

Outwood Alternative Provision Eston

Burns Road, Eston, Middlesbrough TS6 9AW

Inspection dates

27 January 2021

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)(h), 2(2)(i)

- The proprietor has ensured that there is a written curriculum policy in place. This policy sets out the school's overall approach to the curriculum and how it will be taught to the pupils. There are detailed long-term plans for each key stage in each subject of the curriculum. These plans have been written by subject specialists from schools within the trust. Subject plans gradually build on knowledge and skills. Information is revisited to help pupils to remember over the longer term.
- The curriculum offers a broad range of subjects: English; mathematics; science; information and communication technology; geography; history; 'well-being'; physical education; careers education; art and design; religious education; personal, social, health and economic (PSHE) education; and health and beauty.
- There is an appropriate range of qualifications for pupils to aspire to. GCSE and BTEC National Diplomas will be offered across the curriculum.
- The curriculum is flexible so that pupils can choose any combination of subjects to suit their interests and future goals. Because the curriculum is aligned to other schools within the trust, pupils can move seamlessly between the alternative provision and their mainstream school.
- For pupils who have missed some aspects of their education, small-group work will help them to make up the gaps in their understanding. Pupils with special educational needs and/or disabilities (SEND), will have a bespoke approach to learning, to meet their specific needs. Detailed plans will identify individual pupils' needs and how best to support them in the classroom. New members of staff will receive comprehensive training in aspects of special educational needs, such as dyslexia, from the trust's regional SEND director.
- PSHE has been considered carefully and will be a strong feature of the curriculum. It will be threaded across all aspects of school life. Leaders place a high priority on

pupils' understanding of how to be confident and well-informed young people, who can take their place as responsible citizens in society.

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

- An independent company will provide careers advice and guidance to pupils. Pupils will have a clear careers plan, outlining their aspirations and the steps that they need to take to achieve their goals. Qualifications and future placements will be mapped out. Progress towards pupils' goals will be monitored.
- Strong links with Middlesbrough College are already in place. Pupils will visit the college and Teesside University to explore the opportunities that are open to them.
- Successful role models from the locality will be invited into school to share their stories and inspire pupils to achieve their goals.

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

- Leaders' vision is to provide a positive environment where pupils feel happy and can flourish. They aim to foster positive relationships with pupils and build their self-esteem. All pupils, including those with SEND, will be taught how to become more resilient, how to recognise risks and how to make the right choices. Pupils will have regular one-to-one sessions where these skills will be a focus of discussion.
- Leaders are clear that pupils should have an understanding of the protected characteristics as defined in The Equality Act 2010. This will be taught by discussing related issues such as exploitation, radical views, prejudice and the law.
- Leaders will check pupils' personal development and academic progress every six weeks. Staff plan to have regular meetings to discuss what can be done to make sure that each pupil is making as much progress as they can. Personalised interventions will be delivered where pupils are not making the progress expected of them.
- Parents and carers will receive reports regularly on their child's progress. They will be invited to termly parents evenings.
- The proprietor has ensured that the standards in Part 1 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)

- Leaders at all levels in the trust share the same vision for the new provision. They are determined that each child's needs will be at the heart of what they do.
- Leaders have considered very carefully how to promote pupils' spiritual, moral, social and cultural (SMSC) development. They have a thorough understanding of the social and emotional needs of the pupils, including those with SEND. They will develop a culture which nurtures and creates opportunities for pupils to succeed.
- 'Guidance' lessons will be taught in tutor groups and aim to foster a sense of community and the responsibilities that this entails. Tutor groups will be organised into countries to promote an understanding of the culture, faiths and traditions of that country.

- British values will be taught explicitly through the 'guidance' curriculum. British values will also be reinforced throughout the curriculum, for example in an English lesson through texts relating to individual liberty and tolerance.
- Leaders intend to help pupils to develop their self-knowledge and self-esteem. Some pupils may not have experienced success in their lives. The school will provide opportunities for pupils to be successful. Specific challenges, such as an outdoor pursuit, will be undertaken by pupils for them to feel a sense of achievement.
- Leaders want pupils to learn how to behave in a responsible way. Pupils will be rewarded and praised for responsible behaviour and the things that they do well. Where things do not go well, staff will support pupils to identify what went wrong and how to respond more appropriately in the future.
- The proprietor has ensured that the standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor has ensured that there is a comprehensive safeguarding policy in place, which will be reviewed on an annual basis. The policy meets current legislative guidance.
- Staff will be required to sign to confirm that they are familiar with the contents of the safeguarding policy and that they understand what action to take if they have any concerns about a child.
- The school has due regard to internet safety. Filters are employed and usage by the pupils will be monitored.
- The safeguarding policy outlines the school's safer recruitment procedures.
- The policy will be available on the school's website.

