

Woodfield School

The Dutch Barn, Main Street, Frolesworth, Leicestershire LE17 5EE

Inspection date

14 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(g), 2(2)(h)

- The curriculum will include a broad range of subjects. This will allow pupils to develop their literacy, numeracy, speaking and listening skills. Older pupils will be able to gain qualifications and accreditations in academic and vocational subjects. Post-16 students may enrol on courses at college or secure placements with local employers.
- Pupils will follow a programme that is designed to meet their individual needs. Leaders will make sure that these curriculum pathways are linked closely to targets on pupils' education, health and care plans (EHC plan).
- Reading is a priority. Leaders will provide teachers with appropriate training and resources to teach pupils phonics, if required.
- There are detailed curriculum plans in place for each subject. These plans show how teachers might adapt the curriculum so that it is ambitious for all pupils.
- Leaders will provide enrichment opportunities to develop pupils' social interaction skills. For example, pupils will visit the local shops.
- The personal, social, health and economic education (PSHE) curriculum will help pupils develop an understanding of fundamental British values. Leaders will adapt the curriculum to cover any issues that are relevant to pupils.

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

- Preparing pupils for their next steps is a priority for leaders. Pupils will be taught the skills they will need to continue in education or gain employment. Visiting speakers will introduce pupils to different professions. Older pupils will take part in work experience and enterprise activities.

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

- The headteacher will check on the quality of teaching by visiting lessons and reviewing teachers' planning. Leaders intend to employ some subject specialists, particularly in English and mathematics.

- Leaders have designed a system of assessment to check what pupils know. Teachers will use information from this assessment to set targets every term to help pupils improve.
- Teachers will use a range of different resources to deliver the curriculum.
- Leaders will meet regularly with teachers to review pupils' progress and identify any issues. Pupils who are falling behind will be given more support.
- The school is likely to meet all of the standards in this part.

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)

- Leaders will promote pupils' spiritual, moral, social and cultural development through all areas of the curriculum.
- The PSHE programme is comprehensive. It covers themes including global and moral issues, mental health and well-being, staying safe and preparation for pupils' next steps. Post-16 students will consider topics appropriate to their age.
- Leaders intend that the curriculum will build pupils' self-esteem, confidence and resilience. As their independence grows, pupils will take more responsibility for their behaviour and learning.
- The curriculum will help pupils to respect and tolerate those who have views or backgrounds different from their own. This includes differences recognised as a protected characteristic.
- Pupils will learn about different cultures and faiths, including those in the local area. The school will celebrate festivals of the major world religions throughout the year.
- Leaders will emphasise pupils' rights and responsibilities as British citizens. Each class will have a representative on the school council so that pupils can share their views about the school. Pupils will learn about right and wrong, for example by visiting a local court.
- Leaders will encourage pupils to be socially responsible in the local community and society more widely. Pupils will take part in national fundraising events. Older pupils will have the opportunity to gain work experience in local charity shops.
- Leaders will check that teachers and visitors present pupils with balanced views so that pupils can make up their own minds about issues.
- The school is likely to meet all of the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- The school's safeguarding policy reflects the latest national guidance. It makes clear that safeguarding is everyone's responsibility. The policy will be published on the school's website when the school opens.
- Leaders are well trained. They understand their responsibilities to safeguard pupils and promote their well-being. They know how to seek extra help if it is needed.

- All staff will complete safeguarding training as part of their induction. Their training will be updated regularly, for example in response to risks in the local area or other concerns.
- There are procedures in place for staff to report a concern about a pupil.
- The curriculum includes frequent opportunities for pupils to learn how to reduce the risks they may face. For example, they will learn about the dangers of extremism and issues of consent in relationships.
- Every pupil will have their own risk assessment that will include specific strategies to help keep them safe.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- The school's behaviour and anti-bullying policies set out clear expectations. The behaviour policy explains how staff will use rewards and consequences to promote positive behaviour. The anti-bullying policy makes clear that bullying of any type is unacceptable. Both policies include specific details about the potential needs and vulnerabilities of the pupils who will attend the school.
- Leaders will devise behaviour support plans for each pupil. When pupils behave poorly, staff will encourage them to reflect on their actions, so that they learn to behave well.
- Incidents of poor behaviour or bullying will be logged using an online system.
- Pupils will be taught about the impact of bullying through the school's PSHE programme.

Paragraph 11

- The health and safety policy sets out suitable systems to ensure the safety of staff and pupils. Leaders have a schedule of weekly checks they plan to carry out to make sure that the school is safe.

Paragraph 12

- A detailed fire risk assessment of the site and premises has been completed recently. Leaders are responding to all of the action points to rectify any issues.
- Fire and emergency evacuation procedures are appropriate.

Paragraph 13

- All staff will receive first-aid training. Leaders have ordered new first-aid kits which will be located throughout the school.
- The first-aid policy makes first-aid procedures clear. All injuries will be recorded in the accident book and reported to parents and carers.

Paragraph 14

- Leaders will make sure that pupils are supervised appropriately on site and during off-site activities. For instance, one adult will supervise three pupils or fewer in each lesson.

Paragraph 15

- Admission and attendance registers contain the necessary information. The attendance register includes a summary of the codes that staff must use to record why a pupil is absent from school.

