

EducateU

Unit 2 58c Chapel Road, Worthing BN11 1BG

Inspection dates

12 November 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

All paragraphs

- EducateU intends to provide education for pupils who are finding it difficult to learn successfully within a mainstream school. The three founder members of the school have a clear and shared vision for what this will mean in practice. As such, they have planned a curriculum that is well placed to help pupils return to mainstream education. Leaders aim to achieve this through providing learning experiences that develop pupils socially and emotionally as well as academically.
- Leaders understand that pupils may well have gaps in their learning when they arrive at the school. They have thought carefully about how these will be identified quickly, so that teaching can meet pupils' needs sufficiently well, helping them to catch up. There are useful plans in place to keep a careful check on how well pupils are learning over time, and to share this information with parents and carers and the pupils' mainstream schools, where applicable.
- Pupils will learn English, mathematics, science, physical education and personal, social and health education (PSHE) at a level appropriate to them. In key stages 2 and 3, leaders' plans identify opportunities for pupils to experience a suitably broad curriculum, by using relevant contexts to learn about history, art and food technology. In key stage 4, leaders identify the importance of being able to support pupils in pursuing the option subjects they have been studying at school. Overall, leaders have planned suitably challenging learning activities that build on pupils' prior knowledge, supporting them in working towards attaining useful qualifications.
- PSHE plans suggest that pupils are likely to receive appropriate careers education, information, advice and guidance. Leaders intend making use of a range of resources and experts from beyond the school to ensure that the advice pupils receive is impartial and directs them towards the most appropriate path for them at the end of Year 11.
- Currently, three members of staff are employed, two of whom are directors of the school. Two of them are suitably qualified and experienced teachers. The non-

teaching member of staff has useful expertise in working in children's social care. As such, they bring a collective wealth of knowledge to their roles. Leaders have given careful thought to how they will manage and increase staffing as the school grows, or in the event that a pupil's needs require specific additional support. The non-teaching member of staff is currently undergoing teaching assistant training to enable them to be able to support teaching staff in the classroom.

- The school is likely to meet this part of the independent school standards.

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

Paragraph 5

- Leaders identify pupils' spiritual, moral, social and cultural development as fundamental to the school's purpose of supporting pupils in returning to mainstream education. Leaders have useful plans to prioritise how they get to know pupils quickly, working closely with them, their families and, where relevant, the school they have come from. This will help them to plan support for pupils' social and emotional development as well as their academic learning.
- The planned PSHE programme incorporates a suitably broad range of learning that is relevant to the age of the intended pupils. This gives leaders and teachers a useful framework within which to work when teaching these aspects of the curriculum. Leaders rightly identify that they will need to adapt their approach in order to prioritise the aspects of different pupils' development that are evident when they join the school. Their intended way of working flexibly with small groups of pupils is likely to enable staff to do this successfully.
- Staff talk knowledgeably about seizing opportunities from teaching subjects such as history and English to help pupils learn about their own culture and that of others. They recognise the cultural diversity that is likely to exist within the school and are conscious of how they can utilise this as part of pupils' learning. Staff have useful prior experience of working in this way in similar schools. Their expertise in this area is likely to contribute positively to the promotion of British values such as respect and tolerance.
- Leaders intend engaging with experts from the wider community to support the quality of the PSHE curriculum. For example, they already have links with local health and well-being professionals, and local services such as the police and fire service. Working in this way will also help to provide useful opportunities for pupils to interact with people from beyond the small community in school, practising how to conduct themselves appropriately in these circumstances.
- Through working with adults from beyond the school, pupils will have the opportunity to develop their understanding of democracy in a balanced and impartial way. Teachers intend providing pupils with useful opportunities to consider news events, so that they can think about how stories are presented in order to represent different points of view.
- This part of the independent school standards is likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Staff have undertaken relevant safeguarding training, accessing support from the local authority. As such, they have a clear understanding of their duties and are well placed to carry them out. Their awareness of the additional vulnerabilities that some pupils may bring with them to this school is particularly evident. Leaders have sensibly planned ongoing staff training to keep everyone's knowledge up to date, and to ensure that new members of staff know what is expected of them.
- The proposed school's safeguarding policy and arrangements are fit for purpose and understood clearly by staff. Appropriate thought has been given to the systems for recording and addressing any concerns raised by staff, or any incidents that arise, in a timely way. Leaders have built in sensible checks to reduce the risk of an emerging pattern of concern being missed for a pupil.
- Leaders are aware of the risk of a pupil becoming missing from education, particularly as they may be attending the school part time as they work towards returning to full-time mainstream education. The school's admission procedures take this into account, identifying who is responsible for part-time pupils when they are not at EducateU. Leaders' plans for how admission and attendance registers will be managed support this work.
- Behaviour and anti-bullying policies promote the school's positive ethos and high expectations for pupils' conduct. While exclusion is intended to be a last resort, the arrangements for how this would be managed are not currently referenced in the school's policies. In the event that exclusion is unavoidable, leaders intend following the relevant Department for Education guidance for excluding pupils from school. Leaders have thought about how they will monitor behaviour incidents, so that they can identify and learn from any patterns that emerge.
- Leaders have considered carefully how pupils will be supervised while on the school site. Arrangements for managing access to the building from the street mean that no pupil will be able to be on site without leaders' knowledge. A space has been made available for pupils to use during their social time, which is central to the school and therefore supports adults in supervising them. Access to the outside space will be restricted so that no pupil is outside without an adult.
- Health and safety arrangements are fit for purpose. The school's policy indicates that leaders have given sufficient thought to this aspect of the school's work. It includes appropriate reference to staff induction, training, risk assessment and record keeping. Initial risk assessments have been carried out in relation to the school premises. Leaders are alert to the likely need to carry out risk assessments for individual pupils as they are recruited and their needs become apparent. The risk assessment policy outlines how this will be done.
- Fire safety arrangements are appropriate. The school's policy identifies appropriate procedures for fire evacuation, training and monitoring of the effectiveness of arrangements. A contract is already in place for the provision and maintenance of fire alarms and extinguishers.
- The first-aid policy is fit for purpose. Leaders are suitably trained and knowledgeable

