

Active Wellbeing School

Longsdon Memorial Hall, Leek Road, Stoke-On-Trent ST9 9QF

Inspection dates

21 October 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens. 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h) and 2(2)(i)

- Leaders articulate a clear vision for the school. Their aim is to improve the social, emotional and mental health (SEMH) of pupils, as well as providing them with an academic learning programme to meet their individual needs.
- The proposed curriculum, which covers key stages 1 and 2, is based on the national curriculum. In key stage 1, leaders propose to teach through a topic-based approach. Topics include subjects such as science, art, geography, history, information and communication technology and design technology. There are separate schemes of work for English, mathematics and phonics. These are likely to help pupils to develop their speaking and listening, literacy and numeracy skills.
- In key stage 2, individual schemes of work are in place for all subjects on the timetable. The proposed curriculum plan indicates that pupils are likely to have a suitably broad range of experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.
- The personal, social, health and economic (PSHE) education scheme of work is likely to support pupils' personal development well. It is closely linked to, and is likely to support, the promotion of fundamental British values. For example, in Year 2, pupils will learn about understanding our rights and respecting the rights of others, in Year 3 about living in modern Britain, and in Year 6 pupils will begin to develop an understanding of sexual orientation. This is likely to support their understanding of the protected characteristics set out in the Equality Act 2010.
- Leaders have ensured that these standards are likely to be met.

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

- Leaders are clear about how they will check the quality of teaching and learning across the school. The headteacher proposes to have a monitoring cycle in place that

will include lesson visits and the evaluation of teachers' planning. Teachers will be supported through the process with appropriate training.

- There is an assessment policy in place. On entry, pupils will undertake a series of baseline assessments, including social and emotional assessments. The proposed report to parents includes information about pupils' academic attainment and progress, attitudes to learning, attendance and effort grades.
- Leaders explained expertly about how they will meet pupils' SEMH needs. They have set up an online portal that will track and monitor pupils' mental health and well-being and levels of learning. This is likely to support pupils in making good academic progress in line with their ability.
- The school is equipped with appropriate resources to enable teachers to deliver the proposed curriculum. There are two breakout rooms. These rooms will be used for interventions to support pupils' learning and well-being. Leaders have plans to further develop one of these rooms into a sensory room.
- Leaders have ensured that these standards are likely to be met.

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

Paragraphs 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) and 5(d)(iii)

- Leaders are aware of the possible SEMH needs of prospective pupils, many of whom are likely to have had a negative experience of education in the past. The planned curriculum is therefore underpinned by a therapeutic approach to support pupils' SEMH needs. The five core values of resilience, respect, empathy, honesty and courage are at the heart of the planned pastoral programme. Leaders propose to supplement this with daily assertive coaching and mentoring sessions for individual pupils. This approach is likely to support pupils' personal development to help them become responsible citizens in their local community and more widely in modern Britain.
- There is a spiritual, moral, social and cultural (SMSC) policy in place. It sets out the school's aims to promote pupils' SMSC development. These aims are threaded throughout the whole curriculum, especially through the cultural capital programme. The proposed programme includes, for example, trips to the local supermarket and places of historical interest.
- The curriculum plans, and wider documentation, suggest that fundamental British values would be actively promoted. For example, the PSHE scheme of work shows how pupils will acquire an appreciation of, and respect for, their own and other cultures. Furthermore, leaders plan to involve pupils in making decisions about the extra-curricular activities they would like the school to offer.
- Leaders have ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- There is a safeguarding policy in place that adheres to current government guidance. The school does not have a website. Leaders propose to provide parents with a copy of the policy on request.
- The headteacher, who will be the senior leader responsible for safeguarding, and the named governor responsible for safeguarding have a clear understanding of their roles and responsibilities. Their proposal for staff training and procedures for the recruitment of staff are appropriate. The staff code of conduct within the safeguarding policy sets out clearly leaders' expectations for staff behaviour. This includes guidance on how staff should follow up concerns about pupils, health and safety issues and whistleblowing.
- Leaders demonstrate the necessary knowledge and understanding to ensure that pupils are kept as safe as possible throughout the day. This includes managing behaviour, nurturing pupils and the prevention of harm. It is proposed that individual risk assessments will be used for those pupils who may need one.
- The planned PSHE programme is likely to help pupils learn how to keep themselves safe in different situations.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- There is a behaviour policy in place. It acknowledges the likely additional needs of the pupils and how this may impact on their behaviour. It sets out how leaders will engage with pupils, parents and carers and external agencies to support a positive behaviour culture. It also gives examples of serious misdemeanours and how incidents are likely to be reported and recorded. The policy includes the use of physical restraint and the proposed procedures staff should follow if needed.
- The anti-bullying policy sets out the school's anti-bullying strategies. It includes signs and symptoms of bullying and the different forms it may take. The process for recording and reporting incidents is included. It details how pupils will be supported to prevent bullying, including through the PSHE curriculum and assemblies.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 11, 12, 13, 16, 16(a) and 16(b)

- The health and safety policy outlines the responsibilities of leaders, staff, first aiders and pupils. It covers a range of aspects of how to keep individuals safe while in school. This includes dealing with accidents, administering first aid, the control of hazardous substances, manual handling, stress at work and risk management.
- A tour of the premises shows that it is well maintained. A fire risk assessment of the premises has been conducted. Fire extinguisher checks have been completed. There is a proposed register of fire safety procedures that will be carried out, including fire drills.
- The first aid policy includes detailed plans to ensure that pupils are kept safe. This includes the training of staff and how to record and report incidents. The system for

recording is clear and an appropriate template for individual health plans is available for those pupils who may need one.

