

# Woodside School

25 Ravensdale Avenue, London N12 9HP

## Inspection dates

24–25 March 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

#### *All paragraphs*

- The curriculum policy is based on leaders' determination that pupils with autism spectrum disorder and learning disabilities will become 'confident and successful' learners. To this end, each pupil will have a personalised 'education plan'. This will include the study of functional English and mathematics, taught in the context of practical activities such as cooking, construction, art and music therapy. Pupils will spend half a day each week in a local care farm, learning how to look after animals. Each child will also be supported by a wider team of professionals providing social care, health care and speech and language therapy.
- Leaders' curriculum thinking is based on a sound understanding of what pupils are likely to need. Pupils' curriculum plans are underpinned by a focus on managing uncertainty and change, improving social interaction and managing emotions. The staff who deliver this are likely to have the training and experience of teaching pupils who generally take longer to process information.
- On entry to the school, leaders will conduct a detailed assessment of pupils' learning and developmental needs. This will inform their future work. Suitable schemes of work will allow staff to make clear judgements of pupils' progress and personal development. Staff will assess pupils' learning and development in each session, which will contribute to long-term assessments of pupils' achievement towards agreed goals. Leaders intend to share pupils' progress and development with parents in an annual report and with local authorities at an annual review meeting.
- Leaders have devised an appropriate programme for pupils' personal, social, health and economic (PSHE) education. Through its content, the programme emphasises the importance of physical health and mental well-being. For example, there are regular opportunities for pupils to prepare fresh food, take exercise and talk about their feelings in a safe environment. The promotion of fundamental British values is threaded through the programme. Tolerance and respect of those who are different is likely to be a strong feature of this teaching.



- The policy for careers education is likely to be suitable. It sets out how pupils will be supported to make informed choices about their future education and employment. Secondary-aged pupils will receive advice from their mentors and independent careers officers who understand their needs. Pupils will have opportunities to take part in relevant work experience.
- The standards in this part are likely to be met.

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

### *All paragraphs*

- Leaders have produced suitable plans to actively promote fundamental British values. For instance, the plans outline how leaders will support pupils' understanding of democracy and the rule of law. Lesson planning shows that pupils are likely to be taught about the belief systems of the main religions represented in Great Britain. These plans are presented in the context of respect and tolerance for those of other faiths and those without a faith.
- Leaders have created suitable resources to teach about the protected characteristics, including disability and sexual orientation, in the context of discrimination in society. The opportunity for frequent reflection on the importance of good physical and mental health is embedded in the school's programme of PSHE.
- Leaders have an appropriate behaviour policy in place to support pupils to understand right from wrong. A clear emphasis is placed on establishing routines through positive talk and constant encouragement. This is part of the school's philosophy of teaching important life skills to pupils, so they gradually become confident to do things on their own.
- The standards in this part are likely to be met.

## Part 3. Welfare, health and safety of pupils

### *All paragraphs*

- The proposed school has a safeguarding policy which follows up-to-date guidance from the Secretary of State. Leaders have written quizzes to assess, informally, staff's understanding of the key information in part 1 of 'Keeping children safe in education', September 2020.
- Leaders have appropriate systems in place to ensure that potential safeguarding concerns are identified and managed effectively. Staff will receive suitable safeguarding training. The training will include information on the signs and symptoms of different types of abuse. Staff will also be given clear guidance on how to report any concerns about pupils' welfare. The designated safeguarding leader has undertaken additional training appropriate to the role.
- Leaders have suitable plans in place to ensure that every pupil has an appropriate risk assessment. Staff will be trained on how to use this information to support pupils and manage their behaviour. The school's system for monitoring behaviour includes an emphasis on pupils showing kindness, making positive choices and showing care. Leaders aim to focus on these qualities through their monitoring, allowing them to keep a close eye on any lapses.



- Leaders have appropriate plans to ensure that effective health and safety measures are in place to protect pupils and staff. The building already has a facilities manager who is responsible for carrying out routine checks across the site and premises. Leaders have completed relevant health and safety training. They will support the facilities manager.
- Leaders have carried out a fire risk assessment to accurately identify parts of the site and premises that may pose a fire risk. Leaders have put in place measures to lower the possibility of these risks occurring. They have ensured the proposed school has appropriate equipment across the site and premises. An external company carries out annual checks on this equipment. The facilities manager carries out regular visual checks.
- The proposed school has appropriate measures in place to provide first aid to pupils and staff. An appropriate number of staff are trained in first aid. Plans are in place to ensure that all staff receive basic awareness training. Staff will record first-aid and medical administration on an electronic logging system. Leaders have ensured that medical equipment is readily available across the site.
- Leaders have considered how they will adequately supervise pupils at different times of the school day. Plans are in place to provide suitable support for pupils during lessons and therapy sessions, as well as at breaktimes and lunchtimes.
- The standards in this part are likely to be met.