about how to manage different medical issues in a proportionate and risk-averse way.

- The requirements of this part of the independent school standards are likely to be met.

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

All paragraphs

- Safer recruitment procedures are in place. The three current members of staff have undergone all of the required checks, and a single central register has been established. At the time of this inspection, the section 128 checks on those in management positions had been carried out but not recorded.
- Leaders intend recruiting further staff via recruitment agencies, employing them initially as 'bank staff' who can be called on as needed. In this context, vetting checks will be carried out by the relevant agency. Leaders understand their responsibility to ensure they have written confirmation that these checks have been done and to ascertain adults' identity on arrival at the school.
- Leaders look likely to meet this part of the independent school standards.

Part 5. Premises of and accommodation at schools

All paragraphs

- Leaders have secured part of the ground floor of a shared-use building to accommodate the school. It has previously been used by another education provider. As such, it provides suitable accommodation for the intended number of pupils and type of education being offered.
- Rooms are light, bright and adequately heated. They are safe and clean for pupils to use. They are of an appropriate size for the number of pupils that the school intends to accommodate. Although resources for practical subjects such as art, science and technology are currently very limited, leaders have sensible plans for how they will manage this, ideally through liaison with pupils' base schools.
- Leaders have made appropriate provision for managing the challenges of sharing the building with other users. The school's accommodation is self-contained, with the only shared space being the access corridor from the street. Pupils will be escorted through this space when they arrive and leave, minimising the risk of them coming into contact with someone inappropriate. Similarly, access to the shared space outside will be managed carefully, through liaison with the School of English based upstairs.
- The large windows in the pupils' social room look out onto a courtyard used by the café next door. The windows are due to be replaced by the building's landlord. Leaders have plans to restrict views in and out of the lower portion of the windows, to minimise any potential safeguarding risk, using frosted film or other coverings as needed.
- Toilet facilities are appropriate for the intended number of pupils. At the time of the inspection, the hot water had been turned off in order to deal with a plumbing leak. Once this has been repaired, it is reasonable to assume that pupils will have access to

hot and cold running water. Separate drinking water is available from the kitchen.

