

JP Alternative Education

Shooting Butts Centre, Penkridge Bank Road, Rugeley, Staffordshire
WS15 2UB

Inspection date

1 April 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)(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

- Leaders have a clear vision for the proposed school. They are committed to providing a positive experience of school for pupils with social, emotional and mental health (SEMH) needs. They are determined that pupils will achieve as well as they can in preparation for their future lives.
- The school's intended curriculum is broad and should provide the opportunity for pupils to gain knowledge and develop skills in a range of subjects. Curriculum plans are appropriate to the age and needs of the pupils who the school proposes to admit. These plans set out the accredited qualifications that pupils can work towards in subjects including English, mathematics, music, finance, physical activity, food technology and motor vehicle studies.
- Leaders' plans place a great emphasis on outdoor education. Proposed plans show that it is likely that pupils' communication, mathematical, scientific and geographical knowledge will be enhanced alongside opportunities to master a broad range of sports skills through activities including orienteering, canoeing, climbing and team games.
- Leaders know that many of the pupils who attend the proposed school will have missed key aspects of learning and may have fallen behind, particularly in English and mathematics. The plans for assessment take account of this. Leaders will work with the school that each pupil is moving from and complete their own assessments to build a detailed picture of what pupils already know and can do. Leaders' plans show that pupils who attend the proposed school will have individually tailored programmes designed to build on their existing knowledge.
- The school's personal, social and health education (PSHE) plans are comprehensive. There are clear links to fundamental British values and how these will be promoted. Plans also set out how pupils will learn about protected characteristics as set out in

the Equality Act 2010. For example, pupils will have the opportunity to consider what racism is and its impact on those who are affected by it.

- Leaders intend to provide appropriate careers guidance. This includes work experience opportunities for all pupils, visits to local colleges of further education, and an employability course that includes writing college and job applications and practice interviews.
- The proprietor has appointed teachers and teaching support staff with appropriate qualifications and experience. Leaders propose to work with an external consultant to provide assurance about the quality of education at the proposed school.
- 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)

- Leaders' plans for pupils' spiritual, moral, social and cultural development are evident through their proposed curriculum plans. For example, in physical education (PE), there will be a focus on pupils working cooperatively and forming respectful relationships with adults and each other. It is also evident in plans in art and English where pupils will learn about a broad variety of artists and authors.
- Leaders' plans in PSHE place great importance on pupils' mental and physical health and well-being. There are opportunities to learn about healthy lifestyles, including diet, fitness and what to do if you are feeling worried or anxious. In addition, pupils will learn about what makes a safe and healthy relationship.
- Pupils will be encouraged to take part in debates set out as a series of 'big questions'. For example, 'Should the voting age be lowered to 16?' Plans for these debates are likely to ensure that pupils are taught about opposing views and opinions. Leaders have ensured that an appropriate visiting speaker policy is in place.
- The school's policies promote fundamental British values. There are planned opportunities for pupils to learn about the world around them, to understand that people have different views and ideas from their own and to know the difference between right and wrong.
- 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 school has a suitable child protection and safeguarding policy in place that takes account of the latest government guidance. Leaders intend that this policy will be available on the school's website when this is available. Currently, it is available on request from the school.
- The designated safeguarding lead and the deputy have completed appropriate training for their role. They demonstrate a secure understanding of the requirements of the 'Keeping children safe in education' statutory guidance from the Department for Education (DfE). Staff complete initial safeguarding training as soon as they start work at the school and receive ongoing updates throughout each term. Leaders have set up

a suitable system to manage any concerns that staff raise about the welfare or well-being of pupils who attend the proposed school.