Paragraph 9, 9(a), 9(b), 9(c), 10

- There is an appropriate behaviour policy in place. The policy sets out the rewards and sanctions that staff need to be familiar with. It reflects the ethos and culture of the school, which is for pupils to be respectful and responsible citizens.
- Leaders have a thorough understanding of the barriers that their future learners may face. They are planning to put in place a variety of strategies to reduce these barriers, such as having clear expectations and giving praise and rewards for effort.
- Behaviour support plans will provide bespoke guidance and strategies to improve behaviour. Leaders are intending to use a restorative approach to incidents of poor behaviour. This will help pupils to learn how to manage their emotions and do the right things.
- An anti-bullying policy sets out what bullying is and how incidents should be dealt with. The policy reinforces learning about the protected characteristics as it includes cyber bullying and prejudice-based bullying.
- All incidents of behaviour and bullying and any sanctions applied will be recorded electronically.

Paragraph 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- Health and safety policies and risk assessments are in place. Health and safety professionals are employed across the trust. There are comprehensive electronic systems for managing and monitoring all aspects of health and safety.
- Checks are already in place to monitor fire alarms, fire exits and fire extinguishers. A fire risk assessment of the empty building was undertaken some months ago. All outstanding issues have been addressed swiftly and effectively.
- Established systems are in place to check other aspects of safety, such as gas, electric, water temperatures and portable appliance testing.
- The health and safety manager will meet regularly with the head of centre and business manager to share information on the health and safety of the building.
- A written first aid policy is in place. First aid boxes are positioned appropriately around the school. First aid supplies will accompany mini-bus trips.
- The proprietor is aware of the legal requirements for school admission and attendance registers. Leaders will have arrangements in place if permission is granted for the school to open.
- A written risk assessment policy guides staff on how to write a risk assessment. Examples of risk assessments seen during the inspection show that risk assessments are detailed and cover a wide range of activities.
- The proprietor has ensured that the standards in Part 3 are likely to be met.

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

Paragraph 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), 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)

- The proprietor has ensured that there is a system in place to check the suitability of staff to work at the school. The register includes the required checks.
- The proprietor has had all the necessary checks on background and suitability to work with children.
- The proprietor does not intend to use supply staff.

Paragraph 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 proprietor has ensured that there is a single central register in place.
- The proprietor has ensured that the standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 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), 29(1), 29(1)(a), 29(1)(b)

- The school is located in a building which was formerly a sixth form. It has been refurbished to a high standard. There are two floors, which are both accessible to disabled people by a lift.

- There are suitable toilet facilities. Separate toilet and washing facilities are available for boys and girls. Facilities for disabled people are also available. Toilets have an adequate supply of hot and cold water. Mixer taps ensure that hot water does not pose a scalding hazard to pupils.
- Changing accommodation and showers are available in one of the trust academies, which is in close proximity to the new school.
- Drinking water is available in the building and is marked as such.
- The school has a large, hard-surface playground directly outside the building. Beyond this there is a large field for outdoor sports. The grounds are fenced around the perimeter to ensure pupils' safety.

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

- There is a medical room available for the short-term care or examination of injured pupils. A toilet is situated close by. There is a lockable cabinet where medication can be stored. This room is also used as an office. Leaders are considering whether to use an alternative room for a medical room, which will offer more privacy.

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

- The premises are well maintained and well resourced. There is sufficient lighting to provide adequate illumination. Acoustic conditions are appropriate for the activities taking place around the school. External lighting ensures that people can enter and leave the building safely.
- The proprietor has ensured that the standards in Part 5 are likely to be met.

