

# Pioneer TEC

Wallend Road, Preston, Lancashire PR2 2HW

**Inspection date**

3 November 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)(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 proprietor body has prepared an appropriate curriculum policy, which includes a sufficiently broad range of subjects. The details emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to actively provide a flexible and personalised education. The details also show that the active promotion of British values will lie at the core of the school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of the supporting long-term planning are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. Planning considers the specific and individual needs of pupils, many of whom are likely to be pupils with special educational needs and/or disabilities (SEND).
- There is a suitable emphasis on reading, writing and mathematics in the curriculum. Leaders intend to offer a broad curriculum. Subjects will include science, history and geography. They will also include art, information and communication technology and physical education (PE). Leaders plan to provide pupils with a variety of practical and vocational experiences, including the teaching of motorbike mechanics.
- Pupils' personal, social, health and economic (PSHE) education will be taught through a timetabled weekly lesson. Aspects of PSHE will also be woven into the whole curriculum. This curriculum will include the development of life skills, relationships, health and sex education. The topics to be covered are suitably wide ranging and include all those that pay particular regard to the protected characteristics as set out in the Equality Act 2010.
- There are schemes of work for careers education for secondary-aged pupils. Leaders intend to offer information, advice and guidance impartially. This will be tailored to the individual needs and interests of pupils.

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

- Leaders have already recruited some of the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers, instructors and other staff.
- No short-term teaching plans are yet in place, although templates have been created for these. Leaders will ask teachers to write these prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is adequately resourced, with a range of appropriate educational books and equipment that will be appealing to the age range of pupils that the school will serve. The school is extremely well resourced in terms of providing equipment for pupils to gain 'hands-on' experience of riding and maintaining motorbikes, mountain bikes and go-karts.
- The headteacher is committed to providing a good-quality education for pupils. His knowledge, skills and experience will enable him to guide and support teachers, so they can provide a suitable quality of education when the school opens.

*Paragraph 4*

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils' attainment and personal needs when they start at the school. Their progress and attainment will be assessed regularly. Leaders understand the expected progression pupils will make across each curriculum subject. Leaders are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Pupils will have access to a range of academic and vocational qualifications according to their ability and need. This will include key stage 4 national assessments if appropriate.
- All of the standards in this part are likely to be met when the school opens.

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)*

- Documentary evidence indicates that pupils' SMSC development is a thread that runs throughout the curriculum of the proposed provision. SMSC development is central to the schools aims, schemes of work, policies and plans for enrichment activities.
- The SMSC schemes of work show that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, plans are in place to help pupils to be involved in charity work and local community events.
- Schemes of work will support the development of pupils' skills, broaden their horizons, discuss local and national events and provide experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in Britain.
- The school's policies include positive reference to all the protected characteristics set out in legislation.

- The standard in this part is likely to be met when the school opens.

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

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

- Leaders have paid careful attention to the most up-to-date statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. Leaders have put in place all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- There will be at least two designated safeguarding leads within school. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as the COVID-19 (coronavirus) pandemic, radicalisation and extremism, sexual exploitation and e-safety.

#### *Paragraphs 9, 9(a), 9(b), 9(c), 10*

- The proprietor body has detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with other concerns. The policy includes appropriate and proportionate sanctions. Policies expect staff to seek to de-escalate incidents.

#### *Paragraphs 11, 12, 13, 16, 16(a), 16(b)*

- The proprietor body has a written health and safety policy, which is appropriately tailored to the premises of the proposed school. It complies with all relevant laws. Regular fire-safety checks of the premises are planned. The proprietor body ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor body has an appropriate first-aid policy in place. Two members of staff are already first-aid trained. Leaders plan to have more staff complete first-aid training before the school opens.
- A written risk assessment policy is in place. Risk assessments already completed show that leaders plan to take appropriate actions to minimise risks to pupils.
- The security and safety of pupils has been considered as part of the refurbishment of the building. For example, the proprietor body has added external fencing to the perimeter and security keypads to main access points. Additionally, written guidance explains how pupils and staff will be expected to behave and move around the school in line with COVID-19 guidance.
- Leaders have made suitable arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place to increase pupils' safety when they are online.

#### *Paragraph 14*

- Pupils will always be supervised, including at breaktimes, arriving at school and on leaving the school premises.

### Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and allow them to effectively monitor any pupils' absences. Leaders will report on attendance on a termly basis through the governance of the school.
- The proprietor body has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met when the school opens.

