

Navigators Alternative Provision

Broughton Hub, 50 Rigby Street, Salford M7 4BQ

Inspection date

24 March 2021

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 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), and 2(2)(i)

- The proprietor has planned the curriculum to ensure that it supports the school's aims. Subjects covered within the curriculum meet the requirements of the independent school standards (ISS). They include English, mathematics and biology. Pupils will have opportunities to study other subjects, such as iMedia and physical education (PE), including how to become sports leaders.
- The overall design of the curriculum is suitably ambitious. It caters for the anticipated needs of pupils expected to attend the school and does not inhibit their aspirations. The curriculum provides opportunities for pupils to attain a range of qualifications, including GCSE, level 1 and functional skills awards.
- The proprietor has appropriate plans in place to provide impartial guidance about employment, education or training. Leaders intend to use external experts to supplement career-focused modules within the school's citizenship and personal, social, health and economic (PSHE) education curriculum.
- These standards are likely to be met.

Paragraph 2(1), 2(1)(a), 2(2), 2(2)(h)

- Some of the schemes of work (SoW) associated with the school's curriculum are not fit for purpose. The Year 11 core PE SoW is incomplete. Other SoW, including the SoW for art and the SoW for history, do not give sufficient detail about the content and sequence of what pupils are expected to learn. Consequently, in a small number of subjects, the curriculum plans do not show how pupils will have the opportunity to make good progress.
- These standards are not likely to be met.

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

- The written assessment policy promotes suitable assessment activities. It details how pupils will have their needs assessed on entry to the school. The policy also highlights

how teachers are expected to make use of assessment information to inform their planning.

- The proprietor has provided suitable high-quality resources for the teaching of the curriculum. This includes appropriate textbooks, basic science equipment and access to technology. The proprietor company has also begun to build a library of suitable reading texts which will support the pupils' progress in their knowledge and skills of reading. The proprietor intends to make additional purchases of further resources to meet the needs of individual pupils as appropriate.
- Leaders will appoint staff who possess the knowledge and skills that enable them to teach the curriculum. They have used safer recruitment methods to select suitable, qualified teachers and are undertaking pre-employment checks.
- Leaders have an appropriate induction process to ensure that staff know what is expected from them when they start at the school. Suitable training programmes are in place for staff to ensure that they continue to develop their knowledge and skills. Training for staff will include opportunities for them to develop their subject knowledge and their understanding of special educational needs and mental health issues in greater depth.
- These standards 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)

- The planned curriculum will promote pupils' knowledge and understanding of fundamental British values. As part of the school's PSHE and citizenship curriculum, pupils will study the rule of law and democracy. The curriculum promotes mutual respect of others, including for those groups identified as having protected characteristics in the Equality Act 2010.
- SoW are in place for PSHE education that encompass spiritual, moral, social and cultural education. The PSHE education SoW also include activities to promote pupils' understanding of relationships and sex education. These activities are carefully planned to meet the needs of the pupils' ages and experiences.
- The proprietor intends to develop links with the local community to help promote pupils' understanding of the different cultures of people who live in modern Britain.
- The proprietor has appropriate procedures in place to inhibit the promotion of extremist or partisan materials and views. Staff will be trained in how to identify and act effectively on any concerns relating to radicalisation or extremism as part of their induction to working at the school. Leaders have appropriate procedures planned to check the suitability of any materials shared by visiting speakers.
- These standards are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The safeguarding policy is fit for purpose. It pays due regard to the most up-to-date guidance from the Secretary of State. The proposed school does not have an

operational website. However, the safeguarding policy is available from the school office and leaders intend to publish it on the website when it is operational.

- The proprietor and the lead teacher have appropriate knowledge and training to undertake the role of designated safeguarding leaders. The proprietor plans to ensure that all staff receive suitable safeguarding training as part of their induction so they are able to take appropriate action if they have any concerns about pupils' safety or welfare.
- Leaders intend to provide pupils with a school internet connection that is subject to appropriate monitoring and filtering. However, they have not prevented pupils' access to an unfiltered internet connection currently installed within the school's classroom by the building's owner.
- This standard is unlikely to be met.

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

- The written behaviour policy is fit for purpose. It illustrates leaders' high expectations of staff and pupils. The policy contains information about the strategies, rewards and sanctions that staff may use to promote positive behaviour.
- Leaders have in place suitable procedures to record any incidents of poor behaviour. This will enable them to record detailed information regarding any incident. It will also support the proprietor to evaluate any emerging trends in behaviour.
- This standard is met.