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(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), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)

- The proprietor has ensured that all the required policies will be available to parents on request. They will also be available on the school's new website.
- The school's policies for safeguarding, first aid, health and safety, behaviour, admissions and the curriculum will be on the school's website.
- The head of centre's name and telephone number will be on the website, as will the details of the proprietor.
- Parents will receive termly reports on the progress of their children and be invited to attend parents meetings.
- Details of the previous year's academic performance will be published on the school's website.
- The proprietor intends to publish inspection reports on the website, so that they are easily accessible to parents.
- The proprietor intends to provide information about income and expenditure to placing local authorities.
- The proprietor has ensured that the standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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 proprietor has ensured that there is a complaints policy in place. A copy is available on request or from the school's website.
- The policy outlines the informal and formal stages of the complaints process. The policy states that a resolution should be sought at each stage. Timescales are set out to adhere to at each stage of the process.
- In the event that the complainant is not satisfied with the school's response, the complaint can be heard by a panel. A person independent of the school will sit on this panel. The school will keep a written record of the outcomes and any actions that the school might take.
- The proprietor has ensured that the standards in Part 7 are likely to be met.

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 leaders at all levels share the same commitment to putting the child first. They see the well-being of each child as a priority. The culture that they are developing for the new school is one of nurture and of inspiring pupils to be the best that they can be.
- There is a wealth of capacity within the trust to support this new school. The trust has expertise in all areas, for example safeguarding, premises management, the curriculum, pupils' well-being, and leadership. This support can be swiftly put in place if help is required.
- The structure of the trust's organisation is such that there are several layers of checks and balances that take place across all aspects of the work of the school. These are well established and ensure that leaders are held to account and well supported.
- The proprietor and trust board are very well informed. They receive information about the work of the schools in the trust on a daily basis.
- The proprietor has ensured that the standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a three-year accessibility plan in place. This plan sets out how the school will improve access to the curriculum for pupils with SEND, through ensuring that there is fair access to all to the curriculum. Leaders are ensuring that the premises are accessible for all pupils. Parents, carers and pupils will be able to access information through a variety of different methods of communication.

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	148341
DfE registration number	807/6003
Inspection number	10172320

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 school
Proprietor	Outwood Grange Academies Trust
Chair	David Earnshaw
Headteacher	Rachel Conway (Head of Centre)
Annual fees (day pupils)	£105 per day
Telephone number	01642 374792
Website	None
Email address	rconway@eston.outwood.com
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 16	11 to 16
Number of pupils on the school roll	Not applicable	110	110

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	110

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	110
Of which, number of pupils with an education, health and care plan	Not applicable	11
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	11

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	9
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The proprietor of the school is the Outwood Grange Academies Trust (OGAT). OGAT is an education charity which sponsors over 30 primary and secondary academies. There are seven OGAT academies in the North East region.
- The head of centre is supported by the executive principal, Mark Hassack.
- The proposed school is situated next door to Outwood Academy Normanby.
- The proposed school occupies premises that were previously a sixth form. The building has been refurbished to meet current standards and requirements.
- The school will provide full time education for up to 110 boys and girls, aged between 11 and 16. Pupils will have dual registration with their mainstream provision.
- Pupils will have social, emotional and mental health (SEMH) needs. Some pupils may have an education health and care plan. Some pupils will have been excluded, or are at risk of exclusion, from mainstream schools within the trust.
- The school will not have a religious character.
- The school will not use any alternative education provision or have any additional offsite units.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic. Some of the inspection was conducted remotely. This was due to the restrictions caused by practising social distancing.
- The pre-registration inspection was commissioned by the DfE in response to the school's request to open a school for 110 pupils with SEMH needs. This is the school's first pre-registration inspection.
- Evidence was gathered to check whether the school is likely to meet the independent school standards through a visit to the school, and online and telephone meetings.
- The inspector looked at a wide range of documents and policies provided by the school. These included the SMSC policy, curriculum policy, curriculum documentation, safeguarding policy, single central register, behaviour policy, anti-bullying policy, health and safety documentation and the complaints policy.
- The inspector met remotely with the chair of the proprietor body, the chief executive officer of the trust, the executive principal of the trust's northern region and the head of centre.
- The inspector met remotely with the designated safeguarding lead and the school's business manager.
- The inspector visited the school to view the premises and the health and safety arrangements. Discussions took place with the health and safety manager and the business manager.

Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021