

# Hopespring Sunderland

10 Sea View Road West, Sunderland, Tyne And Wear SR2 9HA

## Inspection dates

3 February 2020

### Overall outcome

**The school is likely to meet all the independent school standards when it opens. It is currently operating without registration.**

## 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 proprietors have ensured that there is a written curriculum policy in place. For each subject offered, there is a clear overview of what will be taught and how work can be adapted to meet the needs of pupils with different abilities and starting points, so that all pupils can make good progress in their learning.
- The curriculum is well thought out. It is broad and includes a variety of subjects. These include English, mathematics, science, personal, social, health and economic (PSHE) education, information technology and digital literacy, human and social education (including religious education), and aesthetic and creative education.
- The timetable is designed to ensure that there is a taught programme of PSHE education. This is a wide-ranging programme in which pupils learn about life in modern Britain and equality and diversity. Pupils are made aware of risks to their safety.
- A significant aspect of the work of the school is to support pupils, including those with special educational needs and/or disabilities (SEND), to develop an 'emotional regulation toolbox' and grow in confidence. The school-wide therapeutic approach is overseen by a qualified health psychologist. Staff are trained in therapeutic approaches and stress management. A speech and language therapist supports pupils' communication needs.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The proprietor has ensured that pupils can access careers advice and guidance. A local provider has been employed to provide impartial careers advice and guidance.
- The human and social curriculum covers careers education in all year groups. The proprietors have strong links with the local community and will be arranging opportunities for pupils to engage with employers.

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

- Pupils' knowledge and understanding will be comprehensively assessed when they join the school. Leaders will provide teachers with this information as well as detailed information about pupils' aptitudes, needs and prior attainment so that these can be considered in the planning of lessons. In addition, teachers will have access to resources of a good quality across the curriculum.
- Policies and plans for the curriculum show that leaders intend to ensure that pupils show respect for people who have protected characteristics defined in the Equality Act 2010. For example, the school plans to introduce pupils to people from different ethnic backgrounds.
- The proprietors have considered how they intend to monitor the quality of teaching in detail. They are aware of the need to use a wide range of evidence to check the impact of teaching on learning over time, such as through regular scrutiny of pupils' work.
- A detailed spreadsheet has been developed which teachers will use to record both the academic progress that pupils make and aspects of their social, emotional and mental health development. This will be used to inform teachers' planning, reports to parents, and whole-school quality assurance.
- The standards in Part 1 are 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)*

- The proprietors have considered how to promote pupils' spiritual, moral, social and cultural development sensitively and thoroughly. A central feature of this work is the development of pupils' self-confidence and resilience. This is fostered through a variety of activities including work on community projects supported by the Prince's Trust.
- The PSHE programme will include visits to local galleries and sites of historic interest. Pupils will have the opportunity to engage in sport and cookery. They will also benefit from visits by a series of speakers including a prison chaplain and an army veteran.
- Through the PSHE programme, pupils will have the opportunity to develop their self-knowledge, character and confidence, and to distinguish between right and wrong.
- The proprietors have developed a policy to ensure that appropriate checks are made on visitors to the school and that they will be accompanied by staff members. They have a policy to ensure that pupils receive a balanced view of material presented to them.
- The standards in Part 2 are likely to be met.

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

### *Paragraph 7, 7(a), 7(b)*

- All staff have appropriate safeguarding training. This includes training about keeping children safe and signs to look out for which may suggest that a pupil is at risk of harm. Staff understand the importance of the 'Prevent' duty. The designated safeguarding lead ensures that staff receive regular updates about safeguarding, including information relating to current pupils, that staff need to be aware of.
- The proprietors have a comprehensive understanding of the risks that children may face in the local community. They have rapidly established a strong safeguarding culture in the current alternative education provision. Close attention is paid to pupils' well-being so that early help can be provided in the event of any vulnerability being identified. Pupils are supported to be aware of the risks to their safety. Staff ensure that pupils are made aware of the dangers of county lines gangs and radicalisation.
- The proprietors have ensured that the school's safeguarding policy is compliant with the latest government requirements and will be available to parents and carers.
- Safer recruitment practice is followed diligently. Systems are in place to ensure that all appropriate checks are made on adults to ensure that they are safe to work with pupils and recorded in their staff files.

