

Westbury School

Westbury, Shrewsbury SY5 9QX

Inspection dates

27–28 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

Paragraphs 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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proprietor has set out a clear vision for the proposed school. This is an ambition for pupils with special educational needs and/or disabilities (SEND) to achieve as well as they can academically, personally and socially.
- The proposed school's well-planned curriculum, if delivered effectively, should enable pupils to acquire knowledge and skills in a broad range of subjects. Plans cover linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Leaders plan to teach pupils about the protected characteristics through personal, social and health education (PSHE).
- Leaders expect that pupils will study subjects discretely, but also through project-based activities that are planned to promote pupils' independence, problem-solving and decision-making skills. The proposed curriculum maps out where pupils will develop and practise literacy, numeracy and communication skills. The headteacher is passionate about reading and has planned for pupils to experience a broad range of texts.
- Leaders have planned a comprehensive package around careers guidance. Plans show that there will be opportunities for pupils to complete vocational courses and gain a range of qualifications that will support them in adulthood when they are seeking to gain employment. Leaders intend that all pupils will benefit from work experience.
- The planned assessment policy includes a baseline check on what pupils know and can do when they start at the school. Leaders aim to create pathways for pupils that will be based on their individual needs, interests and aspirations. If implemented effectively, these pathways should enable all pupils, including those with education, health and care (EHC) plans, to achieve well.
- The proprietor has appointed experienced and qualified teaching staff to work at the school and has plans to build on this. There are appropriate plans for the training and development of teaching staff; this includes meeting the needs of pupils with SEND.

Leaders have firm plans to carry out checks on the quality of education that pupils are receiving.

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

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 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 proposed curriculum reflects that pupils' spiritual, moral, social and cultural development has been carefully considered. Leaders demonstrate a deep commitment to ensuring that pupils will develop a sense of self-identity, grow in confidence and make a purposeful contribution to the school and wider community.
- Leaders have placed pupils' well-being at the centre of their plans. Plans show that pupils will be supported to know what good physical and mental health looks like. Pupils will also learn about what makes a healthy relationship and when and how to get help if they need it.
- Leaders are keen to make sure that pupils' voices are heard and acted upon. It is planned that a student council will be set up with members elected by other pupils. There will be planned opportunities for the council to contribute to decision-making at the school.
- Curriculum plans show that pupils will learn about opposing views and given the opportunity to share their own opinions. Leaders' plans indicate that British values will be promoted.
- The behaviour policy takes into account the needs of pupils who are likely to attend the school. The approach is intended to further develop pupils' understanding of right and wrong, with an emphasis on how their own behaviour can impact on others.
- Leaders intend to provide a wide range of activities and experiences to enrich the curriculum. The headteacher is dedicated to building pupils' cultural awareness. For example, pupils may visit museums, art galleries, places of worship and the theatre. There are also plans for pupils to get involved with charity events and to take part in activities to look after the local environment.
- The proprietor has ensured that these standards are likely to be met.

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) and 16(b)

- The proposed school's safeguarding and child protection policy is available on its website. It reflects the latest government guidance. Leaders are able to demonstrate a thorough understanding of their roles and responsibilities to ensure that the safeguarding of pupils is paramount.
- Leaders expect that all appointed staff will receive safeguarding training before they start work at the school. This will include how to share any concerns they have about a pupil's well-being. The designated safeguarding leader plans to provide regular updates to staff, including information shared by the local authority about safeguarding issues.

- Leaders are knowledgeable about the additional safeguarding risks that pupils with SEND may face. This includes difficulties some pupils might have with communicating their worries, and recognition that some pupils may be more vulnerable to exploitation.
- The behaviour policy is suitable. It sets out expectations, rewards and sanctions that are easy to understand. The separate anti-bullying policy explains the different types of bullying. The policy, if implemented effectively, should help to reduce incidents of bullying and manage incidents appropriately if they do occur.
- The proprietor has put in place appropriate policies relating to welfare and safety. They include written policies for first aid, health and safety, risk assessment and fire safety. Leaders undertake regular health and safety checks. They have robust systems in place to record these checks and any actions that are carried out as a result.
- The proposed school is compliant with the Regulatory Reform (Fire Safety) Order 2005. This was confirmed in an audit carried out in June 2020 by an independent contractor. A risk assessment is in place and an updated fire alarm system was fitted in July 2020.
- The admissions policy and plans for attendance registers contain all of the required information.
- Risk assessments for on-site and off-site activities are suitable and are informed by known or anticipated risks. The headteacher plans to review risk assessments regularly, including when new pupils join the school.
- The proprietor has ensured that 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) and 21(6)

