

Independent Educational Services - Central

Unit 4, Honor Built Works, 96 Central Avenue, Nuneaton CV11 5BB

Inspection dates

9 July 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

Paragraphs 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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- At the previous pre-registration inspection in January 2019, all the standards for the quality of education were considered likely to be met.
- Since the previous pre-registration inspection, school leaders have taken positive steps to refine their curriculum policies and planning practice. The curriculum offer is broad and balanced and designed to meet the needs of the pupils the school plans to admit. It is intended that pupils will have access to a range of accredited courses and qualifications such as GCSEs, AQA unit awards, vocational activities and vocational studies. The school intends to provide opportunities for pupils to experience off-site programmes of study in equine therapy, gardening, construction, woodwork, design technology and swimming.
- Leaders have made appropriate arrangements for careers information and advice to be provided by an external specialist so that information is impartial and balanced. Leaders propose that assemblies and enrichment days will supplement the planned activities to prepare pupils for their next steps in education or employment and training.
- Leaders have redesigned the short-term planning tools to enable subject staff to identify cross-curricular themes such as literacy and numeracy development, spiritual, moral, social and cultural (SMSC) development and the protected characteristics that might be relevant to their teaching. It is likely that these will be effective in creating a memory aid for the cross-curricular strands that teachers plan to promote. Leaders intend that they will also generate useful information about which personal and social themes are being developed across the broader curriculum. School leaders plan to check these documents and provide feedback to staff about what they need to do to ensure compliance with the school's policy framework.
- The proposed school has registered to use an established commercial software

package for assessment, recording and reporting. A member of staff has responsibility for data management but proprietors and the centre leader will oversee monitoring to ensure that it is secure. It is likely that the information will be used to inform annual reports and reports for other meetings, such as education, health and care (EHC) plan annual reviews, social care meetings and back-to-school meetings.

- Leaders have continued to ensure that this standard is 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)

- At the previous pre-registration inspection, all the standards for this part of the independent school standards were considered likely to be met.
- The school has continued to develop its policies and schemes of work to ensure that pupils learn about SMSC aspects of the world they live in and to prepare them for living in modern British society. Programmes of study include equality themes and pay regard to the protected characteristics and fundamental British values.
- Leaders have continued to ensure that this standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- There were some failings at the previous pre-registration inspection that compromised safeguarding and health and safety standards. These failings related to: the quality of risk assessments; the security of the building because the front door was kept unlocked; a right of way that enabled members of the public direct access to the entrance; the poor quality of the outdoor area's surface; and a damaged adjoining wall from the building next door.
- The proprietors have taken swift and decisive action to address these failings. A new type of lock has been fitted to the front door that enables staff and pupils to leave quickly but prevents outsiders gaining unauthorised access. The outdoor area has been completely resurfaced. The damaged wall from a neighbouring building that flanks the outside area has been securely boarded to prevent pupils from gaining any unauthorised access to the building. The proprietors have had fruitful discussions with the owners of the adjacent business regarding the right of way in front of the school's entrance. The owner has agreed to stop using the right of way in front of the school entrance and for a fence to be installed, effectively securing the entrance to the school. Leaders propose that the school gates will be kept locked while the school is in session to prevent pupils from running out of the school and to prevent unauthorised access. Collectively, these measures have effectively improved the safety and security of those on-site.
- Risk assessments have been reviewed and provide more detail about the potential risk, the level of risk posed and the control measures that might be used to mitigate

risk. Leaders have taken positive steps to make sure that policies are adhered to and that pupils, staff and visitors are likely to be kept safe.

- There is a strong culture of safeguarding in all aspects of the service. The proprietors have ensured that the safeguarding policy is suitable and up to date. It also reflects the most current guidance from the Secretary of State for Education and is published on the Independent Educational Services (IES) website, where it is accessible to parents and carers and other placing authorities. The company has increased the number of designated safeguarding leads (DSL) to six, with three of them located at the proposed school. This development effectively enhances the provision for safeguarding. The proprietors review staffing daily to ensure that there is at least one DSL at each of its schools at any time.
- The behaviour policy is clear and comprehensive. The proposed tracking system is detailed and is likely to enable leaders to be clear about which behaviours are most prevalent. Leaders intend that this information is helpful in planning interventions and further staff training so that behaviour management improves and incidents of unacceptable behaviour reduce.
- A new health and safety policy is in place, which is comprehensive. The proprietors have purchased specialist services to make sure that the premises are well looked after and kept safe. Leaders have already implemented regular site checks and appropriate certifications are in place for fire regulations, electrical services and gas services. All the proposed staff are trained in first aid.
- Leaders intend to invest in staff training for safeguarding, behaviour management and curriculum development. In this way, it is likely that staff will be well equipped with the skills they need to meet the needs of the pupils the school intends to admit.
- This part of the independent school standards is likely to be met.

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(3), 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)(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), 20(6)(c), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- At the previous pre-registration inspection, all the standards for the suitability of staff, supply staff and proprietors were considered as likely to be met.
- The proprietors have made arrangements to appoint a new centre manager from within the current staff. This is likely to ensure that the policies, systems and ethos of the service will be consistently implemented in the proposed school as soon as it is ready to admit the pupils it plans to take.
- Since the previous pre-registration inspection, the proprietors have recruited a new business manager who is based in the proposed school. For safety and security, access to the single central record is limited to the proprietors and business manager.