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

*Paragraphs 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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The single central register (SCR) is already in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up their appointments. The required checks prescribed in this part of the independent school standards that relate to suitability of staff have been undertaken on staff already appointed. This includes the headteacher, instructors and support staff.
- Records relating to the proprietor body and directors are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of a school, have also been carried out.
- The school has a designated safeguarding lead. The headteacher has overall responsibility for safeguarding across the proposed school. It is intended that, when appointed, additional staff will also be trained to be designated safeguarding leads. The proprietor body has completed appropriate training to support them to appoint staff who are suitable to work in a school. Plans to recruit additional teachers and support staff are in place.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure they are suitable to work with pupils.
- Leaders are clear about their responsibility for checking the suitability of volunteers who might work with pupils.
- All the independent school standards in this part are likely to be met when the school opens.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- The site for the proposed school has been leased to the proprietor body by the local authority. The small, modern school building has been refurbished by the proprietor body to an acceptable standard. The accommodation comprises a teaching room and an open teaching space that provides an appropriate learning environment. There is also a large workshop, kitchen, medical room and reception area for the school administration. Outside, there is a large storage area for the school's comprehensive range of motorbikes, mountain bikes, go-karts and other equipment. The building is situated in the centre of extensive, open grounds, which have been landscaped to accommodate tracks for activities such as off-road motorcycling and go-karting.
- There are appropriate toilet facilities, including a designated accessible toilet. All toilets can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is hot and not suitable for drinking. Pupils will have access to drinking water throughout the day.
- There are male and female changing and shower rooms. These are separate to the main school building but situated close to where pupils will access the majority of their PE activities.

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

- A medical room has been set aside with suitable washing facilities by way of a portable sink. There is easy access to a toilet. A bed, bedding and first-aid kit were in the medical room at the time of the inspection.

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

- Accommodation throughout is of an acceptable standard and meets all requirements for health, safety and the welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways and gates will be via a security keypad. Closed-circuit television recording is in operation around the outside of the building and in communal areas.

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

- Pupils will have access to a large outdoor space that is safe. It will be an appropriate space for them to play in when not in lessons. There is also ample room for PE, in accordance with the school's curriculum requirements.
- All of the standards in this part are likely to be met when the school opens.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 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), 32(3)(e), 32(3)(f), 32(3)(g)*

- The proprietor body is in the process of setting up a school website. It is fully aware of the requirements that a school should publish on its website.
- There are suitable information packs for parents, carers and pupils when they join the school. A comprehensive range of policies for parents are in place, including information on admissions, behaviour and safeguarding. All documents will be made available for parents on request from the school office.

- Leaders intend to provide termly, and annual, reports on pupils' progress and attainment to parents. Reports will be extensive and provide an holistic picture of a pupil's progress. They will also report on pupils' personal development and emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available once released.
- All the independent school standards in this part are likely to be met when the school opens.

#### 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 policy is comprehensive. It contains all of the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed and ensures transparency of the school's intended complaint procedures.
- All the independent school standards in this part are likely to be met when the school opens.

#### 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 has an appropriate understanding of the independent school standards, and plans to monitor compliance regularly.
- Leaders demonstrate the knowledge required to successfully set up and run this independent school. They have experience and a commitment to providing a high quality of education for children looked after, many with additional SEND. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- All of the independent school standards are likely to be met when the school opens.

#### Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

## **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	148056
DfE registration number	888/6123
Inspection number	10158441

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 school
School status	Independent school
Proprietor	TRAX MX LTD
Chair	Eddie Sloane
Headteacher	Eddie Sloane
Annual fees	£45,000
Telephone number	01772 957 391
Website	<a href="http://www.pioneertec.co.uk">www.pioneertec.co.uk</a>
Email address	<a href="mailto:eddiesloane@pioneertec.co.uk">eddiesloane@pioneertec.co.uk</a>
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 to 18	11 to 18
Number of pupils on the school roll	Not applicable	12	12

## 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	12
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Not known
Of which, number of pupils with an education, health and care plan	Not applicable	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	12

## Information about this proposed school

- This proposed independent school is located in a small building that was formally the reception and workshop for a leisure sport business. It is spacious and within its own extensive grounds. The building has undergone renovation and will be used solely by the school. The proprietor body intends to also register as a children's home. To this end, six residential lodges are in the process of being built within the grounds of the site.
- It is proposed that the school will provide full-time education for up to 12 mixed gender pupils, aged between 11 to 18 years. All are likely to be children looked after by the local authority. It is expected that many are likely to be disengaged from education and may have struggled in previous school settings or residential placements.
- Pupils are likely to have SEND and some may have an education, health and care plan, predominantly for social, emotional and mental health needs.

- The school proposes to work closely with a number of local authorities, including Lancashire, Blackpool and Blackburn with Darwen. This will be the main referral route for placing pupils at the school.
- The school aims to 'create a safe, exciting and supportive environment that enables pupils to succeed in education.' There will be a focus on 'building healthy, strong relationships to help pupils grow as individuals and become well-rounded adults.' It is intended that much of the curriculum and teaching will be based on practical, 'hands-on' activities and experiences. A vocational curriculum will prepare older pupils for the world of further education, work-based learning or employment.
- The proprietor body is TRAX MX Limited. There are three directors, one of which is both the chair of the board of directors and the acting headteacher.

## Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's first pre-registration inspection.
- The inspector held discussions with the chair, who is also currently the headteacher, and one of the directors of the proprietor body. She also spoke to the person responsible for maintaining the admission, attendance and safeguarding records.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documents and policies, including those on the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

## Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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