that must be made to ensure pupils' safety.

Paragraph 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)

- All checks that have been carried out are recorded appropriately on a single central register.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The proposed buildings are well maintained, suitable and finished to a good standard. Classrooms are light and airy. There is sufficient classroom space for the proposed number of pupils.
- There are toilets and showering facilities for the sole use of pupils. Each one is a separate lockable cubicle.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There are two medical rooms available. They each contain a bed for the medical examination and treatment of pupils. First-aid kits contain appropriate contents and

are kept securely in wall mounted boxes.

- The school currently has four staff who are trained in first aid. Leaders intend to make sure more staff are first-aid trained when pupils are admitted to the school.

Paragraph 25, 26, 27, 27(a), 27(b)

- The building is very well maintained, clean and bright.
- The sound and lighting in each classroom and learning space is suitable for teaching.
- All outdoor lighting meets the required standards and ensures that pupils and staff can enter and leave safely when it is dark.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Pupils will have access to cold, fresh water which is readily available.
- Toilets and sinks are in good working order. Facilities to wash and dry hands are available.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The outdoor area of the school is well kept and extensive. There is a dedicated area for play, which includes outdoor play equipment that has been specifically chosen to meet the needs of the pupils.
- Physical education will take place in a variety of appropriate locations around the school site.
- Inside the building there is a large meeting space, which is appropriate to be used for indoor games.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- The proprietor has ensured that all the required information about the school, including the safeguarding and child protection policy, is available to parents. The school's website contains the policies. Printed copies of all information are available on request from the school.
- Leaders are planning to ensure that regular reports on the progress made by pupils will be provided to parents by the school.
- Pupils who have an education, health and care plan will have it reviewed regularly. Parents and pupils will be part of the review process, as will any relevant services, such as social workers and representatives from the local authority.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d)

- Contact information for the proprietor body is available on the website.
- Contact information for the headteacher and the governing body will be available on the website.
- The standards in this part 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 proprietor has ensured that a complaints policy is in place and available to parents. The policy meets the independent school standards.
- The policy is clear and sets out the timescales for the management of a complaint. The policy describes each possible stage of a complaint and what will happen once the complaint has been completely addressed.
- The policy is clear and easy to follow.
- The standards in this part 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 the appropriate experience of working with pupils with special educational needs and/or disabilities (SEND). He understands the implications and has firm plans to ensure that the school meets their needs.
- The proprietors have a great deal of experience regarding pupils with SEND. They support the headteacher well and have further plans to enhance and improve what the school offers pupils.
- During the inspection, the leadership team demonstrated a good understanding of the welfare needs of prospective pupils. However, they have not effectively identified the appropriate academic learning needs of prospective pupils which must be reflected in secure schemes of work.
- Not all the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- School leaders have made sure the arrangements to meet paragraph 3 of schedule 10 of the Equality Act 2010 are effectively in place.
- The proprietor has drawn up an effective accessibility plan.

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	147298
DfE registration number	815/6048
Inspection number	10114841

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	Clervaux Garden School
Chair	Helen Kippax
Headteacher	Gavin Copland
Annual fees (day pupils)	£57,000 – £121,000
Telephone number	01325 729863
Website	www.rmt.org/clervaux/
Email address	enquiries@clervaux.org.uk
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	10–19	10–19
Number of pupils on the school roll	0	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	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	1	5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The proposed school is situated in a rural area of Darlington. It has extensive, very well-kept grounds to accommodate the range of outdoor learning that will be available to pupils.
- The school will be part of the Ruskin Mill Trust.
- Prospective pupils are likely to come from surrounding local authorities. Pupils will be referred to the school by their local authority.
- The school proposes to cater for the needs of up to 20 pupils with a range of special educational needs and/or disabilities (SEND), including severe learning difficulties and Autistic Spectrum Disorder.

Information about this inspection

- This was the first pre-registration visit and was commissioned by the Department for Education following the proprietor's application to open an independent school.
- The inspector scrutinised a range of documents provided by the school. These included safeguarding documentation and documents relating to the school's proposed curriculum and pupils' progress.
- Discussions were held with the headteacher, the regional director, representatives of the proprietor body and staff already working at the site.

Inspection team

Sara Roe, lead inspector

Ofsted 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; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act [10].
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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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