

# ALP Nuneaton

Holman Way, Nuneaton CV11 4PN

**Inspection date**

3 December 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)(g), 2(2)(h) and 2(2)(i)*

- The school's curriculum policy clearly articulates the school's aims for the vulnerable pupils who are likely to be admitted. The curriculum is underpinned by leaders' 'key drivers' of language and communication, personal and social development, challenge, happiness and well-being, and working with others.
- Leaders are planning for pupils to follow curriculum pathways suited to their ages and abilities. Pupils are likely to be able to experience a breadth of subjects at every key stage in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Schemes of work and planning documents illustrate how pupils' individual needs are likely to be addressed.
- Leaders have put a strong emphasis on the development of literacy, numeracy and speaking and listening skills. Leaders are planning to incorporate a bespoke phonics programme for early readers. There are detailed schemes of work for mathematics and literacy. Other subjects, such as music, geography, art, science and technology, are planned to be delivered through a thematic approach.
- The planned curriculum for the secondary and post-16 phase of education is appropriately broad, building on pupils' prior learning. Leaders intend that pupils will follow accredited pathways and additional options subjects at levels appropriate to their ages and abilities. The accreditation they plan to offer pupils ranges from entry level 1 through to level 2 functional skills.
- Because all pupils are likely to have special educational needs and/or disabilities (SEND) and have an education, health and care plan (EHC plan), leaders are planning to incorporate EHC plan targets and curriculum targets into a holistic 'person-centred' education plan for every pupil.

*Paragraph 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)*

- The planned personal, social, health and economic education scheme of work sets out the school's aims and approaches to developing positive relationships, behaviour and

attitudes, in an environment that values and respects every person. Leaders intend for pupils to learn about acceptance, tolerance and empathy, having due regard for the protected characteristics set out in the Equality Act 2010. Leaders know that the pupils they intend to admit will need additional help to learn how to respond appropriately to bullying, prejudice and discrimination.

*Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)*

- Leaders intend for pupils to benefit from the proprietor body's careers adviser support, beginning in the primary phase. From key stage 3, pupils are likely to follow an explicit careers pathway, beginning with Award Scheme Development and Accreditation Network careers and leading to an employability award. Pupils are likely to receive additional careers guidance and transition support, with work experience opportunities at key stages 4 and 5.

*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 plan to replicate the well-established proprietor body's systems for the monitoring of teaching, learning and assessment. Teaching is likely to be monitored through a series of observations, learning walks and book trawls. Pupils will be assessed on entry to the school and throughout the year. Leaders intend to ensure that teachers use this information to inform lesson planning and the writing of pupils' individual targets. There is a commitment to providing additional professional development for staff in areas such as trauma and attachment.
- The proprietor is in the process of ensuring that the school is suitably resourced, should it be successful in its registration. Leaders intend to appoint only suitably qualified and experienced staff to ensure that pupils' needs are well supported. A range of equipment, books and materials have been ordered, or are already purchased and stored at another school while the building's refurbishment is completed.
- The proprietor intends for the group's behaviour management lead to work with teachers to devise pupils' positive handling plans. These plans are likely to identify specific strategies to help manage pupils' behaviour. Leaders want pupils to contribute to these plans, so that they can begin to learn to take responsibility for their actions.
- The proprietor and leaders have ensured that all these standards 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) and 5(d)(iii)*

- Leaders intend to promote pupils' spiritual, moral, social and cultural development and understanding of fundamental British values through their curricula for personal and social development and enrichment. Leaders understand that the pupils they are likely to cater for may have experienced difficulties and disruption in their previous education. Therefore, leaders have placed a strong emphasis on enabling pupils to develop their self-esteem and confidence. At the same time, they will support pupils to manage their behaviour, showing respect and tolerance for others.
- Leaders are planning to facilitate a wide range of activities to help pupils develop their knowledge and respect for other faiths and cultures. For example, they have planned activities in relation to Human Rights Day, Black History Month and National

Democracy Week. Leaders plan to establish a school council for the pupils to enable them to experience democracy in practice. Pupils are likely to learn about different festivals and events, such as Diwali and Ramadan, and their significance to people of faith. Leaders intend for pupils to develop an understanding of all the protected characteristics, and a focus on lesbian, gay, bisexual and transgender month is one example of how this will be addressed.

- The proprietor body has an established system for assessing and tracking pupils' well-being, and leaders plan to use this system in the proposed school. Its purpose is to identify any areas where pupils may need additional support, such as social issues and personal identity.
- The proprietor and leaders have ensured that all these standards are likely to be met.

