

Inspection of In-tuition Holistic Education

20 Rosslyn Road, Longton, Stoke-on-Trent, Staffordshire ST3 4JD

Inspection dates: 26–28 November 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

No

What is it like to attend this school?

The quality of education at In-tuition Holistic Education is very weak. Leaders have not planned the curriculum well. This means pupils do not make enough progress in their subjects. Pupils are capable of much more than teachers ask them to do.

When pupils are in school lessons, their behaviour is poor. They talk over each other and make inappropriate comments. They become distracted and do not settle to their work. This means that they disrupt each other's learning.

Leaders take great care of pupils. Pupils say that they enjoy school and feel safe. They say that bullying is not an issue because the school is like a family. When pupils are on their placements outside the school they work hard. They get on well with others and their behaviour is positive. There is a hard-working atmosphere on these placements. Pupils really look forward to their placement days. When they are there, they treat the staff and each other respectfully. This makes a strong contribution to their personal development.

What does the school do well and what does it need to do better?

Leaders, who are also the proprietors, have not made sure that the curriculum is planned. As a result of this, appropriate plans and schemes of work do not exist. The curriculum does not take into account pupils' ages, abilities or special educational needs. Pupils of different ages do the same work. Some pupils have learned the lesson content before. Others are not ready for it yet. Pupils make very weak progress as a result. They do not develop their literacy and numeracy skills effectively. Lessons are not taught well and classroom resources do not meet pupils' needs. Therefore, a significant number of the independent school standards are not being met.

Leaders are confused about what the curriculum is and have not given teachers the clear guidance they need to teach pupils well. They have carried out assessments of pupils' starting points, but teachers do not use these to know what pupils have done before. This means that teachers pluck random topics out to teach. They spend long periods of time checking what pupils can do even though these assessments have already been done. The assessment framework does not help teachers plan or pupils make progress.

Pupils do not behave well in school. Leaders do not have high enough expectations of pupils' behaviour. This is the case even though this school specialises in pupils who have behavioural problems. Teachers do not manage pupils' behaviour in school well enough. This means that lessons are disrupted. The school environment is not calm, and teachers struggle to teach lessons. Teachers cannot, therefore, use class time effectively.

Pupils' behaviour and progress in alternative provision are much better. In these placements, pupils develop their personal skills and knowledge very well. They are

polite and work together to complete tasks such as mucking out stables, feeding and caring for animals, and managing the safety on the farm.

Leaders provide a wide range of high-quality activities to promote pupils' personal development. These activities include visits to businesses, shops, charity events, cookery classes and event planning. Pupils enjoy these activities and behave well while doing them. There are plenty of opportunities for pupils to experience the world of work. Leaders provide appropriate careers guidance to help pupils to understand the sorts of work that they might enjoy and be good at.

Leaders have created an appropriate set of activities to develop pupils' social, moral, spiritual and cultural understanding. They teach pupils about major religious festivals, visit places of worship and local public services, for example. They also actively promote fundamental British values and create opportunities to discuss equalities openly.

To support and challenge them, leaders have appointed a governing body. This group has met three times since the opening of the school. They have some relevant knowledge and so can support leaders in safeguarding and promoting pupils' mental health and well-being. However, governors say that they lack the educational knowledge to assist the school in improving the quality of education. Leaders have made sure that they comply with section 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made all the required checks on staff and alternative providers. They look out for signs that pupils need help and work well with outside agencies and families. Leaders have an excellent knowledge of the complicated risks that pupils face and are proactive in helping to keep them safe. The school has a safeguarding policy that is published on its website and takes into account the government's latest guidance.

What does the school need to do to improve? (Information for the school and proprietor)

- Leaders have not ensured that the curriculum is planned. They are confused about which of the documents they have developed or adopted is the curriculum. As a result, teaching does not meet pupils' needs and pupils make very weak progress in their subjects. Leaders should ensure that the curriculum is planned carefully so that pupils can make the progress that they are capable of.
- Leaders have not used the assessment information they have to plan the curriculum. Therefore, pupils' starting points are not taken into consideration when planning what pupils will learn. Leaders should ensure that assessment establishes what pupils know already and where there are gaps in their knowledge, and that the curriculum effectively fills these knowledge gaps.

- Leaders have low expectations of pupils' behaviour in school. Staff are not skilled enough in establishing a respectful and purposeful classroom environment. As a result, pupils in school treat each other, staff and their learning in school disrespectfully. Leaders should raise their expectations of pupils' behaviour and support pupils effectively to behave well in school.
- The governing body does not have the knowledge to support leaders in improving the quality of education. This means that the quality of education for pupils has not been improved and no one has noticed how weak it is. All leaders should sharpen their knowledge of education so that they can improve its quality.

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School details

Unique reference number	145950
DfE registration number	861/6017
Local authority	Stoke-on-Trent
Inspection number	10093013
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	6
Number of part-time pupils	6
Proprietors	Emma Shutt and Melanie Hawe
Chair	David Ankers
Headteachers	Emma Shutt and Melanie Hawe
Annual fees (day pupils)	£30,000
Telephone number	01782 315758
Website	www.diamond-families.org.uk
Email address	support@diamond-families.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- In-tuition Holistic Education provides education for pupils who cannot access mainstream education. Places are commissioned by local schools. Most pupils have an education, health and care plan (EHCP).
- Pupils take part in a formal curriculum on the school's premises. This curriculum includes English, mathematics and science. They also undertake courses in other subjects such as animal care at alternative provisions commissioned by the school. These alternative providers are: Diamond Family Farm, Serenity Farm Project, IWYS and Martec.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- To consider the quality of education, we evaluated mathematics, science, animal care, and business and enterprise. We scrutinised pupils' work, visited lessons and held discussions with leaders, teachers and pupils.
- We visited two alternative providers that the school uses. We spoke to pupils at these alternative provisions, scrutinised their work and observed their behaviour.
- We met the chair of the newly formed governing board and spoke to the incoming chair on the phone.
- Pupils' views were considered using three responses to the inspection questionnaire and through formal and informal conversations with pupils. We also spoke with leaders and teachers.
- We scrutinised a range of documentation including safeguarding records, health and safety policies and records, attendance information, behaviour logs and curriculum information.

Inspection team

Dan Owen, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed 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(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 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.

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively.

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.

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