

# The Emscote School

Nelsons Lane, Nelsons Lane Industrial Estate, Warwick CV34 5JB

**Inspection date**

1 December 2020

**Overall outcome**

**The school is unlikely 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)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e)(i), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3(b), 3(h), 3(i), 3(j), 4*

- The proprietor has designed a curriculum that is broad and, if implemented effectively, should provide pupils with the knowledge and skills to succeed. The subjects the proposed school intends to offer pupils include English, mathematics, science, art and design, geography, history, physical education (PE), personal, social, health and economic (PSHE) education, information and communication technology (ICT) and religious education (RE).
- The proprietor has developed detailed schemes of work for all of the subjects the proposed school intends to offer. These schemes take into account the different ages and abilities of pupils. Leaders' intention is to focus on developing pupils' knowledge in the core subjects of English, mathematics and science. Curriculum plans indicate that there are opportunities for pupils to develop their literacy, numeracy and speaking and listening skills.
- The proposed school plans to register as an examination centre so that it can provide a range of qualifications, including GCSEs, at key stage 4. If there is limited teacher expertise to teach an examination subject, the proprietor intends to employ the services of an online teaching provider to deliver live online lessons. This is likely to help maintain pupils' continuity in learning.
- It is the proprietor's expectation that all pupils will receive full-time education. However, leaders expect that approximately half of all pupils will attend the school part time. These pupils will receive the other half of their education elsewhere; this might be in another school where they are on roll. Leaders say that timetables for part-time pupils will be tailored to ensure continuity of learning between settings.
- The proprietor expects the school day to start at 9am and finish at 3pm. This should provide sufficient time to cover the planned curriculum subjects.

- The proprietor has developed plans to ensure that a programme of PSHE education is provided to all pupils. This includes a wide range of suitable topics, including disability and gender prejudice, eating disorders and coping with change. The PSHE education programme aligns with the proposed school's ethos. It should help pupils to make sensible choices in life and promote their sense of self-worth.
- The inspector visited two lessons briefly during the inspection. In a science lesson, the teacher was explaining to Year 11 pupils about the subatomic particles of an atom. In the Year 10 English lesson, pupils were discussing a text. Pupils were engaged in their learning.
- The proprietor has ensured that these standards are likely to be met.

*Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(e), 2(2)(e)(ii), 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)*

- The proprietor has not ensured that teachers will have the knowledge and understanding necessary to implement the curriculum plans for all subjects. This means that teachers will be less likely to adapt learning appropriately to meet the needs of all pupils, including those with special educational needs and/or disabilities, and ensure they make good progress.
- The proprietor has not considered sufficiently well the training teachers will require to develop their teaching skills and understanding. Plans are only in the very early stages of development. Staff's limited pedagogical knowledge may result in weak assessment of learning and ineffective use of resources, preventing pupils from achieving well.
- The proprietor has developed an appropriate 'feedback and marking policy' that should help to ensure teachers' consistency in the feedback provided to pupils about their work. However, leaders' plans for assessing pupils' progress across the curriculum are less well developed, particularly in non-core subjects.
- The proprietor has arranged for pupils to receive independent, impartial careers guidance. This includes a weekly visit from a careers advisor for pupils in Years 10 and 11. However, at present, the proposed school's arrangements are unlikely to expose pupils to a wide range of career options from which they can make choices.
- The proprietor has not ensured that 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), 5(d)(iii)*

- The proprietor has developed a policy for pupils' spiritual, moral, social and cultural (SMSC) development. This, if implemented effectively, should provide pupils with the opportunity to explore values and beliefs, recognise right from wrong, and develop an appreciation of fundamental British values.
- Pupils' SMSC development is an integral part of the proposed school's approach to behaviour management. This should enable pupils to think through the consequences of their own actions and take responsibility for their behaviour.
- The proprietor has some initial ideas about how pupils can be supported to make a positive contribution to society. For example, they are planning to organise events where pupils can participate in volunteering, such as helping to dredge a local canal as part of their geography work.

- The proposed school's approach to SMSC development is largely through a cross-curricular medium, building in opportunities in subjects like English, history and RE. For example, in RE, pupils will learn about different faiths and cultures.
- The proposed school's policies and PSHE scheme of work show how leaders intend to promote respect for all of the protected characteristics set out in the Equality Act 2010. For example, a Year 8 PSHE unit of work teaches pupils about xenophobia and racism, helping them to understand why this type of behaviour is unacceptable in society.
- Through written guidance, the proprietor has given a clear message that staff and visiting speakers must not promote any biased political views when working with pupils.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

