

# Old Farm School

Stankhouse Farm, Kilton, Saltburn, Cleveland TS12 2TZ

## Inspection dates

15 July 2020

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented**

## 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)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)*

- The provider has ensured that a written policy provides detailed information about the purpose and content of the school's curriculum. It clearly sets out what pupils will cover at each key stage.
- Pupils will have the opportunity to study a broad range of subjects that will support them to acquire speaking, listening, literacy and numeracy skills.
- There is a comprehensive plan for personal, social, health and economic (PSHE) education. This leads into preparation for adulthood for the proposed post-16 provision. It is detailed and reflects the school's ethos.
- A full programme is in place for careers education. The headteacher has set up and continues to set up links with colleges and businesses in the local area. There is a focus on ensuring pupils leave the school with skills and qualifications that make them employable.

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

- Teaching and learning at the previous inspection was judged to be good. The headteacher continues to employ the same strategies to evaluate and improve the quality of teaching. These systems will also be applied to teaching and learning for the post-16 students.
- There is a wide selection of resources available for pupils and teachers to use.
- A framework is in place to assess pupils. The framework has also been shared with several other schools, who are implementing it to develop their own assessment systems further.

- The curriculum at Old Farm School is personalised to each pupil. This means that each pupil is challenged to learn, taking their own ability and starting points into consideration.
- The standards in this part are likely to continue to be met if the material change is implemented.

## 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)*

- Through comprehensive PSHE education, pupils learn about life in Britain, how to face risks and to have respect for people who are different to themselves. Pupils also learn how to keep themselves safe. They learn about staying healthy, physically and mentally.
- British values are a core part of the PSHE education offer at Old Farm School. Recently, pupils have completed work relating to 'Black Lives Matter'. This has increased their understanding of equality.
- The standards in this part are likely to continue to be met if the material change is implemented.

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

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

- The proprietor has ensured that a child protection and a safeguarding policy are in place. The safeguarding policy sets out the principles that the school follow. The child protection policy provides information for staff about what to look out for and how to respond to a safeguarding concern. Both policies are in keeping with the latest guidance from government.
- Staff receive regular training about safeguarding and this keeps their knowledge up to date. Safeguarding records show that incidents are dealt with appropriately and external agencies are involved when they are needed.
- Leaders demonstrate a secure understanding of the additional vulnerabilities that pupils with special educational needs and/or disabilities (SEND) may face.

*Paragraph 11, 12, 14, 16, 16(a), 16(b)*

- The site is very well maintained and the health and safety policy is implemented well. The site is bright, clean, tidy and safe for pupils and staff.
- Fire safety records are kept. Checks are made regularly on fire safety equipment and, where necessary, servicing of this equipment takes place. A recent fire risk assessment has been carried out by the local fire brigade, and the minor recommendations from this have been completed.
- The proprietor intends to employ additional staff as the number of pupils on roll grows. This is likely to be teaching assistants to support the teachers who are already in place. There will be a high level of supervision for pupils at all times.

- The risk assessment policy is comprehensive and sets out the requirements for staff to follow. Accompanying risk assessments show that risks and controls have been well considered when planning trips and activities, such as swimming.
- The standards in this part are likely to continue to be met if the material change is implemented.

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

*Paragraph 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)*

- All appropriate checks have been made on staff to ensure that they are safe to work with children.

*Paragraph 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)*

- The headteacher is well aware of and has carried out the checks that need to be made when employing supply teachers.

*Paragraph 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)*

- The proprietor remains the sole proprietor of the school but has begun to put a management board in place. There is currently one member of the board. S128 checks were still to be made for this recent appointment to the management board of the school. This was rectified at the time of the inspection.

*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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)*

- All recruitment checks are recorded on a well-maintained and quality assured single central register.
- The standards in this part are likely to continue to be met if the material change is implemented.

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

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

- Toilets are in good working order and for the sole use of pupils. The proprietor intends to install another toilet for the use of students who are aged over 16. Toilets are single cubicles and are used by girls and boys separately.
- Changing accommodation for physical education is spread between classrooms which have blinds and would operate on a single-sex basis. There are showering facilities available should pupils wish to use them.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- The medical room is used solely for the examination and treatment of pupils. It has a bed, a lockable medicine cabinet, a well-stocked first-aid kit and a sink. It is adjacent to a toilet.

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

- The building and surrounding areas are maintained to a high standard. Lighting in each classroom is appropriate, as are acoustics. External lighting is in place.

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

- Drinking water is readily available in the kitchen area and is clearly labelled. Pupils can help themselves.
- Toilets are in good working order. The supply of water for handwashing is warm and does not pose a scalding risk to pupils.

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

- There is a purpose-built, multi-use games area for pupils to use for physical education. There is ample space around the school for pupils to socialise with one another outside.
- The standards in this part are likely to continue to be met if the material change is implemented.

## Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor has regular meetings with the headteacher to ensure accountability for pupils' outcomes and the operation of the school.
- Both the headteacher and the proprietor have a good knowledge of the independent school standards and this helps them to ensure that they are met consistently.
- The headteacher has robust systems in place for managing the school. School leaders are fully prepared to increase the number and age range of pupils.
- Leaders actively promote the welfare of pupils through the curriculum and keeping up to date with guidance from the government.
- The standards in this part are likely to continue to be met if the material change is implemented.

## **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 that are relevant to the material change.

## School details

Unique reference number	143429
DfE registration number	807/6001
Inspection number	10154715

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent special school
Proprietor	William Ashton
Chair	Not applicable
Headteacher	Mrs Angela Noble
Annual fees (day pupils)	£40,365
Telephone number	01287 677178
Website	Not applicable
Email address	director@highfieldnortheast.co.uk
Date of previous standard inspection	5–7 December 2017

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 18	11 to 18
Number of pupils on the school roll	16	30	30

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	16	30
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	16	30
Of which, number of pupils with an education, health and care plan	16	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	16	30

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	9
Number of part-time teaching staff	0	0

## Information about this school

- Old Farm School is a small independent special school that currently caters for pupils aged 11 to 16.
- The school provides full-time education for pupils in the Redcar and Cleveland area. A small number of pupils travel from neighbouring local authorities.
- All pupils attending the school have an identified special educational need.
- The school does not currently make use of any alternative education provision.
- The last standard inspection took place in December 2017 and the school was judged to be good.

## 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.
- I reviewed the majority of school documents, such as the health and safety policy, risk assessment policy and child protection policy, remotely. I checked the independent school standards relevant to this material change request, such as those relating to fire safety and the premises, during a short on-site visit. I spoke with the proprietor and the headteacher via telephone. I also spoke with the headteacher, deputy headteacher, curriculum leader for English and the proprietor while on site.
- This inspection was commissioned by the DfE because the proprietor requested to increase the number of pupils on the school from 24 to 30 and to increase the age range from 11 to 16 to 11 to 18.
- The school proposes to meet the needs of pupils with a variety of SEND, including cognitive and learning needs, moderate learning difficulty and behaviour, social and emotional difficulty.

## Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector



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