

Venture Learning

19a Forester Street, Netherfield NG4 2LJ

Inspection dates

22–23 July 2020

Overall outcome

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

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)(h), 2(2)(i)

- Pupils will experience a good range of subjects. There will be a focus on pupils developing literacy and mathematical skills. Where appropriate, pupils will have the opportunity to take GCSE examinations.
- Pupils will take one of three 'pathways' in English and mathematics, depending on their ability. Leaders have ensured that the curriculum considers pupils' ages, aptitudes and any extra needs.
- Teachers will plan for pupils to learn a variety of subjects through the teaching of various topics. These include 'space' and 'the Aztecs.'
- Teachers will plan to develop pupils' communication, leadership, creativity and problem-solving skills.
- Leaders plan to use local facilities, such as the leisure centre. This will enable pupils to experience extra-curricular activities and pursue their interests.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Leaders plan for pupils to receive impartial careers advice and guidance. There will be opportunities for pupils to meet with employers and experience different workplaces. Pupils will be well prepared for their next steps.

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

- Leaders will make frequent visits to lessons to check on the quality of teaching. Teachers will receive appropriate support should their teaching not meet the required standard.
- Leaders will ensure that there is an appropriate system in place to assess pupils' learning. This will enable teachers to plug any gaps in pupils' knowledge or skills and help them to make progress.

- The curriculum will not undermine the fundamental British values of, for example, democracy, the rule of law and individual liberty. It will promote respect for those with different faiths and beliefs.
- Leaders will ensure that parents and carers receive a report that details the pupils' performance over the academic year.
- The school is likely to meet all the standards in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 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 personal, social, health and economic (PSHE) education curriculum actively promotes pupils' spiritual, moral, social and cultural development. Topics such as 'relationships' and 'living in the wider world' will help to prepare pupils well for life in modern Britain.
- Leaders have plans to focus on national and international events that focus on diversity, including Black History Month. Through this, pupils will develop their understanding of difference. The curriculum encourages pupils to have regard for the protected characteristics in the 2010 Equality Act.
- The curriculum will enable pupils to learn about living a healthy lifestyle, and relationships and sex education. There will be opportunities for pupils to understand the dangers of gangs and knife crime as well as drug and alcohol abuse.
- Leaders have plans for pupils to explore and learn about their local community. This will enable pupils to visit places of worship and to create links with local businesses and amenities.
- Pupils will have the opportunity to plan effectively for their future education, careers or training. They will learn how to develop their motivation, perseverance and resilience.
- The curriculum will give pupils the opportunity to share their opinions thoughtfully and respectfully with others who may have a different point of view.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- Leaders have ensured that the safeguarding policy meets statutory requirements. It has regard to current government guidelines. The policy is available for parents to view on the school website.
- There are clear procedures for staff to follow should there be concerns about pupils' welfare. Leaders know who to contact should a pupil be missing education for sustained periods of time. Leaders are aware of the importance of keeping secure and accurate safeguarding records.

- There is a clear procedure for reporting any concerns about the conduct of a staff member. This includes any allegations made about the headteacher who is also a director of the company that owns the school.
- Staff will receive up-to-date safeguarding training, which will include the 'Prevent' duty, at the start of the academic year. The safeguarding policy advises staff on the potential signs of neglect or abuse. It also encourages them to be vigilant at all times.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c)

- There is an appropriate behaviour policy. Leaders have ensured that there are suitable rewards and sanctions in place. These will encourage pupils to behave well and make the right choices.
- A record of sanctions for serious misbehaviour will be kept by the headteacher.
- Leaders have ensured there will be a clear code of conduct and school rules for pupils to follow. These include staying on task, being polite and looking after equipment.

Paragraph 10

- The anti-bullying policy provides staff with clear definitions of the different kinds of bullying, including cyber bullying. It sets out the roles and responsibilities of staff, including what staff must do should a bullying incident occur.
- The anti-bullying policy contains a wide variety of appropriate websites for pupils to access should they require extra support or guidance.

Paragraphs 11, 12, 13

- Appropriate health and safety and first-aid policies are in place.
- The premises have undergone an independent fire risk assessment. The premises are compliant with the regulatory reform (fire safety) Order 2005. The headteacher will ensure that frequent checks are undertaken on fire extinguishers. Pupils will experience regular fire evacuation practices.
- There is an appropriate first-aid box. Leaders are aware of the procedures to follow should there be an accident or medical emergency. Any such incidents will be recorded in the accident book.

Paragraph 14

- School leaders will ensure that pupils are properly supervised through the appropriate deployment of school staff.

Paragraph 15

- The headteacher will ensure that the admission register contains all statutory information. There will be accurate daily registers kept using the appropriate codes.
- Leaders will contact parents on the day a pupil is absent. Any prolonged unexplained periods of absence will result in a home visit.
- Leaders have ensured that appropriate admissions and exclusions policies are in place.
- Leaders are aware of the procedure to follow should the need arise to take a pupil off the school roll.