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

- The proprietor understands their safeguarding responsibilities and demonstrates appropriate knowledge about a range of safeguarding matters. They understand the procedures for what to do if they have a concern about a pupil. Staff are vigilant and report any concerns appropriately, without delay. Record-keeping, for the most part, is appropriately detailed. Very occasionally, notes do not explain fully the reason for leaders' decisions. The proprietor has already taken action to address this by reviewing examples of anonymised 'concern forms' with staff to support better practice.
- The proposed school has published its safeguarding policy on its website. The policy is comprehensive and serves as a useful point of reference for staff on a wide range of safeguarding matters. It has regard to the latest advice issued by the Department for Education (DfE), although there was a statement about how to report allegations about the principal (when they are also the sole proprietor) that was incorrect. The proprietor made a change to the policy to add clarity and correct the error.
- Current staff have undertaken a range of safeguarding training to equip them with the necessary knowledge to identify pupils who may be at risk of harm and take the right course of action. The proprietor is the designated safeguarding lead (DSL). There are four other deputy DSLs that have completed local authority DSL training, and who can act in the absence of the proprietor/principal.
- PSHE education curriculum plans indicate that pupils are likely to be taught about keeping safe during the course of the academic year. This will encompass a range of topics, including knife crime, sexual abuse and misuse of substances. If taught well, this should help pupils to keep safe and reduce risky behaviour.
- The proposed school has created an appropriate behaviour policy with clear sanctions for pupils who do not abide by the school's rules. The policy centres on three core expectations of staff: being consistent in following procedures; being positive with pupils; and building good relationships. These reflect the proposed school's ethos and are likely to assist in promoting good behaviour and discipline. The policy takes into account the needs of the specific pupils the proposed school is likely to cater for.

- Leaders have developed a suitable anti-bullying policy that is likely to help to tackle any incidents of bullying promptly, should they arise.
- The proprietor has enrolled all staff on an online course to help them build their expertise in managing behaviour. This should enable staff to implement the behaviour policy effectively and create an environment conducive to learning. The proprietor has developed a policy to ensure that pupils should be well supervised by staff.
- The proposed school has a paper-based registration system ready to implement. The proprietor has made some amendments to the way absence is coded to ensure that it meets with the DfE requirements.
- The proprietor has undertaken a fire risk assessment and addressed any hazards identified. The proposed school has appropriate fire signage, working emergency lighting and a clear plan of evacuation. Some fire extinguishers are stored in a cupboard to prevent them being tampered with by pupils. A fire officer has confirmed in writing that this is an acceptable arrangement.
- The proprietor has ensured that the proposed school premises are maintained to an acceptable standard and free from hazards. Staff take it in turns on a weekly basis to walk around the building and identify any building defects. These are rectified promptly. The inspector found one room where there had been a water leak and damage to the ceiling, but this part of the building was out of bounds for pupils and staff. The proprietor has developed a suitable health and safety policy that, if implemented effectively, should help manage any safety concerns that arise.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### 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(6)*

- The proposed school has a suitable single central register to record all necessary checks on staff and trustees. At the time of the inspection, some of the dates for the barred list check were missing. The checks had been undertaken, but not dated. The proprietor corrected this during the inspection.
- The proprietor does not intend to employ supply staff. However, in the event that the proposed school chose to use supply staff, leaders understand the need to get written confirmation that all necessary checks have been completed.
- The proprietor adopts safer recruitment procedures when advertising for new staff. This should assist in minimising the risk of unsuitable people working with children. The proprietor has undertaken safer recruitment training.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

## Part 5. Premises of and accommodation at schools

*Paragraphs 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), 29(1)(b)*

- Accommodation includes six classrooms, several offices and meeting rooms, a large hall, a large 'chill-out' (recreational) room, several storage areas, a medical room and toilets. To the rear of the premises are grassed and tarmac areas suitable for play and to deliver the proposed school's PE curriculum. The building is in a reasonable state of repair. There is not an adequate amount of classroom space to accommodate the proposed number of pupils.
- The proposed school has suitable toilet and washing facilities. The temperature of the hot water is controlled so that it does not pose a scalding risk. There are separate toilets, solely for pupils, that are intended for one pupil at a time. One of these is an accessible toilet. The number of toilets is adequate only if the maximum number of pupils on roll that the proprietor has proposed is reduced from 90 to 60.
- Drinking water is readily available from a mains tap in the kitchen area of the chill-out room. It is labelled appropriately.
- Classrooms, office areas and communal areas are adequately lit by natural or artificial lighting. At the time of the inspection, the lighting in one classroom was dim due to some broken bulbs. However, this was a job on the maintenance list and due to be rectified imminently. External lighting is in good working order and enables safe passage in and out of the building at night. The building is heated appropriately and warm.
- The proprietor has ensured that these standards are likely to be met.

*Paragraph 23(1), 23(1)(c)*

- The proposed school does not have adequate provision for pupils to change and shower after PE lessons. The proprietor has sought quotes for the work, but there is no agreed start date for the work. There is one shower in a disused part of the building.
- The proprietor has not ensured that these standards are likely to be met.

