

GLADE School

49a Junction Road, Southampton SO40 3BU

Inspection dates

3 August 2020

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

- All pupils attending the school will have been diagnosed with autistic spectrum condition. Leaders' curriculum plans are carefully constructed to take pupils' likely and varied needs into account. A clear written curriculum policy highlights the school's intended approach of providing education and therapy in a cohesive way, for the long-term benefit of pupils.
- Plans are in place to give pupils access to learning across a sufficiently broad range of subjects. Where appropriate, they will work towards suitably ambitious qualifications, such as entry level certificate or level 2 functional skills, including in English and mathematics. For all pupils, personal and social development is planned to be at the centre of their subject-based learning, helping to meet the needs identified in their education, health and care (EHC) plans.
- Leaders have devised a thorough induction process to help pupils settle into the school. They anticipate using information from a suitably wide range of sources when devising pupils' learning and behaviour plans. Liaison with pupils, parents and health and education professionals are intended to help make sure that plans support pupils' EHC plan targets.
- Subject planning takes appropriate account of pupils' likely needs, interests and aspirations. Opportunities to incorporate practical learning, for example through art and science, have been planned for carefully. Some pupils may access construction courses run at one of the other Fair Ways school sites. Leaders have already established links with local residents and businesses to help support the school's work. Older pupils, where appropriate, will have chance to develop useful life skills through activities such as visiting the nearby shops.
- Leaders have suitable plans in place for delivering the personal, social and health education element of the curriculum. Values such as tolerance and respect are actively promoted through planning across different subject areas, as well as through plans for social skills sessions and everyday interactions. Leaders note a desire to further

develop how some aspects of fundamental British values are explicitly taught through the planned curriculum.

- Arrangements for independent careers information and guidance are fit for purpose. Leaders show a thoughtful approach to how pupils will need to prepare themselves to move on to suitably aspirational next steps. Some of these transitions are likely to need managing carefully over a sustained period of time, to maximise pupils' chances of success. A dedicated member of staff in school will coordinate this work with local colleges and employers, making use of independent advice and support from the Hampshire Futures careers service.
- Leaders understand the importance of pupils engaging with life beyond the school, as part of their preparation for the future. The existing provision, as part of Fair Ways school, has established links with local further education colleges and employers, such as charity shops and the local theatre. Plans are in place for all pupils to undertake some form of work experience during their time at the school.
- Staff recruitment has taken careful account of the skills and knowledge needed in this context. A comprehensive induction package is in place to ensure that teaching and support staff are suitably skilled to fulfil their roles. Where appropriate, leaders intend to access training already available within Fairways Care (UK) Ltd, which is the proposed school's proprietary body.
- Leaders have given appropriate thought to how pupils' progress will be assessed and monitored in a meaningful way. Established routines already in place at Fair Ways school will be adopted at GLADE.
- 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 see this aspect of learning as being fundamental to pupils' future success. They anticipate a blended approach, with planned learning opportunities sitting alongside unique pieces of work that respond to meaningful stimulus events as they occur in the wider world. A planned social skills programme looks likely to provide pupils with a safe place to share and reflect on different views about relevant topics, developing their tolerance and understanding.
- The existing outreach hub on the site of GLADE School has established useful links to help develop pupils' awareness of public institutions. In the recent past, pupils have experienced visits from the emergency services, the prison service, a local councillor and the local mayor. GLADE School intends to make continued use of these links to enrich pupils' social and cultural understanding.
- Leaders place value on ensuring that pupils will be able to contribute to their school's local community. They plan to continue with established fundraising and charity events that already take place in the existing Fair Ways school outreach hub. Over time, they have invested in establishing relationships with neighbours and local businesses, which they hope will be of use in the future. They note the importance of building flexibility into pupils' interactions with people outside of the school, to help them cope better with changes they will experience in the future.

