

Stanley House School

Stanley House, Crown Lane, Horwich, Bolton BL6 5HY

Inspection dates

23 September 2020

Overall outcome

The school is unlikely 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)(i), 3a

- The proprietor body has ensured that there are plans for pupils to achieve functional skills qualifications in English and mathematics. As such, it is likely that pupils will have an opportunity to acquire speaking, listening and numeracy skills. However, there is a one-size-fits-all approach to the curriculum.
- Although the headteacher has produced clear plans for pupils' learning, the curriculum is not developed well enough to ensure that the school can cater for pupils' full-time learning. Plans are in place for one term for pupils' scientific, technological, human and social, physical and aesthetic and creative education. Consequently, pupils are unlikely to acquire new knowledge and make good progress in these subjects.
- The plans for pupils' vocational learning, such as those for mechanical engineering, are similarly underdeveloped.
- Because the curriculum is only partially in place, it is unlikely that the school will be effective in preparing pupils for the opportunities, responsibilities and experiences of life in British society.
- The curriculum policy and plans are not adapted well enough to the aims of the school. The plans for pupils' learning do not take into account their ages, aptitudes or needs.

Paragraph 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)

- In contrast to this, the overview for pupils' personal, social, health and economic (PSHE) education clearly shows how pupils in each key stage will be supported to develop their awareness and skills. This provides a clear framework for teachers to follow.
- The proprietor body has not ensured that there are any plans or structure for providing careers advice.

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

- There is a format for tracking pupils' learning. Once the curriculum is fully in place, this is likely to be an effective method for assessing how each pupil is progressing in their work, particularly those with special educational needs and/or disabilities (SEND). However, at present it is unlikely to be helpful for teachers when planning pupils' next steps in learning because of the lack of detail in the curriculum.
- The underdevelopment of the curriculum means that resources are unlikely to be utilised well. Resourcing for the academic curriculum is basic.
- The standards in this part are not 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 proprietor body has ensured that the PSHE policy and schemes of work actively promote pupils' fundamental British values. The plans are likely to help to develop pupils' self-esteem and confidence.
- However, the scheme does not include a strong enough focus on developing pupils' understanding of right and wrong. The plans and policies do not encourage pupils to accept responsibility for their behaviour well enough.
- There is a clear promotion of equality through the PSHE curriculum and throughout the school's policies.
- The plans for pupils' learning include units on studying democracy. Leaders have taken steps to ensure that political issues are discussed in a fair and balanced way so that opposing views are equally considered.
- The standards in this part are not likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The safeguarding policy takes into account the most recent guidance from the Secretary of State. It is accessible for parents and carers on request.
- A written risk assessment policy is in place. However, there are few risk assessments in place, which means that pupils could be at undue risk. Particularly, the proprietor body has not completed a risk assessment for the risk that an electrical substation on the site would pose to pupils. For example, pupils can access this substation easily. Additionally, the walls surrounding it are made of concrete slabs, some of which are missing. Others are in a poor state of repair, as is the gate.
- The policies for behaviour and for anti-bullying lack detail. The proprietor body intends for the school to cater for pupils who have been permanently excluded from mainstream education. The policies are not specific enough to describe the strategies that would be helpful for staff to consistently manage pupils' behaviour. The proprietor body intends for staff to record behavioural incidents in pupils' individual records.

- The headteacher has ensured that there is a written health and safety policy in place. However, there are no control measures in place for hazardous substances or for the use of machinery needed for the vocational options that the school hopes to offer.
- The proprietor body has ensured that there is a fire risk assessment that has been drawn up by a reputable firm. Members have ensured that all firefighting equipment has been checked and there are arrangements in place to check on fire call points on a weekly basis.
- The proprietor body has ensured that there is an attendance register in place ready for when pupils start at the school. The school's information management system is also able to create an admissions register.
- The proprietor has also ensured that there is a first aid policy in place.
- The standards in this part are not likely to be met.

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

Paragraph 17, 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), 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(4), 21(6), 21(7), 21(7)(a), 21(7)(b)

- During this inspection, leaders ensured that the records for the appointment of staff were collated into a single central register of checks.
- Prohibition checks for existing teaching staff and checks for staff who are responsible for the management of the school were completed during the inspection. This ensured that these checks were completed prior to these staff working with any pupils.
- Checks on the health and fitness of staff are undertaken before staff are appointed and records of these are kept in each staff member's confidential files.

Paragraph 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)(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 proprietor body has received confirmation from a supply agency that all pre-appointment checks have been carried out on the supply staff that they intend to use. Leaders have also carried out additional checks of their own. For example, the proprietor requires all supply staff to sign up to the Disclosure and Barring Service (DBS) update service.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

- The proprietor body has ensured that there are toilets for pupils' sole use. These are suitable for individual occupancy and are lockable from the inside. There is also a disabled toilet which could also be used by other pupils, staff, volunteers and visitors.