- There are no facilities for physical education on the school site. Leaders intend making use of local sports facilities as required, including access to changing rooms and showers. There is a range of facilities within walking distance of the school, making this a manageable arrangement.
- Leaders have identified an appropriate space in the main office where medical care can be provided as needed. Currently, this space does not have access to running water, which leaders understand is a requirement. They have another appropriate space they can use in the short term while this issue is resolved. The school does not intend to have pupils on roll who have complex medical needs that might require additional medical facilities.
- The evidence suggests that the premises are likely to meet this part of the independent school standards.

Part 6. Provision of information

Paragraph 32

- The school's website already provides a range of useful information in a helpful and accessible way for prospective parents and schools that may be considering EducateU as an alternative provision for their pupils. The website highlights leaders' clear intentions to adapt provision to meet pupils' different needs. At the time of this visit, it did not make explicit reference to provision for pupils who speak English as an additional language or those who have an education, health and care plan.
- Leaders are aware of the information they are required to make available on their website. Required policies and other documents are published on the website. Leaders have given appropriate thought to how they will meet the requirement to report on pupils' academic outcomes in a suitably sensitive and meaningful way.
- This part of the independent school standards is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- A complaints policy is published on the school website and is based on appropriate legislation and guidance. It provides parents with an accessible and clear procedure for managing any concerns that they may have about their child's education at the school.
- Leaders are very aware of the need to engage an independent element in the complaints process, because the proprietors are also school leaders who will be involved in the day-to-day operation of the school. The headteacher has some initial thoughts about how she can draw from professional links beyond the school. She recognises the importance of ensuring that any colleague brought in as part of a complaint must be absolutely impartial, so that parents have confidence in the process.
- The school is likely to meet this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The three members of staff currently employed by the school all hold leadership roles. Two of them are directors of EducateU West Sussex Limited, which is the school's proprietary body. Collectively, staff bring a wealth of relevant experience and expertise that is serving them well in preparing to open and lead this school. The headteacher has appropriate plans to increase leadership capacity in the school as it expands, through the appointment of other senior leaders.
- Leaders demonstrate a secure understanding of the independent school standards. They have sensibly made links with other local networks and the local authority to support their ongoing training and development, so that they can remain well informed about their work and legal duties.
- Leaders are astutely aware of the potential accountability risks surrounding the multiple roles that they hold in school. As such, they have sensible plans to guard against any conflicts of interest that may arise, and to use expertise from beyond the school to help them keep an accurate check on standards of education and welfare in the school.
- Leaders are likely to meet this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- Leaders have given due consideration to this aspect of the school's work and reflect this in the accessibility plan that they have produced. They are realistic about the limitations of the school's current premises and have taken this into account when identifying which kinds of special educational need and/or disability the school is offering provision for.

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	147546
DfE registration number	938/6004
Inspection number	10126536

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	Alternative provision
School status	Independent school
Proprietor	EducateU West Sussex Limited
Chair	Susan Evans
Headteacher	Susan Evans
Annual fees (day pupils)	£37,000
Telephone number	01903 297906
Website	www.educateu.co.uk
Email address	sue@educateu.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	N/A	8 to 16	8 to 16
Number of pupils on the school roll	N/A	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	Up to 20
Number of part-time pupils	N/A	Up to 20
Number of pupils with special educational needs and/or disabilities	N/A	Up to 20
Of which, number of pupils with an education, health and care plan	N/A	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Up to 20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	2
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	N/A

Information about this proposed school

- EducateU is intended for up to 20 pupils aged eight to 16 who are experiencing challenges in accessing full-time mainstream education. This may include pupils who have been permanently excluded from school or are at risk of this.
- Admission to the school will be via referrals from the pupils' existing schools or the relevant local authority. Pupils may attend full time or part time, for a short or longer period of time, depending on their level of need. Some pupils may have special educational needs and/or disabilities (SEND) and may have an education, health and care plan.
- The proposed school will operate from part of a shared-use building close to the centre of Worthing. The section of the building that the school will use is separate from the parts used by other occupiers, except for a shared entrance corridor from the street. There is an outside space which is owned by the School of English that is based upstairs in the same building. This space may be used by pupils from EducateU, as agreed between leaders of the two schools.
- The school will not have a particular religious character.

Information about this inspection

- This was the first registration visit for this proposed school.
- Her Majesty's Inspector met with the three members of staff currently employed by the school, two of whom are directors of the proprietary body, EducateU West Sussex Limited. She also reviewed a range of relevant documents and the premises where it is proposed that the school will operate.

Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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