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

##### *All paragraphs*

- Leaders have a sound understanding of all the checks required prior to staff commencing employment. For example, they have produced a checklist supported by relevant guidance to make sure that gaps do not occur on the single central register. Recruitment checks on staff to determine their suitability to work with children are likely to be compliant with the independent school standards.
- The standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

##### *All paragraphs*

- The premises are bright, clean and maintained to a high standard. The therapy rooms and teaching areas have suitable lighting, acoustics and ventilation. Together, these areas can comfortably accommodate the number of pupils the school proposes to admit. The sensory room is well equipped and likely to provide pupils with suitable opportunities for stimulation and interaction.
- Toilets and washing facilities are likely to meet requirements. Hot water does not pose a scalding risk. Signage is clear and hygiene standards are high. The separate medical room is likely to be suitable for the short-term care and treatment of pupils. It is located close to pupils' toilet facilities, first-aid supplies and a washbasin.
- The flower beds and paths in the outdoor area are likely to provide pupils with a peaceful space to spend their breaktimes. As the building is primarily a training and



therapy centre, all the indoor and outdoor spaces are designed to support a sense of calm. This is evident in all areas of the building.

- The standards in this part are likely to be met.

## Part 6. Provision of information

### *All paragraphs*

- Leaders are developing a website which is likely to provide parents with comprehensive information on the school's work. All the information for the website is already in place. This includes information related to admissions, behaviour and how the school will cater for pupils with education, health and care plans.
- Leaders have devised a suitable written format to ensure that parents receive clear information on their children's progress and attainment on an annual basis.
- Leaders understand their duties to provide the local authority with the required information on pupils with special educational needs and/or disabilities.
- The standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *All paragraphs*

- The proposed school has a written complaints policy in place. The policy sets out clear timescales for the management of a complaint. The policy makes clear how the complainant can initially make a complaint on an informal basis. Should the complainant remain dissatisfied, the policy includes provision for the creation of an independent panel. Appropriate records are likely to be kept regarding any complaints received and how these were resolved.
- The standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *All paragraphs*

- Leaders have a sound understanding of the independent school standards. They have relevant experience of running a children's home and of leadership in an alternative provision setting. Leaders have used this experience skilfully to inform their plans for the proposed school.
- Leaders articulate a clear vision for the school, based on their knowledge of the planned curriculum. They have thought carefully about the implications of the complex needs of the pupils likely to be in their care. In response, they have planned for a 'network of professionals' to come together to support each child.
- The members of the body of proprietors have clear structures in place to hold leaders to account. For instance, they will carry out regular auditing and checks. These activities are likely to keep them up to date with the school's performance. It will also inform their decision-making, including the need for greater support or challenge.
- The standards in this part are likely to be met.



#### Schedule 10 of the Equality Act 2010

- The proposed school has an appropriate accessibility plan in place. Leaders have considered arrangements to ensure pupils are able to successfully access the school's physical environment, curriculum and written information.



## **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	148155
DfE registration number	302/6019
Inspection number	10171709

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	Seva Childcare Ltd
Chair	Mahesh Kotecha
Headteacher	Connery Wiltshire
Annual fees (day pupils)	£40,000–£70,000
Telephone number	07956 351971
Website	<a href="http://www.woodside-school.co.uk">http://www.woodside-school.co.uk</a>
Email address	mark@sevahomes.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	8 to 18	8 to 18
Number of pupils on the school roll	Not applicable	15	15

## 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	15



Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority or an education, health and care plan	Not applicable	15

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

## Information about this proposed school

- Woodside School intends to provide education for up to 15 pupils aged between eight and 18 years. The premises are located in the London Borough of Barnet, in a building that provides therapies for children and training for education focused clinical professionals. Leaders anticipate that several local authorities will allocate and fund pupils' placements at the school.
- The proposed school intends to provide education for pupils with an education, health and care plan, specifically for those with autism spectrum disorder and specific learning difficulties.
- The school has never operated and plans to open in April 2021. The school does not have a religious ethos.
- The proprietor is Seva Childcare Limited, who also run a local care home. Leaders intend for children to start in the care home, then move into the proposed school when they are deemed to be ready. The proprietor has appointed a headteacher designate to lead the proposed school.
- The proposed school has no plans to make use of any alternative or off-site provision.



## Information about this inspection

- This is the proposed school's first pre-registration inspection. The registration authority commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- The inspection was commissioned by the registration authority during the COVID-19 (coronavirus) pandemic of 2020 to 2021. Some inspection activities were conducted remotely. This was to ensure that the inspection was conducted in accordance with the most recent government guidance related to COVID-19.
- The inspector held on-site discussions with the chair of the body of proprietors and the proposed school's administrator. The inspector toured the site jointly with leaders to check the independent school standards related to the suitability of the premises.
- Documentation related to the curriculum, safeguarding, health and safety of the premises and the suitability of staff was also reviewed. Some of this evidence was reviewed together with leaders. The inspector also evaluated a range of documentation and policies remotely, including information on the proprietor's care home website.

## Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector



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