

Build-a-Future Independent School

Main Road, West Ashby, Horncastle, Lincolnshire LN9 5PT

Inspection dates

23–24 February 2021

Overall outcome

The school does not meet 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(1)(b)(ii), 2(2), 2(2)(h), 3, 3(a), 3(d)

- The proprietor has not ensured that pupils receive an appropriate curriculum. The school's curriculum policy does not match the curriculum that pupils receive.
- Expectations of what pupils can do are too low. Schemes of work are not challenging enough. They do not take into account pupils' aptitudes or potential. For example, some pupils are capable of achieving GCSE qualifications but the curriculum does not allow pupils the opportunity to take these courses.
- Pupils do not make the progress of which they are capable because the curriculum is not sufficiently challenging.

Paragraph 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)

- Pupils experience a range of subjects, following academic and vocational courses. They are able to achieve accredited qualifications in some of these subjects, for example functional skills in mathematics and English, and home cooking skills.
- The school's personal, social, health and economic education curriculum covers an appropriate range of topics. For example, pupils learn about mental health, financial management and personal identity.

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

- Pupils do not receive impartial careers advice and guidance. Pupils are not given enough information about their potential next steps. Pupils cannot make fully informed decisions about the career options available to them. They are not well prepared for their next steps or for life in British society.
- Tutors talk to pupils about what pupils might do when they leave the school. Staff sometimes accompany pupils on visits to colleges.

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

- Some staff do not have sufficient knowledge and understanding of the subject matter they teach. Some are expected to teach outside their areas of knowledge because of vacancies. Not all staff have received appropriate training for their roles.
- Although pupils are given work that does not challenge them, teachers make sure that pupils concentrate and complete the task in hand.
- Some activities encourage pupils to be creative, for example through combining art and personal development activities.
- Staff make use of resources that are appropriate to deliver the curriculum on offer. Pupils who are learning from home are provided with paper-based packs of work.
- Leaders have put in place a framework to assess pupils' work. Teachers use this to plan pupils' learning so that they progress through the curriculum on offer.
- Teachers and support workers help pupils to manage their own behaviour. Staff work closely with pupils to help them make positive choices. Pupils are encouraged to show respect for others, including those who have different faiths and values to themselves.
- The school does not meet all the independent school 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)

- Pupils do not actively participate in events within the local community. They do not take part in activities outside their local community. This is the case now and was the case before the onset of the COVID-19 (coronavirus) pandemic. Pupils are not encouraged to contribute positively to the lives of others working and living in the local community and to society more widely.
- Leaders spoke about ideas for pupils to participate in activities in the community, but concrete plans are not yet in place.
- Pupils learn about fundamental British values, such as the rule of law and democracy. For example, they take part in debates and then vote to make decisions that affect their experiences in school.
- Pupils learn about diversity and are encouraged to have respect for others, including those who meet the protected characteristics set out in the Equality Act 2010.
- The school does not meet all the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

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

- The proprietor has not ensured that safeguarding arrangements are effective. There are considerable weaknesses in safeguarding arrangements.
- There is a lack of clarity about who has the responsibility for managing safeguarding concerns.

- Safeguarding arrangements are not joined up. There is no centralised system for recording and monitoring safeguarding matters. Key staff do not have access to the information they need to ensure the safety and well-being of all pupils.
- The quality of record keeping is poor. Records are disorganised. This prevents leaders from monitoring effectively any pupils about whom they have safeguarding concerns.
- Safeguarding records do not always show what, if any, action has been taken in response to any concerns about pupils' welfare.
- Leaders do not always take appropriate action when a concern is raised about a pupil's well-being. They do not always follow up concerns. Pupils are not well monitored. This means that pupils do not always get the help and support they need.
- Leaders are not sufficiently alert to the potential safeguarding risks related to pupils' absences. Leaders do not ensure that absences are followed up quickly enough.
- The school's safeguarding policy does not reflect the current arrangements in the school. It is not published on the school's website.
- Not all staff are aware of the most up-to-date safeguarding guidance issued by the Secretary of State. Some staff are not aware that such guidance exists.
- Not all staff are clear about to whom they should report concerns about an adult's conduct.
- Staff receive annual, online safeguarding training. However, the training does not fully consider the school's context. It does not, for example, focus on the specific safeguarding risks that are pertinent to the school's cohort. Some staff are not sufficiently alert to issues that affect the school's pupils.

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

- Appropriate policies are in place to promote good behaviour and to prevent bullying. Inspectors saw staff working with pupils to help them manage their own behaviour.
- A record of sanctions for serious misbehaviour is maintained.

Paragraphs 11, 12, 13

- The school has appropriate policies in place which relate to health and safety, first aid and fire safety. Leaders have ensured that fire safety checks are completed. They have taken action to rectify any areas of concern relating to fire safety.