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

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

- The school has a safeguarding policy that takes account of the most recent guidance issued by the Secretary of State. The headteacher is planning to take on the lead safeguarding role in the first instance. Members of the proprietor body and the headteacher have completed appropriate safeguarding training, including training in safer recruitment.
- Leaders have already planned induction training for new staff who they are planning to appoint in the near future. Training will incorporate safeguarding and health and safety, including fire safety.
- The headteacher is aware of specific risks in the local area. She plans to further enhance safeguarding training for new staff, to ensure they have a good understanding of pupils' likely vulnerabilities. Training is planned to address specific risks, such as county lines, drug misuse, online safety and child criminal and sexual exploitation.
- Curriculum plans show that pupils are likely to learn how to keep themselves safe in a range of scenarios, such as out in the community and when online. Leaders intend to help pupils learn how to develop healthy, appropriate relationships.

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

- The school's behaviour policy sets out expectations for pupils' behaviour, while also ensuring that staff consider pupils' individual SEND needs. Pupils are likely to be supported to manage their behaviour through a positive handling plan. The proprietor body has well-established systems for recording behaviour and bullying incidents and physical interventions, and plans to replicate these in the new school.
- The school's anti-bullying strategy acknowledges that some pupils with SEND may be targets for bullying and may also lack the skills to report incidents. As a result, staff are expected to be alert to this. Leaders plan to provide additional support to pupils who may experience bullying, such as counselling.

#### *Paragraphs 11, 12 and 13*

- The school has a comprehensive health and safety policy. The proprietor body places a strong emphasis on all aspects of health and safety and the body's managing director has close oversight of this. The proprietor has ensured that separate fire and

health and safety assessments have been completed on the newly refurbished building. The assessments did not identify any significant risks. The proprietor has established systems for fire safety checks and these are now in operation. The proprietor body has invested in new emergency lighting, a fire alarm system, fire signage and firefighting equipment. New external fire doors have been installed. The proprietor has a suitable action plan in place to address any minor remedial actions that need to be carried out.

- Arrangements for first aid are suitable. There are several first-aid kits in the school, as well as a lockable medicine cupboard in the medical room.

#### *Paragraph 14*

- The proprietor has a detailed business plan which sets out the rate at which pupils are likely to be admitted to the school. The proprietor anticipates that the school will be at half capacity within three years. Plans are in place to appoint staff in phases, reflecting the needs and numbers of pupils they intend to cater for. The proprietor body plans to utilise existing staff expertise with the organisation to ensure that pupils receive the support and supervision they need.

#### *Paragraph 15*

- Leaders plan to follow the systems in the proprietor body for recording pupil admissions and attendance. Records are planned to be kept on the school's information management system, and Department for Education (DfE) codes for attendance are understood.

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

- The proprietor has ensured that there is a suitable risk assessment policy in place. Several risk assessments in relation to the building and the environment have been completed, including the outdoor play area. Leaders are planning to carry out risk assessments for every pupil using the body's established systems. This information is intended to be used to inform pupils' positive handling plans.
- The proprietor and leaders have ensured that all these standards are likely to be met.

### **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)(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), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- The proprietor has established a single central register, which includes information about all the members of the proprietor body. Leaders have scheduled interviews in the next few weeks to appoint additional new staff to the school. Leaders are trained in safer recruitment and understand the procedures to follow to enable them to appoint suitable staff. They are also familiar with the checks that are required, should they engage supply staff.

- The proprietor and leaders have ensured that all these standards are likely to be met.

## Part 5. Premises of and accommodation at schools

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

- The proprietor has made significant financial investment into the newly acquired building to ensure that it is fit for purpose, ensuring pupils' welfare, health and safety. The site is secure and only accessed via a fob system. The building is in its final stages of refurbishment and is on track to be completed for opening in January 2021, should it be successfully registered.
- The school is mostly carpeted, which helps to improve acoustics. It benefits from new double-glazed windows, new internal LED lighting and a new heating and air conditioning system. Suitable external lighting is installed and working.
- There are suitable, separate toilet facilities for boys' and girls' use on each floor of the building, with running hot and cold water and handwashing facilities. There is a separate medical room next to a toilet facility, with a sink, examination bed, a first-aid kit and a lockable medicine cupboard. The hot water does not pose a scalding risk to users.
- Drinking water is clearly labelled throughout the building. Leaders plan for pupils to be issued with a 'healthy schools' water bottle, which pupils will keep with them throughout the school day, refilling as necessary.
- The proprietor has obtained quotes and an agreement for the installation of changing accommodation and showers. This work is due to be completed by the end of December 2020.