## Part 6. Provision of information

*Paragraph 32(1)(a), 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)(c), 32(2)(d), 32(3)(a), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)*

- The proprietor has established a website for the proposed school. This contains working hyperlinks to a range of documents for parents and carers. All of the information as required by the independent school standards, with one exception, is available for parents either in paper or electronic form.
- The proposed school's website is easy to navigate and provides users with key contact information. It also has details about how to apply for a place at the school, special educational needs and the complaints procedure. Parents can download a copy of the

school's prospectus. This contains useful information such as the school's values and details about staffing.

- The proprietor has ensured that these standards are likely to be met.

*Paragraph 32(1), 32(1)(b), 32(3), 32(3)(b)*

- There is a brief reference in the proposed school's admission policy to pupils who speak English as an additional language. However, this does not provide sufficient detail for parents to help them understand how the educational and welfare needs of pupils who speak English as an additional language will be met.
- The proprietor has not ensured that 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), 33(k)*

- The proposed school has a suitable complaints procedure that meets all the requirements of the independent school standards. The procedure includes realistic timescales for managing a complaint. It also enables a parent to escalate a complaint if they are not satisfied with the initial and subsequent responses.
- The proprietor intends to publish the number of formal complaints made in the previous academic year on the proposed school's website.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

*Paragraph 34(1)(c)*

- The proprietor and chair of trustees place significant emphasis on ensuring the well-being of pupils. The proposed school's ethos indicates that the school is likely to support pupils' personal development well. Staff's promotion of pupils' well-being is likely to be successful if the proposed school's policies and procedures are implemented effectively.
- The proprietor has ensured that these standards are likely to be met.

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

- Leaders do not have a complete understanding of the requirements of the independent school standards. There are gaps in their knowledge, particularly in relation to the quality of education. For example, leaders do not demonstrate all of the knowledge and skills needed to ensure staff have sufficient expertise, support and training to be effective in their roles and provide pupils with a good education. The proposed school's information about pupils who speak English as an additional language does not provide parents with details about educational and welfare provision.
- The proprietor has not ensured that all of the standards relating to the school's premises are likely to be met. For example, showering facilities are not available for pupils.
- The proprietor has not ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor has developed a framework for an accessibility plan. This is focused on the right objectives of increasing curriculum participation, improving the proposed school's physical environment and enabling better access to information for those with disabilities. Leaders have not yet agreed on the specific changes they want to implement, although are in the process of doing so.

## **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	148072
DfE registration number	937/6032
Inspection number	10168869

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	Parneet Kang
Chair	William Holland
Principal	Parneet Kang
Annual fees (day pupils)	£19,500
Telephone number	01926 492609
Website	emscoteschool.org
Email address	parneetkang@emscoteschool.org

## Provider already operating

Number of pupils of compulsory school age	20
Number of pupils of compulsory school age who have an education, health and care plan, or who is looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	20

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	20	90	60

*Reason for inspector's recommendations*

- Despite the accommodation being spacious, there are only six rooms that have been converted to classrooms. Given the social, emotional and mental health needs of the pupils and the proposed school's view that class sizes should be relatively small, 90 pupils would make this difficult to achieve. In addition, there are insufficient numbers of toilets to cater for 90 pupils.

**Pupils**

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	1	45
Number of part-time pupils	19	45
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15

**Staff**

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	9	15
Number of part-time teaching staff	2	5
Number of staff in the welfare provision	1	1

## **Information about this proposed school**

- The proposed school is located near to the centre of Warwick on an industrial estate. The building is currently occupied and being used as an unregistered alternative provision for pupils aged 11 to 16 years.
- The proposed school plans to cater for pupils aged 11 to 16. It is expected that most pupils will have social, emotional and mental health needs. Some pupils may have been permanently excluded or on the verge of exclusion. The proposed school intends to offer both long-term and short-term educational provision, dependent on the needs of each pupil and commissioning body.
- About a third of pupils are likely to have special educational needs and/or disabilities; some may have an education, health and care plan. Pupils are likely to be referred by local authorities or directly by schools.
- The application form states that the proprietor's name is Emscote School. However, the proprietor is Parneet Kang, a sole proprietor.
- The proposed school will not have a religious ethos.
- The proposed school does not intend to use any alternative providers.

## Information about this inspection

- This was the school's first pre-registration inspection commissioned by the Department for Education under section 99 of the Education and Skills Act 2008 to determine whether the proposed school is likely to meet the independent school standards if it is registered.
- The proposed school is currently operating as an unregistered alternative provision.
- The inspector held meetings with the proposed school's proprietor. The inspector reviewed a wide range of documents including the proposed school's policies, curriculum planning, schemes of work, staff code of conduct, risk assessments and the single central register of checks on the backgrounds of staff and trustees. The inspector visited two lessons briefly during the inspection. The inspector completed a tour of the premises.
- The inspector spoke on the telephone to the proposed school's chair of trustees.

## Inspection team

Tim Hill, 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
  - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options.
- 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(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.

#### **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.

#### **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)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

## **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.

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