- The single central register contains the required information on appointed staff. Leaders have carried out all statutory checks, including those relevant to members of staff who will hold a management position, to ensure the suitability of staff. The systems in place to ensure that checks are carried out on all newly appointed staff are well organised and robust.
- The proprietor has ensured that confidential information about staff is stored securely.
- Leaders do not intend to use supply staff, although they know the checks that must be carried out if they decide to do so in the future.
- The proprietor has ensured that 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(1)(c), 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) and 29(1)(b)

- The proposed school will be located in a building that was a former village school. The rooms have been redecorated and furnished to a good standard. Each of the three classrooms has suitable lighting and acoustics. There is direct access to the outdoor space.
- There is a spacious well-equipped medical room with its own water supply. There is access to a toilet nearby. There are toilets for both boys and girls that are for the sole use of pupils. There is also a disabled toilet. The proprietor intends to install sanitary bins in both the staff and pupil toilets.
- Pupils have access to drinking water at labelled points in the main corridor. Other water supplies are clearly labelled as 'not drinking water'.
- Pupils have access to hot and cold water to wash their hands. At the time of the inspection, the hot water was at a safe temperature and did not pose a risk of scalding.
- The proprietor has created a well-furnished dining room for pupils to eat their lunch.
- Outside, there is a fenced playground that will be suitable for pupils to use at breaktimes and lunchtimes. Although this space could be used for physical education (PE), leaders have planned for PE to take place off site. The proprietor has ensured that the risk assessment for PE, including travel to and use of a local leisure centre, is fit for purpose.
- The proprietor has installed suitable external lighting outside the school, and along the lane that leads from the car park to the entrance.
- The proprietor has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 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)(ii), 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), 32(4), 32(4),

- Leaders have ensured that all necessary policies and information about the school are available on the school's website. Parents and prospective parents can also request this information from the school office.
- Leaders intend to provide the required information about pupils' progress in relation their EHC plans to the local authority. Leaders expect the review process to involve pupils, parents, the class teacher and the local authority. An annual written report detailing pupils' achievement will be provided to parents and the local authority.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 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 complaints policy provides clear and appropriate information about how parents can make a complaint to the school. The policy sets out appropriate timescales so complaints can be dealt with in a timely way.
- The policy includes information about what a complainant should do if they are unhappy with the school's response to the complaint.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Senior leaders have demonstrated a thorough understanding of the independent school standards. They have taken effective action since the first pre-registration inspection to ensure that the proposed school is now likely to meet all the standards.
- Suitable safeguarding arrangements are in place.
- The chair of the proprietor body has ensured that there are systems in place to monitor and quality assure all aspects of the provision. For example, an external education consultant has been engaged to support the performance management of the headteacher.

Schedule 10 of the Equality Act 2010

- The proposed school has devised an appropriate accessibility plan that identifies how leaders will adapt the premises, curriculum and published documentation for any pupils with SEND.
- The school is likely to meet the relevant requirements under 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	148041
DfE registration number	893/6040
Inspection number	10177273

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	Special day school
School status	Independent special school
Proprietor	Unique Care Group Ltd
Chair	Kelly Leonard
Headteacher	Farah Quinn
Annual fees (day pupils)	£1000 per week
Telephone number	01743 884644
Website	Uniquedcaregroup.co.uk
Email address	info@uniquedcaregroup.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11–18	11–18
Number of pupils on the school roll	Not applicable	20	20

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	20

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 20
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 20

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	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- The proposed school, which will be the first within the Unique Care Group, will be located on the site of the previous St Mary's Primary School in Westbury Village, Shropshire.
- The proprietor plans to provide places for pupils with SEND who have cognitive, specific and moderate learning difficulties. It is most likely that all pupils will have an EHC plan.
- The headteacher began working with the proprietor during the autumn term and was officially appointed in December 2020.
- One teacher and one teaching assistant have also been appointed.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education under section 99 of the Education and Skills Act 2008 to determine whether or not the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's second pre-registration inspection. The first pre-registration inspection took place on 24 September 2020.
- Before and during the inspection, the inspector reviewed a range of documents, policies and plans provided by the headteacher.
- Part of the inspection was carried out remotely. This inspector held discussions with the chief executive officer, who is the proprietor, headteacher and appointed teacher, about the proposed school's plans and proposals. This included the proposed curriculum, health, welfare and pastoral arrangements, safeguarding, admissions procedures and arrangements for communicating with parents and local authorities.
- During the on-site visit, the inspector carried out a tour of the premises and the outdoor space. The inspector also checked the single central register of employment checks on staff.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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