

# Castles Futures Scunthorpe

M Block - John Leggot College, West Common Lane, Scunthorpe, North  
Lincolnshire DN17 1DS

**Inspection date**

25 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

*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.
- The curriculum is broad and includes a variety of subjects in line with the national curriculum. There is a strong focus on English, mathematics, and science. The curriculum also includes personal, social, health and economic (PSHE) education, technology, art and design, geography, history, and physical education (PE). The curriculum is largely taught through a subject-based approach.
- The curriculum will also include vocational and work-experience activities, which will be tailored to meet individual pupil's needs and aspirations.
- Some aspects of PE will be taught by specialist providers.
- An experienced special educational needs coordinator (SENCo) has been appointed. She will be particularly responsible for ensuring that the needs of pupils with education, health and care (EHC) plans are met.
- Although schemes of work are in place, they vary in their quality. Some commercial schemes need further adaptation in order to fully reflect the school's vision.
- The proprietors plan to encourage reading across the curriculum programme. A library of popular children's literature and a range of magazines is to be developed.
- The proposed timetable aims to provide pupils with varied activities throughout each day. It is designed to ensure that there is a taught programme of PSHE education. Pupils will cover a wide variety of topics to support them in developing life skills, as well as learning about life in modern Britain and how to be aware of risks to their safety.
- There will be opportunities across all curriculum subjects for pupils to develop their speaking, listening, literacy and numeracy skills.

*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. Pupils will have access to impartial careers advice and guidance. They will benefit from the school's unique geographical position being on the same site as one sixth-form college and with another on an adjacent site.
- The PSHE curriculum covers careers education in all year groups. A variety of external speakers will visit the school to talk about different careers that are available to pupils.

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

- Teachers will be provided with detailed information about the aptitudes, needs and prior attainment of pupils so that these can be considered in the planning of lessons. In addition, they will have access to resources of a good quality.
- 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).
- Leaders have considered how they intend to monitor the quality of teaching in detail. In doing so, they demonstrate an awareness 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.
- 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)*

- School documentation shows that personal development, the promotion of British values and involvement in the community is embedded throughout the curriculum. Leaders aim to help pupils to become confident and resilient learners and to build self-esteem and self-respect.
- School policies stress the importance of enabling pupils to distinguish between right and wrong, accept responsibility for their behaviour, and to contribute positively to the lives of others.
- There is a planned enrichment programme, which will include visits to museums and leisure centres together with opportunities for pupils to engage in a range of outdoor activities, such as orienteering.
- When external speakers visit the school, leaders will make appropriate checks and they will be accompanied by staff members to ensure that pupils receive a balanced view of what is being presented.
- The standards in Part 2 are likely to be met.

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

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

- The proprietors have plans in place to ensure that all staff will have access to appropriate safeguarding training. This includes training about keeping children safe and signs that a pupil may be at risk of harm. Leaders also intend for all staff to understand the importance of the 'Prevent' duty. However, the 'Prevent' risk assessment could be strengthened by more clearly highlighting local risks.
- The designated safeguarding lead is knowledgeable and experienced. She maintains close contact with the police, social services and other agencies and will ensure that

staff receive regular updates about safeguarding, including information relating to current pupils that staff need to be aware of.

- The proprietors are keen to rapidly establish a strong safeguarding culture in the school. They have bought a software system to help staff track pupils' well-being and record concerns, so that early help can be provided in the event of any vulnerability being recorded.
- The proprietors have ensured that the school's safeguarding policy is compliant with the latest government requirements. This policy will be made available to parents and carers.

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

- There is an appropriate behaviour policy in place. The school will have high expectations of behaviour and plans to maintain strong relationships with parents, carers and placing schools. The policy is strongly focused on rewarding positive behaviours. There is also an anti-bullying policy in place.
- A system is in place to closely monitor the behaviour of all pupils, which will include any bullying incidents, and leaders will have an overview of these. Information will be shared with the proprietor appropriately.

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

- There is an appropriate health and safety policy in place. This is complemented by comprehensive monitoring procedures facilitated by a specialist company.
- A first-aid policy is in place. There is a system for recording any accidents that occur. The school intends that every member of staff will have a first-aid qualification.
- Appropriate checks of fire alarms, emergency lighting, fire extinguishers and fire exits are intended to take place. Regular fire drills will also take place so that pupils and staff know what to do in an emergency. Some staff are already trained as fire marshals. Other staff will receive fire training as part of the induction programme.
- The proprietors are aware of the legal requirements for school admission and attendance registers and have plans in place to ensure that they comply with them.

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

- A written risk-assessment policy is in place. It provides clear guidance on situations that may require a risk assessment and details the responsibilities of staff in ensuring that risk assessments are in place. Leaders have a clear understanding about hazard identification and the implementation of control measures.
- A number of risk assessments were seen during the inspection, including those for the use of equipment, the premises and trips. All were found to appropriately assess and minimise risks to pupils.
- The standards in Part 3 are likely to be met.

#### 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(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)(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)(c)*

- The proprietors have established systems to ensure that all appropriate checks are carried out on staff before they take up their posts to ensure they are safe to work with children.
- The proprietors may, on rare occasions, have supply staff working at the school. They have ensured that appropriate measures are in place to check these staff before they start working at the school.

*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)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(7)(a), 21(7)(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 premises form part of the campus for a sixth-form college. They have been refurbished to a high standard. The school has sole access to the facilities, which are enclosed in fencing and secure. The proprietors intend to install closed-circuit television (CCTV) equipment at the earliest opportunity.
- There are suitable toilet and washing facilities for the sole use of pupils. There are also facilities for disabled people to use, which include a shower.