- There are no changing or showering facilities on the school site. The proprietor body proposes to use the changing rooms and showers at the local leisure centre where they plan to deliver pupils' physical education lessons.

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

- The proprietor body has not ensured that there is suitable accommodation for the medical treatment of pupils. The proprietor body intends to develop the premises to include this facility.

Paragraph 25, 26

- Internally, the site is well maintained. There are suitable acoustics within the classrooms.

Paragraph 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 31, 31(a), 31(b), 31(c)

- The internal areas of the building are well lit and there is external lighting fitted to the exterior of the building that works on a PIR sensor.
- The workshop area has a very high ceiling. As such, the acoustics would not be suitable for large groups of pupils. This means that the space is not suitable for more than eight pupils, especially if they are operating tools and machinery requiring close adult supervision.
- Suitable drinking water is provided but is not marked as such, which may cause confusion for pupils.
- There is a large area at the front of the premises which is used as a car park. There are no other areas that are designated as a play area for pupils to use at breaktimes.
- The standards in this part are not 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(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The proprietor body has not put arrangements in place to provide an annual written report to parents to inform them of their children's progress. There is currently no format for these reports.
- Leaders have not put systems in place to account for the income and expenditure for each pupil who will be funded by a local authority.
- The school does not have a website. Copies of any of the school policies, including the school's safeguarding policy, are available to parents on request.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(c), 32(2)(d), 32(3)(b)

- The proprietor body has ensured that there is a written statement of the school aims that includes the relevant school contact details. It also provides the name of the proprietor body and the address and telephone number of its main office.
- The admissions policy states that the school intends to admit pupils with education, health and care plans. The school has a statement to show how these pupils will be supported through small class sizes and the support of a mentor. However, these plans are let down by the lack of curriculum information available and it is unlikely

that the school will be able to provide sufficient information for the purposes of an education, health and care plan for pupils with SEND.

- The standards in this part are not 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 complaints process has different stages that allow for complaints to be raised, both informally and formally. There are clear timescales in the policy for each of these stages.
- The proprietor has ensured that there is a complaints procedure in place. Leaders have ensured that at least one member of the panel will be independent of the management and the running of the school.
- The standards in this part 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 proprietor body and headteacher have taken steps towards meeting some of the independent school standards (ISS). The proprietor body has not checked carefully enough on how well the school is able to consistently meet the ISS.
- The proprietor body has not ensured that there is adequate consideration for pupils' well-being when managing health and safety risks.
- The standards in this part are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that there is an accessibility plan in place. This details relevant targets for making sure that all pupils have access to the curriculum and that the premises are accessible for all pupils.
- The proprietor body has ensured that the requirements of the Equality Act 2010 are likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147873
DfE registration number	350/6007
Inspection number	10151407

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 other
School status	Independent school
Proprietor	Achieve Training CIC
Headteacher	Phil Rennison
Annual fees (day pupils)	£22,000 to £40,000
Telephone number	07845029039
Website	None
Email address	rob.mcguinness@achievebury.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11–16	11–16
Number of pupils on the school roll	Not applicable	36	20

Reason for inspector's recommendations

- There are only three small classrooms on site. Once staffing has been taken into account, two of these classrooms will be suitable for up to three secondary aged pupils and the third will be suitable for up to six pupils. In addition, there is a large workshop space. The acoustics and the likely needs of pupils are currently limiting factors in determining the size of cohort that this room could safely accommodate to around eight pupils. Work is proposed to take place to add capacity with the installation of more classrooms in this space in the near future.

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	36
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 a statement of special educational needs or an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with a statement of special educational needs or 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	8
Number of part-time teaching staff	Not applicable	18
Number of staff in the welfare provision	Not applicable	2

Information about this proposed school

- Stanley House is situated on an industrial estate in Horwich, Bolton.
- The school intends to admit pupils who have been excluded from mainstream settings.
- The school proposes to cater for pupils who have cognitive and learning needs, specific learning difficulties, moderate learning difficulties, behavioural, emotional and social development needs, behavioural, emotional and social difficulties and pupils who have autism spectrum disorder.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the school's first pre-registration inspection.
- The inspector met with a representative of the proprietor body and the headteacher, who is also the safeguarding leader, and the school administrator.
- The inspector scrutinised a variety of documentation including that associated with safeguarding, the curriculum and pupils' welfare and personal development.
- The inspector scrutinised documentation about the curriculum which included the plans for the education of pupils at the school and assessment arrangements.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

2(1) The standard in this paragraph is met if-

- 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- 2(1)(b) the written policy, plans and schemes of work-
- 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

■ 2(2) For the purposes of paragraph (2)(1)(a), the matters are-

- 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
- 2(2)(e)(i) is presented in an impartial manner;
- 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
- 2(2)(e)(iii) helps to encourage them to fulfil their potential;
- 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

■ 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-

- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;

- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b)(ii) enables pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enables pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(b) pupils to play outside.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
 - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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