Paragraph 10

- The written anti-bullying policy is not complete. The policy includes definitions of the different types of bullying that pupils may encounter. However, the final section of the policy that details the agreed strategies and methodology that leaders and staff may use to deal with any incidents of bullying is not finished. This renders the policy unfit for purpose.
- This standard is unlikely to be met.

Paragraph 11, 12,

- The written health and safety policy is not fit for purpose. It contains no information about how the proprietor has integrated the school's policies and procedures with those in operation by the host building's owners. Consequently, some responsibilities and procedures are unclear. Some records, including those relating to the testing of portable appliances, fixed electrical installations and tests on hot water supplies for legionella, are not held by the proprietor.
- Signage related to the safe operation of a closed-circuit television system operated by the building's owners is missing from the entrance used by the school. Consequently, school users may be unaware that they are being observed and their images recorded by a third party.
- The proprietor has ensured that fire protection systems provided by the building's owners are appropriate and suitably maintained to ensure that pupils are safe. The fire alarm system is operational, and all emergency exit routes are clear from any obstruction. Firefighting equipment is well maintained.

- The proprietor does not have a separate fire risk assessment. The building's fire risk assessment does not specifically consider any additional risk posed by a school. It was completed in 2018 before the application for the school was submitted. The fire risk assessment has a number of low and medium risk actions identified. These actions, which include the need to update lists identifying fire search officers and to take steps to manage clutter, have not been recorded as complete.
- These standards are not likely to be met.

Paragraph 13, 14, 15

- The proprietor has an appropriate written first-aid policy in place that, if implemented, will ensure that pupils receive suitable care following illness or injury. All staff are expected to complete an appropriate two-day first-aid course as part of their induction training.
- Suitable procedures to record any accident or illness are in place. The proprietor plans to use the school's digital management information system to maintain health records securely. This will be used by leaders to record any staff responses to medical incidents and evaluate any emerging trends.
- The proprietor has well-considered plans for staffing the school. The numbers of staff proposed to be employed should ensure that pupils are suitably supervised.
- The proprietor has established appropriate systems to record admissions and attendance at the school that comply with current legislation.
- These standards are likely to be met.

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

- The proprietor has a written risk assessment policy in place. However, it contains superfluous information about facilities that the school does not have. These include references to a non-existent hall and science laboratories. As a result, the risk assessment is not fit for purpose.
- The proprietor has drawn up appropriate risk assessments for the proposed school. These include risk assessing the use of communal areas and the sports facilities to help keep pupils safe. Risk assessments contain appropriate control measures that, if implemented, will mitigate identified risks to pupils.
- This standard is not likely to be met.

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

Paragraph 17, 18, 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), 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 19(4), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 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 secure knowledge of the need to carry out the required prohibition checks on leaders and members of the school's management committee before they begin their roles. These checks are currently in the process of being completed.

- The proprietor has ensured that systems are in place to ensure that all the necessary checks will be undertaken on the suitability of staff to work with pupils. Appropriate checks have been completed on the members of staff who are currently employed by the school prior to opening.
- The proprietor is aware of the necessity to complete pre-employment checks, including the additional checks for those who have worked or lived abroad, before any newly appointed staff begin working at the school.
- The proprietor has completed up-to-date safer recruitment training. He intends to apply this knowledge and understanding to the recruitment of staff to ensure the suitability of those appointed to work in the proposed school.
- The proprietor does not intend to use supply agency staff. The proprietor demonstrates a secure understanding of the required suitability checks that must be completed before using any agency staff in the future.

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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The school's single central record of the requisite suitability checks that have been carried out on members of staff contains all the required information. It is held electronically by the proprietor.
- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- Suitable separate toilet and showering facilities are available for boys and girls attending the school. Toilets are equipped with appropriate washing facilities.
- Changing facilities are available for the sole use of pupils during the day. They are well equipped and located close to the sports area and are lockable to prevent unauthorised access.
- This standard is likely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(c)

- The school has a purpose-built medical treatment room for the care of sick and injured pupils. The room is spacious and well equipped. The room has its own integral toilet, washbasin and showering facilities.
- This standard is likely to be met.

Paragraph 25

- The proprietor has not ensured that routine maintenance and cleaning of the proposed school area of the building has been completed to an acceptable standard. As a result, some areas of the proposed school space are dirty and unkempt. These issues include missing ceiling tiles, a dirty air vent grill within the classroom space and dirty kitchen equipment left within the kitchen area. Additionally, some areas of the

building, including a changing room and the external walkway to the sports area, are cluttered by surplus stock and rubbish from other building users.