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

- There is a suitable medical room available for the short-term care or examination of injured pupils. It has a sink and is close to a toilet.
- Medication can be safely locked in a nearby office.

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

- The proprietors have given good attention to the creation of a clean and bright learning environment. Consideration has also been given to the health, safety and welfare of pupils. Each classroom has sufficient lighting and the acoustic conditions are such that lessons can run alongside each other without interruption.
- External lighting is provided to ensure that people can safely enter and leave the school premises.

*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 for pupils to use.
- The water supply in the toilets is working and toilets are flushable. The temperature of the water for handwashing does not pose a scalding risk to pupils. The inspector initially found the water temperature to be too high, but this was rectified during the inspection. Soap and hand driers are provided.

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

- Pupils will have access to an outside space for them to socialise at breaktime and lunchtime.

- Leaders have negotiated sole use of some of the college field and sports facilities for PE. Pupils will also visit nearby sports and leisure facilities for some lessons. Leaders have risk assessments in place for this.
- 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)(h), 32(1)(i), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The proprietors have ensured that all required policies will be available to parents on request and on the school's website.
- The admissions information is clear and available to parents. The school has an admissions policy.
- The proprietors intend to publish the particulars of previous years' academic performance on the school's website.
- The proprietors have documents in place that show how pupils' progress information will be reported to parents.
- There are comprehensive policies in place to support pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.
- The proprietors intend to publish inspection reports on the school's website, so that they are available to parents. They also have clear plans to provide an account of income and expenditure to placing authorities.

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

- The contact information for the proprietors is available to parents on request and is also on the school's website.
- Contact information for the head of centre is available on the school's website.
- There is no governing body.
- 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 to parents upon request and is also 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)*

- The proprietors are very enthusiastic about working to improve the lives of vulnerable young people. They have established one centre approximately 30 miles from Scunthorpe and are planning a third centre in another nearby city. They have

appointed an experienced and knowledgeable executive headteacher. Leaders have a clear vision and a strong understanding of how to meet the needs of the learners who will attend the school. They are clear about quality assurance and the need to hold staff to account.

- Although there is no governing body in place at the moment, the proprietors have plans to establish one shortly after the school opens. They hope to recruit local professionals with appropriate knowledge and experience to act as critical friends and advisers.
- The proprietors intend to build a school that has a strong focus on core subjects, alongside an engaging enrichment programme designed to challenge and motivate students to persevere and succeed. They employ a qualified SENCo and a qualified child protection and safeguarding lead.
- Leaders understand the importance of ensuring that the school meets the independent school standards consistently. They are aware that some of their policies, while satisfactory, would benefit from being strengthened. Some of this work was completed during the inspection.
- Pupils' welfare and success are a priority for the leaders of the school. They have invested in software systems that will help them to monitor and evaluate the effectiveness of the implementation of their policies so that the highest standards are maintained.
- Leaders wish to create a strong family atmosphere. They are committed to pupils' well-being and the creation of a safeguarding culture in the school. They have a good awareness of the risks that young people face in the local area.
- The standards in Part 8 are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor has 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	147782
DfE registration number	813/6009
Inspection number	10157466

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 day school
School status	Independent school
Proprietor	Castles Education LLP
Executive Headteacher	Lee Wright
Annual fees (day pupils)	£165 per day
Telephone number	07863775277
Website	<a href="http://www.castleseducation.co.uk">www.castleseducation.co.uk</a>
Email address	<a href="mailto:scunthorpe@castleseducation.co.uk">scunthorpe@castleseducation.co.uk</a>
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	n/a	11-16	11-16
Number of pupils on the school roll	n/a	70	60

### *Reason for inspector's recommendation*

- Space within the outside social area is insufficient for the number proposed.

## 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	n/a	Up to 55
Number of part-time pupils	n/a	Up to 5
Number of pupils with special educational needs and/or disabilities	n/a	Up to 60
Of which, number of pupils with an education, health and care plan	n/a	Up to 60
Of which, number of pupils paid for by a local authority with an education, health and care plan	n/a	Up to 60

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	n/a	12
Number of part-time teaching staff	n/a	0

## Information about this proposed school

- Castles Futures Scunthorpe will be an independent day school for boys and girls aged between 11 and 16 years. The school plans to open in September 2020.
- The school's vision is, 'That high quality educational and emotional support should be available to all young people regardless of their social situation, disadvantages or surroundings. That this support will empower them to take control of their own futures. That personal or difficult circumstances should not be an obstacle to success.'
- The school will not have a religious ethos.
- The school does not intend to use any alternative education provision or have any additional off-site units. However, on rare occasions, pupils may attend the Castles Futures Ravendale site in Lincoln.
- The school proposes to mainly cater for pupils with SEND. Many are expected to have EHC plans. Most pupils will have behavioural, emotional and social development needs.
- The school will mainly admit pupils on a full-time basis. A small number may be admitted on a part-time basis and be dual registered with a commissioning school. The total number of pupils on roll at the school will not exceed 60.

## Information about this inspection

- This inspection was carried out during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to reduce social contact during the COVID-19 outbreak.
- This first pre-registration inspection was commissioned by the Department for Education, following the proprietor's application to open an independent school. The proprietor had previously made an application, but this was withdrawn by the proprietor due to a move to the current premises.
- The inspection was conducted with two days' notice.
- I held a number of video meetings with the executive headteacher, centre manager and proprietor. I also met with the SENCo and the child protection and safeguarding leader.
- I reviewed documents and policies associated with the independent school standards.
- I conducted a tour of the school building and outside space. The proprietors have operated an alternative education provision on a nearby site. This closed at the end of the last academic year.

## Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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