

In-tuition Holistic Education

20 Rosslyn Road, Longton, Stoke-on-Trent, Staffordshire ST3 4JD

Inspection dates

26 January 2021

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(b), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 3(h)

- The inspection in November 2019 found weaknesses in curriculum planning. Teaching was not well informed by assessment. Pupils were not behaving in class or making the progress that they should. The school was not doing enough to prepare pupils for life in modern Britain.
- Since then, new curriculum plans have been put in place. Staff can talk about the thinking and rationale behind these plans and how pupils' learning builds logically on what has gone before.
- The school's current curriculum offer includes mathematics, English, science, history, computing, personal, social and health education (PSHE), physical education and art. These subjects are supported by documents and training that guide teachers about what to teach and when. Weekly lessons are informed by well-sequenced schemes of work that take account of pupils' stages of learning and particular needs.
- All pupils now study towards accredited qualifications in different subjects. In addition, the school provides specially designed awards for community and voluntary activities, such as helping on a nearby farm. Around the school, certificates, messages and displays celebrate pupils' work and achievements. In addition, regular assemblies help to promote feelings of success and team spirit. The school is an active participant in the John Muir award, which encourages pupils to take a caring interest in the natural world.
- Pupils' workbooks show improved expectations of quantity and quality. During this inspection, some pupils were learning in class and some were learning from home because of COVID-19 (coronavirus) restrictions. Whether at home or in school, pupils engage in their lessons and make progress. There is a calm working atmosphere, which staff and pupils say is usually the case.
- Staff complete regular assessments of pupils' work and progress. These are informed by academic performance and other observations and measures. All of this information

feeds into detailed records that help staff shape provision in bespoke ways. In some instances, for example when a pupil shows a particular aptitude in a specific area, staff arrange for them to work with other settings where their talents can be exercised more fully.

- The school provides sufficient resources and supplements these with online materials. New technology equipment is about to be installed.
- Staff take part in regular training. School leaders have made links with external trainers to improve staff subject knowledge and expertise.
- Overall, the school's curriculum and the management of pupils' behaviour have improved significantly since the previous inspection. Even so, planning in art could be strengthened further. In addition, while curriculum planning in mathematics is fit for purpose and builds towards qualifications, there is scope to build greater staff confidence and expertise in this area.
- Leaders have ensured that these standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) [including 32(1)(c)], 7(b), 9, 9(b)

- The inspection in November 2019 found that the school's behaviour policy was not implemented consistently. Pupils' behaviour disrupted lessons and staff found this hard to manage.
- The school's current behaviour policy makes expectations, strategies, rewards and sanctions very clear. Staff understand the school's policy and implement it with consistency. Lessons usually run smoothly. Challenging behaviour does happen from time to time, but staff manage this calmly.
- There is a trained school therapy dog that supports the school's work in this area, and pupils appear relaxed and at peace when the dog is nearby. Furthermore, regular emotional health and PSHE sessions help pupils to understand and manage their feelings in constructive ways.
- The school's safeguarding policy is up to date and available to download from the school's website. This was the case at the last inspection.
- Leaders have ensured that these standards are met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the November 2019 inspection, the proprietor had not ensured that all of the independent school standards were met consistently and continually.
- Since then, the school's leadership has worked hard to bring about the necessary improvements. The proprietor has sought external advice from a range of sources and has considered pupils' best interests when making decisions. She shows an informed awareness of the independent school standards.

- The governors, too, have taken advice and undergone training to improve their knowledge of education and the standards that the school needs to meet.
- As a result of focused leadership, the proprietor has ensured that the previously unmet independent school standards are now met.
- Leaders have ensured that these standards are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets 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; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan; and
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 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;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.

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.

School details

Unique reference number	145950
DfE registration number	861/6017
Inspection number	10173664

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent special school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	9
Proprietor	Emma Shutt
Chair	Michael Squires
Headteacher	Emma Shutt
Annual fees (day pupils)	£31,500
Telephone number	01782 315758
Website	www.intuitionsschool.co.uk
Email address	support@diamond-families.org.uk
Date of previous standard inspection	26–28 November 2019

Information about this school

- In-tuition Holistic Education School was registered by the Department for Education in November 2018. It received its first standard inspection in November 2019, when its overall effectiveness was judged to be inadequate.
- Since the previous inspection, one proprietor has resigned. The sole proprietor is Emma Shutt.
- The school provides education for pupils aged 11 to 16 who have experienced difficulties in other schools. Places are commissioned by local authorities. Most pupils have an education, health and care (EHC) plan.

- Pupils take part in formal lessons on the school's premises. They also take courses in other subjects, such as animal care, at alternative provisions organised by the school in response to pupils' changing needs. Current alternative providers are: Diamond Families Farm, Equality, IWYS and Want to Achieve.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- Progress monitoring inspections are normally completed without notice. However, in line with the January 2021 operational note guidance, the lead inspector telephoned the school to announce this inspection 30 minutes before he arrived at the school.
- The inspector met with the proprietor (who is also the headteacher) and teaching staff. He also had a telephone conversation with the chair of governors.
- The inspector examined curriculum plans, policies and schemes of work. He looked at pupils' work in books and on display. He also visited lessons that were taking place on site and listened to some remote education being provided to pupils at home. He looked at the school's website.
- The inspector examined safeguarding information, including the school's record of employment checks on staff. The inspector also checked the school's safeguarding policy and staff training records.

Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

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