- Leaders have ensured that these standards are likely to be met.

Paragraphs 14 and 15

- Proposed attendance registers use the Department for Education (DfE) coding and will record morning and afternoon sessions. Proposed admissions registers will include all the required information, including two emergency contacts for pupils. Both registers adhere to government guidelines.
- Planned levels of supervision for pupils, including when they are out of school, are likely to ensure that pupils are kept free from harm.
- Leaders have ensured that these standards are likely to be met.

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(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)(b), 21(5)(c) and 21(6)

- All required safeguarding checks have been carried out for the headteacher and governors. The electronic recruitment file shows that references are followed up before appointment.
- The single central register is stored electronically. It contains all pre-employment checks. All checks are recorded and dated. It will be updated as staff are recruited to the school.
- Leaders do not intend to use supply staff, but they are clear about the checks and procedures they would need to carry out if they did.
- Leaders have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 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) and 29(1)(b)

- There are separate toilets for boys and girls, with hot and cold running water and handwashing facilities. The medical room is well resourced and spacious. It is next to a toilet and will provide adequate facilities for the short-term care of sick pupils. There is a separate toilet for staff and visitors.
- The premises are decorated and maintained to a high standard. There are three classrooms that are well lit and have appropriate acoustics.

- The proposed school has a kitchen area that pupils will use for cooking activities. Drinking water is also available from there. Leaders plan for pupils to have their own water bottle that can be refilled in the kitchen.
- Building work is currently being undertaken at the back of the premises. Once complete, it will provide adequate space for pupils to play and socialise. Pupils will access physical education off site.
- Leaders have ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d) and 32(3)(f)

- The school does not have a website. Leaders provided all relevant documentation and policies required electronically or during the on-site inspection. The school's prospectus includes information on the school's ethos.
- Leaders were clear about their responsibilities to contribute to annual reviews for pupils with an education, health and care (EHC) plan.
- Leaders have ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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) and 33(k)

- The school's proposed complaints policy details the school's procedures for handling complaints. The aim is to resolve complaints informally in the first instance, but if required more formal steps are explained. This includes the use of a panel hearing. Suitable timeframes for handling complaints are also included.
- Leaders have ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The headteacher and governors demonstrate a strong understanding of the independent school standards.
- Leaders have a wide and varied experience in education and health. This is likely to support the varied needs of pupils with special educational needs and/or disabilities (SEND), particularly SEMH, well. Leaders demonstrate a strong commitment to actively promoting pupils' mental health and well-being.
- Leaders have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of Schedule 10 of the Equality Act 2010.

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	148037
DfE registration number	861/6024
Inspection number	10154851

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 school
Proprietor	Active Resilience Ltd
Chair	Clare Marsh
Headteacher	Clare Marsh
Annual fees (day pupils)	£30,000
Telephone number	07975823214
Website	The school does not have a website
Email address	clare@arportal.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	3
Number of pupils of compulsory school age with an education, health and care plan, or who is looked after by a local authority	3
Total hours operating as a school per week	15
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4–11	5–11
Number of pupils on the school roll	Not applicable	20	20

- Leaders had initially planned to take pupils from the age of four. During the inspection leaders indicated that their plans had changed, and they no longer intend to admit pupils in early years.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	Not applicable	20
Number of part-time pupils	3	0
Number of pupils with special educational needs and/or disabilities	3	20
Of which, number of pupils with an education, health and care plan	3	16
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	16

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	6
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- The school is currently operating as an unregistered alternative provision. Three children have been placed at the school by the local authority, all of whom have an EHC plan. The pupils attend the school part time. At the time of this inspection, this arrangement had been in place for one week.
- Due to the COVID-19 (coronavirus) pandemic, the original proposed premises for the school are no longer suitable. The proposed school will now be situated in the community memorial hall in Longsdon. Building work to make the outdoor space suitable is due to be completed by 4 December 2020. The school will therefore be ready to open in the spring term of 2021.
- The premises are leased through the trustees of the hall. The proposed school consists of three classroom areas, a kitchen and a first aid room. Leaders intend to use a local leisure centre facility to provide physical education.
- The school will cater for 20 pupils aged five to 11 years. They are likely to be pupils who are vulnerable to exclusion from school and/or are pupils with SEND. Most pupils are likely to have an EHC plan or are undergoing assessment linked to SEMH difficulties.
- It is proposed that local authorities and local schools will place pupils at the school.
- The proposed school does not intend to use alternative provision.
- The school does not have a religious character.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet all the independent school standards if it is registered. This is the school's first pre-registration inspection.
- The lead inspector conducted a tour of the premises with the headteacher, who is also the leader responsible for safeguarding. Safeguarding and welfare arrangements were discussed as part of the inspection.
- The lead inspector reviewed a wide range of documentation and policies submitted by leaders. Documents were also reviewed during the inspection.
- Meetings were held with the headteacher and governors, including the chair of the governing body.
- There were no pupils attending the school during the inspection.

Inspection team

Lesley Yates, lead inspector

Her Majesty's Inspector

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