The business manager maintains the register. The single central record for the proposed school is ready to be populated with staff information when the proprietors begin to recruit. At present, it is populated with the necessary information and checks for the proprietors, the business manager and the new centre manager. The single central record for the other company schools shows that all checks are completed thoroughly and accurately.

- Leaders have continued to ensure that this standard is likely to be met.

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), 24(1)(c), 24(2), 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)

- At the previous pre-registration inspection, it was reported that the medical provision was too small. There were risks and health and safety issues resulting from the state of the outside environment.
- The proprietors have addressed these issues effectively. The medical room has been relocated to a more suitable space but remains close to toilet and washing facilities. The poor-quality exterior pathway has been resurfaced with tarmac. The damaged wall of the neighbouring property has been securely boarded and arrangements have been made to restrict access to the adjoining factory directly in front of the school. As a result, the site is safer and secure.
- The agreed arrangements to restrict the right of way have resulted in the creation of a small outdoor space that can be used for pupils to socialise in and as a calming area for when they become overanxious and need fresh air.
- The internal spaces are light and bright. Separate toilet facilities are provided for staff and pupils. Drinking water is properly labelled in the kitchens and the hot water temperature is set to prevent scalding. Fire extinguishers, fire blankets and evacuation notices are located throughout the premises.
- There is no provision for changing or showers on-site. Arrangements are in place for physical education to be taught at a local gymnasium and leisure facility where showers and changing rooms are provided. The proprietors have also established that, if needed, pupils can access showers at the leisure facilities during the school day.
- This part of the independent school standards is likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f), 32(3)(g), 32(4)

- At the previous pre-registration inspection, this part of the independent school standards was considered as likely to be met.
- As policies are being updated, they are being uploaded to the website so that

information about the school remains accurate. At this stage, the policies are generic to the IES organisation. The proprietors are aware that some policies will need customising to reflect the distinct differences between schools. They plan to do this in collaboration with all centre managers when they are in place.

- The proposed school has a link on the organisation website but proprietors are careful about what information is posted because they are not able to admit new pupils yet. However, prospective parents and placing authorities can get a good idea of what the proposed school will offer from the links to the other schools in the group.
- Financial management is very thorough. The school admissions information explains the cost of placements and what local authorities can expect for that fee. School leaders already have systems in place to detail the costs involved with each pupil's placement. The new business manager has developed a template for reporting details of income and expenditure to local authorities.
- Leaders have continued to ensure that this standard is 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)

- At the previous pre-registration inspection, the complaints policy was considered fully compliant with the requirement of the independent school standards. The policy details the arrangements for addressing informal and formal complaints and the timeline for the completion of the investigation.
- Leaders have continued to ensure that this standard is 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)

- At the previous pre-registration inspection, these standards were judged as unlikely to be met because of the unmet standards in previous sections.
- The proprietors have taken swift and decisive action to remedy the outstanding areas of non-compliance with the independent school standards. They have improved the quality of the working environment in the process.
- The proprietors have high expectations of staff and monitor their work effectively to ensure that the organisation's policies are implemented consistently. In this way, the proposed school aims to provide a positive learning experience for the pupils it plans to admit.
- This standard is likely to be met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan makes clear reference to the Equality Act 2010. It identifies actions to ensure that the school's physical environment, curriculum and written information continue to be as accessible as possible.
- Leaders have continued to ensure that this standard is likely to be met.

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	147186
DfE registration number	937/6023
Inspection number	10104068

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 special school
School status	Independent special school
Proprietor	Independent Educational Services
Directors	Leanne Beardmore and Shaun Major
Centre manager	To be confirmed
Annual fees (day pupils)	£55,000
Telephone number	02476 325 418
Website	www.independenteducationalservices.com
Email address	info@independenteducationalservices.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	0	11–17	11–17
Number of pupils on the school roll	0	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	0	6

Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	6
Of which, number of pupils with an education, health and care plan	0	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	4
Number of part-time teaching staff	0	4
Number of staff in the welfare provision	0	5

Information about this proposed school

- The proposed school is situated in a self-contained building which was previously used as a church. The premises are located in a residential area of Nuneaton, adjoining a small factory. The school is managed by IES, which also has two other schools in the Nuneaton and Atherstone areas.
- The proposed school intends to provide six places for pupils aged 11 to 17 years. It is anticipated that all the pupils will have special educational needs and/or disabilities and an EHC plan. The proposed school plans to admit pupils with social, emotional and mental health difficulties and associated disabilities.
- It is proposed that neighbouring local authorities will place pupils at the school.
- The school intends to offer pupils a full-time education. They will be able to access a range of qualifications matched to their needs and abilities.
- The school will not have a religious character.

Information about this inspection

- This was the proposed school's second pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008.
- Prior to the inspection, the inspector reviewed IES's website and the policies published there. She also reviewed the schemes of work submitted as part of the initial registration process.
- The inspector met with the directors, the company's business manager, an acting centre manager and a middle manager from one of the other schools within IES to discuss their application for registration. The inspector conducted a tour of the premises with an accompanying director.
- The inspector reviewed a range of documentation, including school policies, risk assessments and the templates and systems to be used for recording safeguarding information, attendance, behaviour incidents, pupils' assessment, health and safety checks and financial reporting. The pre-employment checks for staff recruitment and the single central record were scrutinised.

Inspection team

Elizabeth Ellis-Martin, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019