Paragraphs 16, 16(a), 16(b)

- Leaders have ensured that there is an appropriate risk assessment policy in place. They have undertaken appropriate risk assessments on the premises and have taken necessary action to reduce some of the identified risks.
- Leaders will ensure that, when completing an educational visit risk assessment, staff consider the individual needs of pupils who are to take part in the visit.
- Leaders will ensure that they review these policies and procedures annually.
- The school is likely to meet all the standards in this part.

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

Paragraphs 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(2)(e), 18(3), 19(1), 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)(i)(dd), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders have undertaken safer recruitment training. They have a good understanding of their duty to make thorough recruitment checks on any new members of staff. New staff will not be permitted to start working at the school until these checks have been completed.
- The headteacher is aware of the information the school should receive prior to a supply teacher working at the school.
- The single central register contains all the statutory guidance.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- There are suitable, separate toilet and washing facilities provided for the sole use of pupils.
- Pupils will be able to change and access a shower at the local leisure centre when receiving physical education (PE).
- The school will ensure that pupils have access to bottled drinking water at all times.
- The hot water does not pose a risk of scalding.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)

- The headteacher has purchased a camp bed and privacy screen. These are to be used for the short-term care of sick or injured pupils. These can be erected at short notice close to a toilet and washing facility.

Paragraphs 25, 26, 27, 27(a), 27(b)

- Leaders have ensured that the school premises are clean and maintained to a good standard. As far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- Learning spaces have appropriate lighting and acoustic conditions. There is external lighting to ensure pupils, staff and visitors are safe when entering and exiting the building when it is dark.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- Pupils will be able to experience the PE curriculum through visiting a local park and leisure centre. Schemes of work will give pupils the opportunity to develop skills in football, netball, fitness and cricket.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 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)(e)

- The school's website contains all the necessary information for parents and prospective pupils. This includes information regarding the school's vision and goals, and contact details for the headteacher and the proprietorial body.
- Leaders will ensure relevant policies are available for parents to either download or have in paper form. These include those relating to pupils' behaviour, anti-bullying, health and safety and first aid.
- Leaders will annually publish the school's academic performance and the destinations of those pupils who left during the previous year.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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 complaints policy sets out how parents may complain to the school. There are clear timescales for the management of any such complaint.
- The policy states that parents can escalate their complaint to a panel. Parents may attend this meeting with a representative. Findings should be provided in writing.
- The school will retain a record of all complaints. This will be made available during inspection.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The senior leaders have a good understanding of the independent school standards. They show good skills and knowledge appropriate to their roles. They are experienced in providing high-quality provision for pupils with special educational needs and/or disabilities (SEND).
- The senior leaders have taken effective action to ensure the independent school standards are likely to be met.
- The headteacher will have regular meetings with the other directors. This will enable the directors to ensure the school's continual compliance with the standards.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan identifies the actions leaders will take to ensure that pupils with SEND will be able to access the school site and curriculum.
- The school is likely to meet the regulation in this part.

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	147949
DfE registration number	891/6043
Inspection number	10154585

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 special school
School status	Independent special school
Proprietor	Venture Learning Ltd
Headteacher	Rhys Griffiths
Annual fees (day pupils)	£105 per day
Telephone number	0115 987 6621
Website	venturelearning.co.uk
Email address	rhys.griffiths@venturelearning.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	4
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	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	25

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	0	30	15

Reason for inspector's recommendations

- The premises are suitable for 15 pupils to be present at any one time.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	4	15
Number of part-time pupils	5	15
Number of pupils with special educational needs and/or disabilities	8	To be confirmed
Of which, number of pupils with an education, health and care plan	Not applicable	To be confirmed
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	To be confirmed

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	Not applicable	Not applicable

Information about this proposed school

- Venture Learning will provide education for up to 15 pupils at any one time. The 15 pupils will be a mixture of full-time and part-time pupils.
- Pupils will have a range of learning difficulties and may have a diagnosis of autistic spectrum disorder (ASD). Pupils may also have behavioural, emotional, communication and social difficulty needs.
- The proposed school is located in Netherfield, Nottingham.
- The school will not make use of any alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- This was the school's first pre-registration inspection.
- The inspector visited the site to check the suitability of the premises. He also checked the school's health and safety and risk assessment policies and the fire safety procedures. The on-site visit was limited due to the need to observe social during the COVID-19 outbreak.
- The inspector held several discussions with senior leaders to discuss various aspects of the proposed provision. These discussions included safeguarding arrangements and the health and welfare of pupils.
- The inspector conducted all remaining inspection activities remotely. He examined a wide variety of documentation, including documents relating to the proposed curriculum.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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