### *Paragraph 9, 9(a), 9(b), 9(c), 10*

- There is an appropriate behaviour policy in place. The policy is founded on the principle of helping pupils to self-regulate. It reflects the core values of the school and leaders' expectations for consistency and strong classroom management.
- There is an anti-bullying policy in place. The policy emphasises leaders' belief that challenging bullying and early signs of bullying behaviour will improve the safety and happiness of pupils.

### *Paragraph 11, 12, 13, 14, 15*

- There is an appropriate health and safety policy in place which is complemented by comprehensive monitoring processes. Appropriate checks of fire alarms, fire extinguishers and fire escapes will take place regularly. Fire drills will also take place so that pupils and staff know what to do in an emergency.
- A first-aid policy is in place. There is a book for recording any accidents that may occur. The school intends that every member of staff will have a first-aid qualification.
- The proprietors are aware of the legal requirements for school admission and attendance registers and has plans in place to ensure that they comply with these legal requirements. An electronic registration system will allow leaders to constantly monitor and assess the attendance of each pupil. This includes a unique 'attendance impact' statistic which indicates the improvements that pupils make in their attendance.

### *Paragraph 16, 16(a), 16(b)*

- A written risk-assessment policy is in place. Proprietors have a clear understanding about hazard identification and the implementation of control measures.

- A wide range of risk assessments were seen during the inspection. These include using risk assessment for the use of equipment, the premises, individual pupils and trips and visits. All were found to be appropriately assessing and minimising risks to pupils.
- The standards in Part 3 are likely to be met.

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

*Paragraph 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(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)(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.
  - The proprietors do not intend to use supply staff.
- 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(6)*
- There is a single central register in place where all appropriate checks that have been carried out on adults are recorded.
  - The standards in Part 4 are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- The building is currently used for Hopespring Sunderland Alternative Provision. This will effectively be incorporated into the new 11 to 16 school when it opens. The school is located in a building which was formerly a residential home for children with disabilities. It has been extensively refurbished to a high standard. The building is fully accessible for disabled people.
- There are suitable toilet and washing facilities for the sole use of pupils. There are also facilities for disabled people to use.
- The toilet facilities include suitable changing and showers for pupils to use.

*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 has a sink and there is toilet directly opposite this room. This room can be also be used as an individual pupil study area but can quickly be made available should a medical need arise.
- There is a lockable cabinet where medication can be stored safely.

*Paragraph 25, 26, 27, 27(a), 27(b)*

- The premises are maintained well and consideration is made for the health and safety of pupils. The site is clean and bright. Each classroom has sufficient lighting. The acoustic conditions are such that lessons can run alongside each other without interruption. Several rooms have air conditioning. There is appropriate external lighting in place, so people can enter and leave the building safely.

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

- There are clearly labelled water supplies that are readily available for pupils to use.
- The water supply in the toilets is working and toilets are flushable. The temperature of the water for hand washing does not pose a scalding risk to pupils.

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

- The school has a large outside area which can be used for pupils to socialise at break and lunchtimes. There is a pleasant garden which was recently renovated. This area can also be used for outdoor physical education activities. The garden includes an area where chickens are kept. Pupils can benefit from the experience of looking after them. The school intends to use part of the garden for pupils to grow organic produce.
- Pupils will occasionally visit a local authority sports centre for activities such as fitness training.
- All standards in Part 5 are likely to be met.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(i), 32(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f)*

- The proprietors have ensured that all required policies will be available to parents on request. They will also be available on the school's new website.
- The admissions information is clear and available to parents. A written admissions policy is in place.
- The proprietors intend to publish particulars of previous years' academic performance on the school's website. An area for the performance of the school has been established on the website in readiness.
- The proprietors have documents which show how pupils' progress information will be reported to parents.
- There are comprehensive policies in place which relate to supporting pupils with SEND and pupils who speak English as an additional language.
- The proprietor intends to publish inspection reports on the school's website, so that they are available to parents.

*Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d)*

- The contact information for the chair of the school management committee is available on the school's website. This committee has the role of governance in the school. The contact information for the proprietors and the headteacher is also available on the school website.
- The standards in Part 6 are 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)*

- The proprietor has ensured that a comprehensive complaints policy is in place and accessible to parents. Timescales are clearly mapped out alongside explanations of each stage of the complaints procedure.
- The complaints policy is available on the school's website.
- The standards in Part 7 are 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), 34(2)*

- The proprietors have a strong understanding of how to meet the needs of pupils who will attend the school. Leaders bring a wealth of experience to the school, have strong links with the local community and have assembled a team of well-qualified and suitably experienced staff.
- The proprietors understand the importance of ensuring that the school meets the independent school standards consistently. They have established a management committee and a programme of regular audits to ensure compliance with the independent school standards and to monitor the progress of the school. The management committee will also carry out wider governance responsibilities.
- School documentation is very well organised, and policies are clearly written.
- The proprietors and headteacher are keen to promote staff well-being. They have established a strong team spirit to ensure that staff workload is considered.
- Pupils' welfare and success are a priority for the proprietors. The proprietors place high importance on pupils achieving success. The proprietors are also passionate about their therapeutic approach to behaviour management. They are serious about fulfilling their responsibilities effectively and actively promoting the well-being of pupils.
- The standards in Part 8 are likely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietors have ensured that there is a relevant and up-to-date plan in place to improve access to the curriculum, physical environment and written materials for pupils with a disability.

## **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 | 147648   |
| DfE registration number | 394/6005 |
| Inspection number       | 10136902 |

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 school   |
| School status                        | Independent school   |
| Proprietor                           | Hopespring charity   |
| Chair                                | Lois Gott  |
| Headteacher                          | Jacob Vart   |
| Daily fees                           | £99 to £118.75   |
| Telephone number                     | 01915 420 338  |
| Website                              | <a href="http://www.hopespringeducation.org.uk">www.hopespringeducation.org.uk</a>                             |
| Email address                        | <a href="mailto:office.sunderland@hopespringeducation.org.uk">office.sunderland@hopespringeducation.org.uk</a> |
| Date of previous standard inspection | Not previously inspected   |

## Provider already operating

|   |    |
|---|----|
| Number of pupils of compulsory school age   | 7  |
| Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority | 1  |
| Total hours operating as a school per week  | 10 |
| Total hours of teaching provided per week   | 10 |



## Pupils

|                                     | <b>School's current position</b> | <b>School's proposal</b> | <b>Inspector's recommendation</b> |
|-------------------------------------|----------------------------------|--------------------------|-----------------------------------|
| Age range of pupils                 | 11–16                            | 11–16                    | 11–16                             |
| Number of pupils on the school roll | 7                                | 18                       | 18                                |

## Pupils

|  | <b>School's current position</b> | <b>School's proposal</b> |
|--|----------------------------------|--------------------------|
| Gender of pupils   | n/a                              | Mixed                    |
| Number of full-time pupils of compulsory school age  | Up to 18                         | Up to 18                 |
| Number of part-time pupils   | Up to 18                         | Up to 18                 |
| Number of pupils with special educational needs and/or disabilities                              | Up to 9                          | Up to 14                 |
| Of which, number of pupils with an education, health and care plan                               | Up to 5                          | Up to 14                 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 0                                | Up to 14                 |

## Staff

|   | <b>School's current position</b> | <b>School's proposal</b> |
|---|----------------------------------|--------------------------|
| Number of full-time equivalent teaching staff | 3                                | 4                        |
| Number of part-time teaching staff            | 1                                | 1                        |

## **Information about this proposed school**

- The school is run by Hopespring charity and is currently operating as an alternative education provider. It caters for pupils who are at risk of permanent exclusion or have been permanently excluded from their mainstream schools.
- The school will admit pupils who are referred from local schools. Most pupils will attend on a part-time basis.
- The school intends to cater for some pupils with special educational needs and/or disabilities, including pupils with behavioural, emotional and social difficulty.
- The school will not have a religious character.
- The school will not use any alternative education provision or have any additional off-site units.

## Information about this inspection

- This first pre-registration inspection was commissioned by the Department for Education following an application by the proprietors to open an independent school.
- The inspection was conducted with two days' notice.
- The inspector conducted the inspection with members of the school's leadership team. The inspector also met with a trustee who is also the chair of the school management committee. The inspector also met members of staff.
- The inspector reviewed documents and policies relating to the independent school standards. In addition, the inspector examined a sample of work completed by pupils currently at the school. The inspector conducted a tour of the school building inside and out.

## Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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