

# The Aspire Hub, Bolton

Leigh Road, Westhoughton, Bolton BL5 2JE

## Inspection dates

8 August 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

*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)(h), 2(2)(i)*

- The policy statement about the school's curriculum and the accompanying schemes of work are likely to enable pupils to experience an appropriate range of subjects, including linguistic, mathematical and scientific education. There is a strong emphasis on developing pupils' social and emotional needs first in order to enable them to access more academic aspects of the curriculum.

*Paragraph 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)*

- Leaders have created a policy which deals with inclusion and diversity. This clearly states that, in the curriculum they provide for pupils, leaders will have regard to all the protected characteristics set out in the Equality Act 2010, especially in personal, social, health and economic (PSHE) education. The PSHE curriculum is likely to develop pupils' respect for the full range of protected characteristics.

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

- The curriculum plans and schemes of work the proprietor has established are likely to ensure that teaching in the school will enable pupils to learn effectively and acquire new knowledge.
- Leaders have secured a range of high-quality classroom resources, particularly to support pupils' social and emotional needs. They also provided evidence that further resources will be delivered in time for the school's intended opening date.

*Paragraph 4*

- A detailed scheme for reporting pupils' performance is likely to provide secure evaluation of this. This includes strategies for assessing pupils' social and emotional development.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

## 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 have a policy which explains their intended approach to promoting fundamental British values, such as the rule of law. In this, they make specific reference to supporting pupils' spiritual, moral, social and cultural development, particularly through a planned scheme of work in PSHE.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b)*

- The school's safeguarding policy is thorough and up to date. It follows the most recent guidance from the government. This policy will be published on the school's website once the school is open.

*Paragraphs 9, 9(a), 9(b), 10*

- There is a suitable policy to ensure good behaviour in school, which contains appropriate sanctions for misbehaviour.
- The school's anti-bullying strategy is detailed and appropriate. It addresses a range of types of bullying, including homophobic and racist bullying.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b)*

- The school has a range of detailed policies concerning issues of health and safety. These cover various situations in school, including fire safety and first-aid procedures.

*Paragraph 14*

- The proposed ratio of staff to pupils indicates that there is likely to be adequate supervision of pupils. There is also sufficient detail in the school's behaviour policy to ensure that behaviour is likely to be well managed.

*Paragraph 15*

- Leaders have appropriate electronic documents in place to ensure that they accurately record pupils' admissions and attendance.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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

*Paragraphs 17, 18(1), 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), 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)*

- Leaders have suitable systems in place to ensure that new staff will have the correct checks carried out before they are appointed to the school.
- Staff who will transfer from the proprietor's existing school have had the necessary checks made and accurately recorded.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

#### 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), 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 proprietor has arranged extensive renovations to the premises which are now near completion. Written evidence, provided by the lead contractor, included a clear timeline which indicates the building is likely to be ready by the proposed date of opening. The renovations provide suitable spaces to teach pupils and to provide rooms for individual support.
- The toilets provided are suitable and are separate for boys and girls. There is hot and cold water for handwashing and the temperature is controlled by a central thermostat. This minimises the risk of scalding.
- There is a room suitable for tending to sick pupils on a short-term basis and for medical examination. The room will be used for other purposes but will be available for exclusive medical use if required.
- The outdoor area is spacious enough to cater for play and activities in physical education.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

#### Part 6. Provision of information

*Paragraph 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(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 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), 32(4), 32(4)(a), 32(4)(b), 32(4)(c), 32(5)*

- Leaders have a school website in place which will go live in time for the opening of the school. This will contain all required information, including the school's safeguarding policy and contact information about the proprietor, who is also the headteacher.

- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

#### 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 complaints policy is in writing and contains suitable informal and formal stages. The stage that includes referral to a panel enables parents and carers to attend and be accompanied if they wish.
- The complaints policy ensures that confidentiality is maintained unless an appropriate official body requests access to information related to complaints.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

#### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders show good knowledge and understanding of the standards and have ensured that they are likely to be met.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

#### Schedule 10 of the Equality Act 2010

- Leaders have a suitable policy and accompanying plans to ensure that disabled pupils have access to the school building, the curriculum and relevant information. The school's inclusion policy and the breadth of its curriculum are also likely to ensure full accessibility for disabled pupils.
- Leaders have ensured that this requirement in the independent school standards is likely to be met when the school opens.

#### Statutory requirements of the early years foundation stage

- The proprietor has ensured that there is a programme of work that is suitable for children in the early years. Leaders have acquired high-quality resources which are likely to support children's learning needs effectively. The school's safeguarding policy will also apply to the early years provision. Appropriate facilities, such as readily available drinking water, are likely to provide well for children's welfare needs.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

## **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	147295
DfE registration number	350/6005
Inspection number	10115075

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	Other independent special school
School status	Independent special school
Proprietor	Aspire Behaviour Management Limited
Headteacher	Gill Bullock
Annual fees (day pupils)	£125 to £165 per day
Telephone number	01282 792 943
Website	aspirehubbolton.co.uk
Email address	enquiries@aspirebm.co.uk
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	3 to 11	3 to 11
Number of pupils on the school roll	Not applicable	20	20

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	16
Number of part-time pupils	Not applicable	4

Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	4

## Information about this proposed school

- The Aspire Hub, Bolton is an independent school based in Bolton, Lancashire.
- The school is likely to provide short-term support for pupils aged three to 11 years with special educational needs and/or disabilities. It will operate as an alternative provision for pupils who have social, emotional and mental health needs.
- It is not proposed that the school will cater for pupils who have more complex needs.

## Information about this inspection

- This inspection was the proposed school's first pre-registration inspection. It was conducted by Ofsted at the request of the Department for Education to consider the school's application to open as an independent school registered for 20 pupils aged three to 11.
- The inspector met with the proprietor and three proposed senior leaders and held several discussions. He undertook a tour of the premises and analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and health and safety.

## Inspection team

Mark Quinn, lead inspector	Her Majesty's Inspector
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