- The proposed school will not have any particular religious character. Leaders are aware of the need for pupils to learn about cultures and faiths beyond their own. There are appropriate opportunities for pupils to do this as part of their planned learning. Leaders understand the importance of presenting pupils with alternative views when considering ethical and political issues, so that they can approach an argument or dilemma in a balanced and empathetic way.
- This part of the independent school standards is likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Arrangements to safeguard pupils are appropriate and considered. They reflect leaders' suitably deep understanding of their safeguarding responsibilities and how to address them. In this regard, leaders benefit from the experience they access by being part of the wider Fairways Care (UK) Ltd group.
- The school's written safeguarding policy is fit for purpose. Leaders intend to publish this on the school's website, so that it is accessible to parents and other relevant stakeholders. The policy identifies relevant contextual safeguarding issues specific to the school, such as those linked to any intimate care that some pupils might need. It meets requirements laid out in current statutory guidance and is thorough and detailed. Leaders are aware of two minor administrative errors that require amendment when the policy is reviewed ahead of the new academic year.
- School leaders and proprietors are suitably trained and knowledgeable about their safeguarding roles. Appropriate plans are in place for all staff to receive relevant and timely training about this important part of their work. Established monitoring structures already in place within Fairways Care (UK) Ltd will be adopted by the school. These look likely to provide useful oversight and support to school leaders in ensuring that any concerns are identified quickly and acted on effectively, seeking help from beyond the school where this is warranted.
- Written behaviour and anti-bullying policies support the school's intended ethos around promoting tolerance and positive interactions. Plans take the school's context appropriately into account. There is a clear hierarchy of response identified in the event of an incident, including reflecting and acting on lessons learned. Policies incorporate how leaders intend to use the taught curriculum to help pupils learn to manage their own behaviour successfully. Exclusion and positive handling strategies are appropriate, should these scenarios prove necessary.
- Appropriate arrangements are in place to promote the welfare of pupils and adults. Written policies relating to health and safety, first aid and risk assessment are in place and fit for purpose. First-aid training is incorporated into the induction package that staff are expected to complete. Suitably thorough risk assessments have been written and leaders intend keeping them under review. Established monitoring systems within Fairways Care (UK) Ltd are to be adopted, providing a sensible and structured approach to checking that policies are implemented effectively.
- A fire risk assessment has been carried out by an external expert, showing that arrangements for compliance with the Regulatory Reform (Fire Safety) Order 2005 are

in place. Appropriate firefighting equipment and call points are present throughout the site. Leaders have given careful thought to how they will ensure that pupils understand what to do in the event of a fire.

- An admissions register is in place and contains all of the information that the school is required to keep. An accompanying attendance register is similarly fit for purpose.
- Pupils will be kept under close supervision at all times. Staffing levels planned for the school support this expectation. Leaders have thought carefully about routines for safely managing pupils' arrival at and departure from the school each day, in a way that looks likely to support their well-being and their learning. Similarly, arrangements for ensuring that staff get appropriate breaks are built into leaders' plans.
- The school is likely to meet this part of the independent school standards.

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

All paragraphs

- Almost all of the school's staff are already employed by Fairways Care (UK) Ltd and currently working on the site of the proposed GLADE School. All relevant checks on their suitability have been carried out and recorded.
- School leaders and members of the proprietary body are trained in safer recruitment. They describe a vigilant approach in appointing new staff, supported by rigorous systems for ensuring that appropriate vetting checks are carried out in a timely way.
- There is a single central record already in place which contains relevant information for those staff currently working on the site. This document provides an appropriate format for recording all of the checks that leaders are expected to undertake for staff and members of the proprietary body.
- Leaders intend adopting the system already used by Fairways Care (UK) Ltd for making checks on contractors and agency staff who may attend the site periodically. These arrangements are over and above what is required, indicating leaders' thoroughness in this element of their work.
- This part of the independent school standards is likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The school will have sole occupancy of its premises. The main building is divided predominantly into small teaching spaces which are appropriate for pupils' likely needs and the way that leaders intend to deliver the curriculum. Additional teaching spaces are available in a portable building on the school's yard. Overall, there is sufficient space to accommodate the number of pupils that the school intends to take.
- Teaching spaces are clean, bright and suitably furnished. They provide an appropriate physical environment for pupils to learn in. Pupils also have access to an occupational therapy room and sensory room. At the time of this visit, the occupational therapy room is in the process of being refurbished. Part of the portable building behind the

school is identified as an art room. This space is currently being used as a store room and is not suitable for pupils to use at the present time.

- Pupils have access to a safe and secure outside space, intended for recreation and outside learning. Leaders anticipate using the local leisure centre for pupils' physical education. As such, there are no changing or showering facilities on site, as pupils would be expected to use those provided by the leisure centre.
- There is a purpose-built kitchen at the front of the main school building. This provides facilities for pupils to cook or carry out other learning activities. When not being used in this way, leaders intend it to be a breakout space for pupils to use during their social time. The layout and furnishing of this space support this aim. Drinking water is available in this space, as well as via a water dispenser elsewhere in the school.
- Separate toilet facilities are available for boys, girls and staff. One also provides disabled access to facilities if needed. Suitable handwashing facilities are provided, with hot and cold running water. At the time of this inspection, the water from the hot taps was not hot enough, possibly because the heating system had been put into standby over the summer holidays.
- There is a small medical room to provide a space for basic first aid and the temporary care of pupils if they become unwell while at school. This accommodation is fit for purpose, being situated adjacent to the toilets and having its own supply of running water.
- The school looks likely to meet this part of the independent school standards.

