

Riverbank Primary School

Unit 2 Ripponden Mill, Ripponden, Halifax, West Yorkshire HX6 4DH

Inspection dates

15 July 2019

Overall outcome

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

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 a written curriculum policy in place. For each subject offered, there is a revised overview of what is to be taught and this fully covers the proposed age range of the school.
- The curriculum is well thought out and includes a variety of subjects. These include English, mathematics, science, personal, social, health and economic (PSHE) education, design and technology, computing, art, religious education, geography and history, physical education (PE) and a modern foreign language.
- The school has taken into consideration the expectation that most pupils are likely to have significant gaps in their education and will only be on the school's roll for about two years. Thus, there is a strong focus on rapidly developing basic literacy and numeracy skills.
- The school plans to offer French, German and Spanish as modern foreign languages to different year groups. This is in anticipation that when pupils return to mainstream schools, they will have made some progress in a language to aid their transition to the receiving school.
- The academic programme is complemented by a nurturing PSHE programme which particularly addresses pupils' social, emotional and mental health needs. Pupils will cover a wide variety of topics that support them developing life skills, as well as learning about life in modern Britain and how to keep themselves safe.
- A highly structured phonics programme is currently taught by a specialist teacher and is effective in building pupils' reading and speaking skills. Leaders plan to continue this for pupils who need it.
- Pupils benefit from a range of out-of-school visits and activities, such as swimming and the forest school.

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

- Leaders ensure that high-quality education support plans are created for each pupil. These are based on each child's education, health and care plan, together with the results of a comprehensive assessment of their current intellectual and personal development.
- The proprietor has invested in a new computer software system to record and track pupils' academic and personal progress, including behaviour and attendance. This will provide teachers with detailed information about the aptitudes, needs and prior attainment of pupils so that these can be considered in the planning of lessons.
- This assessment system will also provide leaders with an additional tool for monitoring the quality and impact of teaching on pupils' learning over time.
- Classrooms and outside areas are well resourced and provide rich learning environments. The school is in the process of acquiring two pieces of land, one adjacent to the school and the other within a few minutes' walk of the main premises. These areas are not yet safe for pupils to access. However, once they have been made safe, they will significantly add to the experiences that the school can offer to pupils, particularly in learning about the environment.
- Leaders have ensured that these standards are likely to be met by the school if the Department for Education (DfE) decides to approve implementation of the material change.

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 demonstrated that pupils' spiritual, moral, social and cultural development is central to the work of the school. Through a comprehensive programme of visits, community activities, daily reading and viewing news broadcasts, leaders celebrate diversity, develop confidence and resilience in pupils, and promote British values.
- Work in the forest school and in newly developed vegetable plots is helping pupils appreciate nature and the world around them. Pupils' spiritual development is also enhanced by visits to places of worship, and other activities, such as drumming, support their cultural development.
- Leaders have ensured that these standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy is compliant with the latest government guidance and is available on the school's website. The proprietor has ensured that staff at the school have access to appropriate safeguarding training, including about the 'Prevent' duty.

- The headteacher is also the current designated safeguarding lead and there are two deputy safeguarding leads. As the school grows, a further member of staff will be trained as a safeguarding lead to expand the team.
- Leaders are very knowledgeable about the risks that their pupils face. The curriculum includes many opportunities for staff to teach pupils about keeping themselves safe. During this inspection, younger pupils were talking about 'stranger danger' with their teacher.

Paragraphs 11, 12, 14, 15, 16, 16(a), 16(b)

- The school has an appropriate health and safety policy which is complemented by a comprehensive monitoring process.
- Leaders ensure that appropriate checks of fire alarms, fire extinguishers, evacuation procedures and emergency lighting take place regularly.
- The proprietor ensures that pupils are very well supervised. In lessons, on visits out of school and at social times, there is always a high ratio of staff to pupils.
- A written risk assessment policy is in place. This details the responsibilities of staff in ensuring that risk assessments are in place. Risk assessments for the premises, visits and for individual pupils show that the school has a clear understanding of risk and has implemented appropriate control measures.
- Leaders have ensured that these standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 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), 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)

- The proprietor has established systems to ensure that all appropriate checks are carried out on staff that are employed before they take up their posts.
- Safer recruitment practices are followed diligently. The 'Time Out Group' human resources team verifies that appropriate checks have been made on those joining the school and that these are appropriately recorded.