- This standard is unlikely to be met.

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

- The acoustic conditions and lighting within the designated school area in the building are suited to the activities that will take place within them.
- External lighting is located above all exits and is sufficient to allow safe entry and exit of the school's site.
- These standards are likely to be met.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Pupils will have access to fresh drinking water throughout the day. The proprietor aims to supply pupils with bottled water and an appropriately labelled drinking water tap is available at all times in the kitchen area.
- Toilets, showers and sinks are supplied with an adequate supply of hot and cold water. The temperature of the hot water supply does not present a scalding risk to users.
- These standards are likely to be met.

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

- Pupils attending the school will have sole access to suitable space for recreation and PE. The school has access to two multi-use games pitches and an expansive area of grass.
- This standard is 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)(h), 32(1)(i), 32(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- The school does not have an operational website. The proprietor has ensured that the information for parents, carers and other agencies detailed in the ISS, including the school's safeguarding policy, is available on request.
- Appropriate procedures are in place to enable leaders and teachers to report on pupils' progress and attainment to parents. Similarly, procedures are in place to allow the proprietor to meet their statutory duty to provide financial information to local authorities who place pupils in the school.
- The proprietor demonstrates a secure understanding of their duty to provide appropriate information to support the annual review of a pupil's education, health and care plan.
- These standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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's written complaints procedures comply with all the requirements set out in the ISS. The procedures are available for parents or others on request. They include the steps and timescales for each stage of leaders' actions following a complaint. The procedures outline a complainant's right of appeal. They also explain that the panel who hears a complaint will include someone who is independent of the management and leadership of the school. The complaint procedures explain that the outcomes of a complaint will be retained and may be made available to others if appropriate.
- The implementation of these procedures will ensure that any complaint is dealt with in a timely manner and the outcome communicated appropriately.
- The standards 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 has not ensured that all the ISS are likely to be met consistently.
- Despite the proprietor demonstrating a secure knowledge of the ISS, their lack of oversight and due diligence has allowed some aspects of routine maintenance and cleaning, undertaken by a third party, to slip below an acceptable standard.
- The proprietor and senior staff have a clear and appropriate vision for the school. The school's curriculum is suitably ambitious for all pupils and takes account of their expected needs. However, the proprietor has not ensured that the detail contained within some SoW is good enough to support the school's well-intended curriculum.
- The proprietor is in the process of establishing a management committee to provide appropriate challenge for senior staff, including himself. Members of the committee will bring a range of skills, including educational expertise, and are likely to be well placed to hold the proprietor and other school leaders to account.
- The proprietor demonstrates clear commitment to promoting the well-being of pupils. Safeguarding knowledge and procedures are appropriate, as too is the proposed provision of first-aid support for pupils.
- Not all standards relating to leadership and management are likely to be met.

Schedule 10 of the Equality Act 2010

- The school does not have in place an accessibility plan to ensure that it fulfils its obligations under schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	148529
DfE registration number	355/6041
Inspection number	10181307

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	Anthony Thompson
Headteacher	Anthony Thompson
Annual fees (day pupils)	£14,500
Telephone number	07508947921
Website	None
Email address	navigators.alternativeprovision@gmail.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	14 to 16	14 to 16
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	As required
Number of pupils with special educational needs and/or disabilities	Not applicable	As required
Of which, number of pupils with an education, health and care plan	Not applicable	As required
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	As required

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	5
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	0	0

Information about this proposed school

- Navigators Alternative Provision is proposed to be established in Salford. It is to be co-located within the community building known as the Broughton Hub. The school has sole use of some specific rooms within the building and a separate entrance and exit.
- The school's aims are to ensure all students have the opportunity to achieve academic and vocational qualifications to enable them to have a good start in the next stage of their lifelong learning pathway. The proprietor also aims to equip young people with social and ethical intelligence, life skills and positive experiences.
- The proposed school does not intend to use any additional alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the first pre-registration inspection of Navigators Alternative Provision.
- During the inspection, meetings were held with the proprietor, who will be responsible for the day-to-day management of the school, and the lead teacher.
- I checked documentary evidence relating to the curriculum, including SoW and the curriculum policy, that were supplied by the school's leadership.
- I reviewed the proprietor's policies in relation to welfare, health and safety. Scrutiny of the safeguarding procedures, including recruitment processes and checks, was also undertaken.
- I had a tour of the school's premises with the proprietor and lead teacher.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to 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(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and

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.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 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

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

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

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