- The school's behaviour policy is fit for purpose. Leaders are knowledgeable about the potential needs of the pupils who will attend the school. They have set up a training programme for staff that intends to ensure a consistent approach to behaviour management with a focus on establishing positive relationships and recognising when pupils behave well. The policy also sets out the sanctions that may be appropriate. This includes the use of physical intervention in response to very poor behaviour. The policy makes it clear that this can only be used by staff who have received appropriate training and that it should only be used as a last resort.
- The 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. Leaders have set up an appropriate system of recording any incidents related to poor behaviour, including bullying. It is likely that this system will allow them to monitor incidents to identify any triggers or patterns so that pupils can be supported to behave well.
- The proprietor has appropriate policies relating to welfare and safety in place. They include written policies for first aid, health and safety, risk assessment and fire safety. Leaders undertake regular health and safety checks. They have clear systems in place to record these checks and any actions that are carried out as a result.
- A new fire alarm system was installed in December 2020. This ensures that the separate on-site buildings are connected by one alarm and monitoring system. Suitable arrangements for fire safety are in place. This includes regular checks on fire extinguishers, termly fire drills and clear fire exit signage.
- First-aid equipment is readily available throughout the proposed school. Many staff have completed first-aid training. This includes additional training specifically for outdoor activities.
- A broad range of risk assessments for on-site and off-site activities are in place, for example for the motor vehicle workshop, including use of tools and electrical equipment and off-road mountain biking. Each risk assessment considers appropriate hazards and details suitable control measures.
- Leaders have made suitable arrangements for the supervision of pupils at all times during the school day. This includes when pupils arrive and leave the school site and at breaktimes.
- The admissions and attendance registers contain all the required information.
- 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 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 thorough.
- The chair of the proprietor body has completed safer recruitment training and another member is due to complete this training soon. It is intended that all interview panels will include at least one safer recruitment trained member.
- Leaders do not intend to use supply staff. However, they understand the procedure they must follow if they do.
- 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(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 is in a large area of forest on a site that was used to house evacuees from nearby cities during the Second World War. There are four separate buildings, which have been refurbished to a satisfactory standard. Each building has its own appropriately resourced learning spaces, including some specialist teaching areas for subjects such as art, food technology and motor vehicle studies. Two of the buildings have general classroom spaces and these have been furnished with suitable furniture and fittings.
- Teaching spaces have suitable lighting, including windows that can be opened and locked in all rooms. There appears to be sufficient sound insulation between classrooms, and the noisier activities linked to motor vehicle studies are carried out in a separate space from other lessons.
- There is plenty of outdoor space for pupils to play, socialise and learn. This includes PE, which will take place on site as well as off site for some specialist activities. The proposed school has separate changing and shower facilities for boys and girls.
- The school site has a large outdoor area. There is fencing around the buildings at the entrance and a gate that is opened via an intercom system at the main office. There is suitable external lighting outside each of the buildings.
- There is a spacious medical room with its own toilet and water supply. There are toilets for both boys and girls that are for the sole use of pupils. There is also a disabled toilet. All toilets are intended for use by one pupil at a time and each has its own handwashing facilities with hot and cold running water.
- Pupils have access to drinking water in all learning spaces, including outdoors. The proprietor intends to ensure that all suitable drinking water points are clearly labelled.
- 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)(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(4), 32(4)

- The proprietor knows the information that must be made available to parents and other stakeholders. They intend to share this information on the school's website. Currently, the website is not live but there are firm plans to launch it soon.
- Leaders plan to provide an annual written report to parents on pupils' achievement.
- Leaders know the information they will be required to provide to show how they are meeting the needs of pupils with education, health and care (EHC) plans and how any funding will be spent.
- The proprietor was able to supply all the required information for this pre-registration inspection.
- The proprietor has ensured that these standards are likely to be met.

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, which will be published on the school's website, meets requirements. The policy sets out the procedures that should be followed by a parent who wishes to make a complaint.
- The policy includes informal and formal processes and sets out appropriate timescales in which complaints will be dealt with.
- The proprietor has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body is made up of four directors. The chair of the body will also be the headteacher of the proposed school. The proprietor body has the necessary health and safety, safeguarding, financial and human resources knowledge to ensure that the independent school standards in these areas are likely to be met if the proposed school opens.
- Leaders' plans to provide education for vulnerable pupils with SEMH needs are well thought out and ambitious. They have placed pupils' well-being and their academic and personal development at the centre of all their plans.
- The proprietor has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has devised an appropriate accessibility plan that identifies how leaders will adapt the curriculum, premises and published documentation for any pupils with special educational needs and/or disabilities.
- 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	148248
DfE registration number	860/6084
Inspection number	10179895

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	Day school
School status	Independent school
Proprietor	JP Alternative Education Limited
Chair	Julian Porter
Headteacher	Julian Porter
Annual fees (day pupils)	£600 to £1,350 per week
Telephone number	01889 582 864
Website	www.jpalternativeeducation.co.uk
Email address	julian.porter@jpalternativeeducation.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	4 full time and 38 part time
Number of pupils of compulsory school age who have an education, health and care plan, or who is looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	20

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	10 to 16	10 to 16	10 to 16
Number of pupils on the school roll	4	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	4	20
Number of part-time pupils	38	0
Number of pupils with special educational needs and/or disabilities	42	20
Of which, number of pupils with an education, health and care plan	0	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	Up to 20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	12
Number of part-time teaching staff	17	18
Number of staff in the welfare provision	17	20

Information about this proposed school

- The proposed school is currently operating as an alternative provider for pupils who are vulnerable to exclusion or who have been excluded from school. Four pupils are on roll full time and 38 pupils are part time.
- The proposed school is set in approximately 36 acres of land within a large area of forest in Staffordshire. The proprietor is JP Alternative Education Limited. There are four directors on the proprietor body and one of them will be the headteacher of the proposed school. This will be the first school in the company.
- The school will provide full-time education for pupils with SEMH needs. Some pupils may have an EHC plan. Many of the pupils will have been excluded or will be at risk of exclusion from another school. It is likely that local authorities will place pupils at the school.
- The school does not intend to use alternative educational provision at any other site.
- The proposed school will not have a religious character.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This was the school's first pre-registration inspection.
- I met with the school's proposed headteacher, who is also the chair of the proprietor body, and one other member of the board.
- I undertook a tour of the school site, including external areas. I met with a group of pupils who were attending on-site sessions as part of the alternative provision they were accessing.
- I scrutinised a range of documentation, including curriculum plans and policies.
- I checked the school's systems for recruiting staff and I also checked records relating to child protection and behaviour management.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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