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

- Suitable outdoor space is available for pupils to play outside and participate in physical education (PE). The proprietor is planning to refurbish this area. The school benefits from an indoor sports hall, where PE can take place.
- The proprietor and leaders have ensured that all these standards 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(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(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) and 32(3)(g)*

- The school has published a prospectus, which provides parents with useful information about the school and points of contact for the headteacher, chair of governors and the proprietor. All the required policies, including the safeguarding policy, are available to parents in paper form.
- Leaders are developing their website and are in the process of uploading the required information and policies. The process for admission to the school is available on the proprietor body website in the interim.
- Leaders are familiar with the processes that need to be followed for pupils with SEND, such as submitting annual review reports to the relevant local authority.

- The proprietor and leaders have ensured that all these standards 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) and 33(k)*

- The school's complaints policy is a group policy, personalised to the school. It sets out suitable timeframes for the resolution of a complaint and explains steps that parents can follow if they are unhappy about any aspect of the school's work.
- The proprietor and leaders have ensured that all these standards are likely to be met.

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

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

- Members of the proprietor body, as well as the headteacher, are experienced in establishing and running schools for pupils with social, emotional and mental health (SEMH) needs. If the school is successfully registered, it will become the fourth school in the ALP group of schools.
- The proprietor body has made significant investment into the proposed new school because they recognise the need for such provision in the area. They have good local knowledge. They are well versed with the independent school standards and have built in regular reviews of the standards in their monitoring and accountability arrangements. This is likely to ensure that the standards are continually and consistently met.
- The headteacher of the proposed school is currently headteacher at one of the other schools in the group. As well as being a qualified teacher, she holds the national special educational needs coordinator qualification and national professional qualification for headship. The group have put in place a succession plan to further develop leadership capacity within the organisation to ensure that all schools continue to be suitably led and managed.
- The proprietor has established clear systems of governance to ensure that school leaders are likely to be held to account. For example, yearly safeguarding audits are planned, as well as monthly site walks and regular policy reviews. The proprietor has established a local management board for the school, which will report to the group's executive board.
- Leaders recognise that pupils who are likely to be admitted to the school may have experienced disruption in their previous education. They see pupils' well-being as a priority when they are admitted to the school. They are committed to providing the right support for pupils, as well as ensuring that staff are appropriately trained to this end.
- The proprietor and leaders have ensured that all these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan which 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	148051
DfE registration number	937/6031
Inspection number	10155365

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 school
School status	Independent special school
Proprietor	ALP Schools Ltd
Chair	Gemma Gosden
Headteacher	Julie Rawle
Annual fees (day pupils)	£49,115
Telephone number	0203 137 3630
Website	<a href="http://www.alpnuneaton.co.uk">www.alpnuneaton.co.uk</a>
Email address	<a href="mailto:julie.rawle@alpschools.org">julie.rawle@alpschools.org</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	6 to 19 years	6 to 19 years
Number of pupils on the school roll	Not applicable	50	50

## 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	42



Number of part-time pupils	Not applicable	Not applicable
Number of pupils with special educational needs and/or disabilities	Not applicable	50
Of which, number of pupils an education, health and care plan	Not applicable	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	50

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	17
Number of part-time teaching staff	Not applicable	Not applicable
Number of staff in the welfare provision	Not applicable	15

## Information about this proposed school

- ALP Nuneaton is based in a fully refurbished building in Nuneaton.
- The proprietor body, ALP Schools Ltd, operates three similar schools in England. All are registered with Ofsted.
- Pupils are likely to have a range of SEMH needs. Some may also have an autism spectrum disorder, as well as, but not exclusively, attention deficit hyperactivity disorder and pathological demand avoidance. It is likely that all pupils will have an EHC plan.
- Pupils are likely to be admitted to the school via referrals from local authorities or schools. The school will not accept any private referrals.
- The proposed school does not intend to use alternative provision.
- The proposed school will not have any religious character.

## Information about this inspection

- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first inspection.
- The lead inspector conducted a tour of the premises, accompanied by the managing director of the group, to assess its suitability.
- The lead inspector met with the headteacher of the school, the managing director and the chair of the proprietor body, who is also planning to be the chair of the local management board. She also spoke to the headteacher in her capacity as senior lead for safeguarding.
- The lead inspector scrutinised a range of policies, curriculum plans and documents provided by the school, as well as the school's developing website. She checked the school's single central register and looked at proposed systems for the monitoring of teaching and learning. She looked at a range of health and safety documentation, including the school's fire risk assessment, health and safety assessment and records for regular checks and maintenance.

## Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

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