Paragraph 16, 16(a), 16(b)

- The risk assessment policy provides staff with guidance on identifying risks and putting in place appropriate control measures. Leaders plan to check and sign off all risk assessments for activities on and off site.
- The school is likely to meet all of the standards in this part.

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(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)(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), 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)(c)

- Leaders understand their duty to carry out the necessary recruitment checks to ensure that new staff are suitable to work with children. For example, checks have been made to see whether any leaders are prohibited from being involved in the management of an independent school.
- A single central register is in place. It records the checks required before a staff member takes up their post, who completed them and when.
- Leaders know the information they require if they choose to appoint supply staff through an agency.
- Senior leaders have undertaken training in staff recruitment.
- The school is likely to meet all of the standards in this part.

Part 5. Premises of and accommodation at schools

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

- There are individual toilets available for pupils to use. These can be locked from the inside. Each toilet has suitable washing facilities, with hot water at an appropriate temperature.
- Leaders plan to use a local leisure centre for physical education (PE). This facility will provide pupils with changing accommodation and showers.

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

- There is a room set aside to care for pupils who are sick. It contains a shower and washing facilities, and there is a toilet nearby. Leaders have ordered a medical couch for pupils to use if they are ill and a lockable cabinet in which to store medicines.

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

- The building is spacious and maintained well, both internally and externally. Leaders will use a checklist each week to make sure that any issues with the buildings' fixtures and fittings are remedied.
- Classrooms have suitable acoustics and ventilation.
- Each room is well-lit, with both natural and electric lighting. Leaders have modified the spotlights in some rooms due to the sensory needs of pupils with a diagnosis of autism spectrum disorder (ASD).
- There is suitable external lighting to the front, side and rear of the building.

Paragraph 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- Pupils will be able to access drinking water from dispensers throughout the day.

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

- The school has a small outside area to the rear of the building. Leaders plan to modify the tarmacked surface and install play equipment. Pupils will also be able to use a field adjacent to the school site for recreation.
- Leaders intend to deliver the PE curriculum at a local leisure centre.
- The school is likely to meet all of the standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)

- The school does not currently have a website. Leaders intend to set one up once the school is registered and opens.
- Leaders will give parents access to all the information and policies required, either through the school's website or on request.
- An annual report will provide parents with information about their children's attainment, progress and personal development.
- Leaders understand they must provide information requested about pupils who are wholly or partly funded by a local authority. They will work with local authorities to review pupils' education, health and care plans.
- The school is likely to meet all of the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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 outlines what parents should do if they have a concern about any aspect of the school's work.
- The policy details the steps leaders will take in response to a complaint and the timescales that they will follow at each stage.

- The policy is clear that leaders will keep written records of the outcomes of any complaints and the actions taken as a result.
- The school is likely to meet all of the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and senior leaders understand the requirements of the independent school standards. They know what actions they must take to meet these standards consistently, including those related to safeguarding.
- Leaders have a clear vision for the kind of provision they want the school to offer. There is a strong focus on making sure that pupils develop the skills necessary to be successful employees when they leave school.
- Leaders have devised an appropriate set of policies and procedures for the school, focused on meeting the educational needs of pupils with a diagnosis of ASD.
- School leaders have good knowledge and experience of catering for pupils with special educational needs and/or disabilities (SEND). The headteacher has experience of operating similar schools elsewhere.
- The proprietor will employ an education consultant to check on the quality of the provision and provide school leaders with support.
- The school is likely to meet all of the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders will adapt the curriculum to meet the needs of individual pupils with SEND.
- Leaders have plans to improve the physical environment outside the school building so that it is easily accessible for everybody.
- The school is likely to meet the regulation in this part.

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	148245
DfE registration number	855/6054
Inspection number	10172477

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	Henry David Learning Ltd
Chair	Zamir Lal
Headteacher	Marisa Kelsall
Annual fees (day pupils)	£65,000
Telephone number	01455 209333
Website	None
Email address	marisa@henrydavidlearning.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	7 to 19	7 to 19
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	40

Number of part-time pupils	Not applicable	10
Number of pupils with special educational needs and/or disabilities	Not applicable	50
Of which, number of pupils with an education, health and care plan	Not applicable	50
Of which, number of pupils paid for by a local authority an education, health and care plan	Not applicable	50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	6
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- The proprietor of the school is Henry David Learning Ltd.
- The proposed school is in a rural location in Frolesworth, Leicestershire. It occupies premises used previously as office space.
- The proposed school will provide full- and part-time education for up to 50 pupils with SEND aged between seven and 19 years. Pupils will have behaviour, social, emotional and mental health needs and may have a diagnosis of ASD.
- It is likely that all pupils will have an EHC plan. Some of the pupils will be in the care of the local authority.

Information about this inspection

- The Department for Education commissioned the inspection to check the provision's suitability to operate as a school. This was the proposed school's first pre-registration inspection.
- I met with the proprietor, the headteacher and the deputy headteacher.
- I undertook a tour of the site, to check the premises against Part 5 of the independent school standards.
- I scrutinised documentation, including curriculum plans, and a range of school policies and procedures.
- I checked the school's single central register and discussed with leaders the school's proposed approach to ensuring the health, safety and welfare of pupils.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

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