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(4), 21(6)

- There is a single central register in place where all appropriate checks that have been carried out on adults have been recorded.
- Leaders have ensured that these standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23(1), 23(1)(a), 23(1)(b)

- There are suitable toilet and washing facilities for the sole use of pupils in the school. There are also facilities for disabled people to use. These facilities will be sufficient for

the increased numbers proposed in the material change.

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

- There is a suitable medical room available for the short-term care or examination of injured pupils. It contains a sink and is close to a toilet. The room is also used as the 'calm' room but can quickly be made available should a medical need arise.

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

- The premises are maintained well, and consideration is made for the health and safety of pupils. The site is bright and clean.
- Each classroom has sufficient lighting. The acoustic conditions are such that lessons can run alongside each other without interruption.
- The school is currently operating with spare capacity. Therefore, there will be sufficient classroom and social space to accommodate an increase in pupil numbers.
- Drinking water is readily available for pupils in a separate area from the toilet facilities.
- Toilets have an adequate supply of water for handwashing which does not pose a scalding risk. Soap and paper towels are provided. Toilets are flushable.

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

- Pupils have access to outside spaces where they can socialise at breaks and lunchtimes. This space can also be used for PE activities.
- Leaders have ensured that these standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 8. Quality of leadership in and management of schools

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

- The proprietor is very experienced and has a clear vision for the school. She has a strong awareness of a need in the locality for high-quality provision for pupils with special educational needs and/or disabilities.
- The proprietor and headteacher understand the importance of ensuring that the school meets the independent school standards consistently. They have suitable monitoring and evaluation procedures in place to ensure that the highest standards are maintained.
- The proposals for expansion of the school have been well thought out. Leaders had temporary permission to admit six-year-old pupils this year and have demonstrated that they can successfully meet their needs.

Paragraph 34(1)(c)

- The school provides a nurturing environment. Leaders have created a school where staff know pupils well and strive to meet their individual needs.
- Leaders have ensured that the independent school standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

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	141608
DfE registration number	381/6015
Inspection number	10113266

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 special school
School status	Independent school
Proprietor	Janet Lumb
Chair	Not applicable
Headteacher	James Docherty
Annual fees (day pupils)	£34,000
Telephone number	07880 357 448
Website	www.timeouthomes.co.uk
Email address	james.docherty@timeouthomes.co.uk
Date of previous standard inspection	12–14 March 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 11	6 to 11	6 to 11
Number of pupils on the school roll	12	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	12	20
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	12	20
Of which, number of pupils with an education, health and care plan	12	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	12	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- Riverbank Primary School is an independent special school which currently caters for the needs of up to 12 pupils between the ages of six and 11. The DfE has given temporary permission for the school to admit six-year-old pupils until July 2019.
- Pupils who attend the school all have an education, health and care plan.
- The school has no religious denomination.
- The school is situated in the village of Ripponden, in the Calder Valley close to Halifax.
- Riverbank Primary School is part of the Time Out Homes group.

Information about this inspection

- This inspection was carried out over one day with two days of notice.
- The DfE commissioned Ofsted to consider the school's application to permanently increase the age range to six to 11 years and to increase the number of pupils on the school roll to 20.
- The inspector toured all buildings currently used by the school, both inside and outside.
- The inspector observed teaching and learning in a range of lessons through short visits to classrooms.
- The inspector held meetings with the headteacher and the chief executive officer of the Time Out Homes group.
- The inspector evaluated a range of documentation, including leaders' plans for expanding the school's education provision, policies, and child protection and safeguarding information. The inspector also looked closely at other documents and policies required as part of the independent school standards.

Inspection team

Steve Rogers, lead inspector	Ofsted Inspector
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