Paragraph 14

- Leaders have ensured that appropriate levels of supervision are in place.

Paragraph 15

- The school's admissions register does not contain the detail required by The Education (Pupil Registration) (England) Regulations 2006.
- Registers are not always coded correctly.
- The admission register does not contain all the required information.

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

- The proprietor has not ensured that the school's risk assessment policy is implemented.

- Pupils' individual risk assessments do not contain the detail that is needed to ensure their safety and well-being. Risks are identified, but actions to mitigate these risks are not clear, or not specified at all. There is no strategy to ensure that staff are aware of pupils' risk assessments. These risk assessments are not reviewed regularly. They do not contribute to pupils' well-being.
- Whole-school risk assessments do not consider risks to individual pupils. This includes pupils with specific identified risks.
- The school does not meet all the independent school standards in 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), 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 proprietor has ensured that all recruitment checks are completed before staff begin to work at the school.
- The school's single central register meets the requirements set out in the guidance issued by the Secretary of State.
- The school meets the independent school 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 does not have sufficient oversight of what is happening in the school.
- The proprietor has not checked that information provided by school leaders is accurate. Monitoring systems are not robust.
- The proprietor has not ensured that safeguarding arrangements are effective. The considerable shortcomings in safeguarding arrangements identified by this inspection have not been identified through the proprietor's monitoring activities.
- The proprietor's monitoring of the school has not identified all the weaknesses in the school's provision. When weaknesses have been identified, the proprietor has been too slow to take action to bring about improvements. For example, the proprietor identified that the school's curriculum was not ambitious enough when the company acquired the school in November 2019, but there has been no action to improve the curriculum.
- Policies are not specific to the school's context. The proprietor has not ensured that the expectations set out in policies are implemented.
- Leaders do not have adequate plans for school improvement. Existing plans are vague and do not address the school's weaknesses.
- There is no framework in place to ensure that the school meets all the independent school standards.
- The school does not meet the independent standards in this part.

Compliance with regulatory requirements

The school does not meet 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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	145932
DfE registration number	925/6009
Inspection number	10180066

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	Other independent school
School status	Independent special school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	58
Number of part-time pupils	16
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Adam Webb
Annual fees (day pupils)	£19,552–£35,682
Telephone number	01507 524015
Website	www.keys-group.co.uk
Email address	jo.murray@keys-group.co.uk
Date of previous standard inspection	26–28 March 2019

Information about this school

- Build-a-Future Independent School is located on two sites in Lincolnshire: Main Street, West Ashby, Lincolnshire, LN9 5PT and Far Drove, Kirton, Boston, Lincolnshire, PE20 3QT. The sites are approximately 20 miles apart.
- The school is registered to provide full-time education for up to 125 pupils. There are currently 58 on roll.
- Pupils attending the school have social, emotional and mental health needs. Many have an education, health and care plan.
- The school does not use any alternative providers.

- The school's last standard inspection took place on 26–28 March 2019.
- The school became part of the Keys Group in November 2019.
- At the time of the inspection, the substantive headteacher and substantive deputy headteacher were absent from school. An interim headteacher was appointed on 27 January 2021. A new interim headteacher took up post on 22 February 2021. During the week beginning 22 February 2021, the first interim headteacher was handing over leadership responsibilities to the new interim headteacher.

Information about this inspection

- The inspection was commissioned by the Department for Education following concerns raised about safeguarding arrangements, the quality of education and leadership and management.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- The inspection was conducted without notice. Due to the fact that the inspection took place during the COVID-19 pandemic, the lead inspector telephoned the school to announce the inspection 30 minutes before inspectors arrived at the school. The purpose of the notification call was to discuss basic, practical arrangements for the inspection to ensure that the inspection could take place safely.
- Over half the pupils were learning remotely from home due to COVID-19.
- Inspectors met with the managing director and the regional director of the Keys Group, and the outgoing and incoming interim headteachers. Inspectors met with the heads of centres of the West Ashby and Boston sites. Inspectors also spoke with most staff.
- Inspectors spoke with a small number of pupils and looked at pupils' work.
- Inspectors reviewed curriculum plans and schemes of work.
- Inspectors reviewed the proprietor's monitoring reports and school improvement plans.
- Inspectors reviewed documents relating to safeguarding arrangements, including the school's safeguarding policy, safeguarding records and pupils' risk assessments.
- Inspectors reviewed a number of policies and records, including those relating to behaviour, anti-bullying, fire safety and first aid.
- The lead inspector scrutinised the school's processes for the recruitment of staff, including the school's single central register and staff's recruitment files.
- Inspectors toured both sites.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Stephanie Innes-Taylor

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not 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; 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 EHC plan.
- 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)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 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(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.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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