Part 6. Provision of information

Paragraph 32

- Leaders are aware of the information that they are required to make available to parents and other relevant stakeholders. They intend providing this information via publication on the school's website, as is currently the case for all three sites that make up the existing Fair Ways school.
- In addition to the planned website, leaders have prepared a range of other documents that they intend to make available to pupils and their parents as part of the induction process. This is intended to make information as accessible as possible, so that pupils can make a smooth transition into the school.
- Leaders anticipate being supported by Fairways Care (UK) Ltd in providing information to local authorities and any other relevant party about how pupil funding has been spent. This information will be shared annually, to show how the school's work has contributed to the targets identified in the pupils' EHC plans.
- This part of the independent school standards is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proposed school's complaints policy is fit for purpose. It incorporates an appropriate structure for informal and formal review of any arising concerns, with suitable timescales identified at each stage. The written policy is currently available on

the Fair Ways school website, with leaders intending to move it to the GLADE School website when it is up and running.

- Arrangements are already in place for monitoring the effectiveness of this policy. As for any behavioural incidents that occur, leaders anticipate reflecting on lessons learned, to reduce the likelihood of a recurrence in the future. Where possible and appropriate, they intend to involve pupils in this process, so that their perspective can be taken into account.
- 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

- Leaders' thoroughness in preparing for this pre-registration inspection indicates their understanding of the independent school standards and what they represent in real terms. Leaders' attention to detail reflects their high aspirations for the proposed school and the pupils who may attend it.
- The proposed school's leadership team looks set to be supported well by systems and structures that are already well established within Fairways Care (UK) Ltd, the school's proprietary body. The chief operating officer has a proven track record within school leadership and brings useful experience to help him hold school leaders to account effectively for the impact of their actions. Planned methods for checking standards in the school appear comprehensive and helpful.
- Leaders are mindful of wanting to be as well informed as they can be about their work. In their current roles, they actively keep their educational and leadership knowledge up to date via established links with local and national networks. This is likely to stand them in good stead when establishing and developing the school.
- This part of the independent school standards is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders understand their responsibilities under the Equality Act. The school's accessibility equality plan makes provision for meeting its duties around provision for disabled pupils. Moreover, leaders demonstrate a diligent approach to considering how provision could be adapted in the event of current arrangements not being suitable for any pupil being referred to the school by a local authority.

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	147655
DfE registration number	850/6097
Inspection number	10136905

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 school
Proprietor	Fairways Care (UK) Ltd
Chair	Thomas McHugh
Headteacher	Victoria Horner
Annual fees (day pupils)	£68,830.69 to £89,449.46
Telephone number	023 8086 7036
Website	www.fairways.co/education/asc-school/
Email address	laura.willis@fairways.co

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 19	11 to 19
Number of pupils on the school roll	Not applicable	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	Up to 20
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	12
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	16

Information about this proposed school

- GLADE School seeks registration as an independent special school for pupils with autistic spectrum condition. It currently operates as an outreach division of Fair Ways school, which is registered with and inspected by Ofsted. Fair Ways school currently operates from three sites, including the site of the proposed GLADE School.
- Pupils will be referred to GLADE School by a local authority. They will usually have an EHC plan. Pupils are likely to have been out of mainstream education for a period of time before coming to the school.
- The school is based on a site that has been developed with pupils' needs in mind. The main building comprises classroom spaces, occupational therapy and sensory rooms and a social kitchen space. There is also a portable building that provides two further classrooms and an art store. The school has its own secure outside space for recreation.
- The school will not have any particular religious character.

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, through reviewing documents provided in advance by school leaders. This was to reduce time spent on site, in line with government guidance for people to minimise non-essential contact with others. Appropriate social distancing measures were observed during on-site inspection activity.
- This pre-registration visit was commissioned in response to leaders' request to register the provision as an independent school. All of the independent school standards were considered.
- During the on-site visit, I met with the head of school and with Fair Ways school's head of education. Together we reviewed evidence against the independent school standards. I toured the site with the head of the proposed school. I also met with the chief operating officer of Fairways Care (UK) Ltd, who represented the proprietary body.

Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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