

# ISP Polar Re Start Centre

ISP Centre, Regent Street, Whitstable, Kent CT5 1JD

**Inspection date**

13 May 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

*Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2(2)(i)*

- The curriculum will be delivered in line with the curriculum documentation submitted with the registration application. The curriculum will focus mainly on the 're start programme', which is unique to the school.
- Pupils will study a short, time-limited, six-week programme. It is intended that this will re-establish them in an education setting before they leave to join an appropriate local mainstream or independent school.
- The programme will be bespoke and tailored to individual pupils' needs, with a strong emphasis on pastoral care and building confidence and self-esteem in the first instance. It is not intended that pupils will study at the school for longer than six weeks.
- Pupils' academic and social and emotional needs will be assessed on entry. This will enable staff to tailor the programme to individual needs. The programme takes into account the ages, aptitudes and needs of the pupils who will attend the school.
- Pupils will follow one of four flexible routes with the opportunity to focus on their own personal interests, as well as one-to-one support for developing early reading or mathematics skills for instance.
- The curriculum has suitable breadth to cover the requirements of the independent school standards. However, because of the unique nature of the programme, pupils will not cover a traditional, subject-specific sequence of study in their time at the school.
- The planned curriculum provides appropriate provision for personal, social, health and economic education. This includes promoting fundamental British values with a particular focus on respect, self-respect and promoting equality.
- Despite the short-term nature of the programme, older pupils will be able to access aspects of careers education through a partnership with the proprietor's other local school if required.

### *Paragraphs 3–4*

- The school's assessment procedures set out how teachers will assess pupils' learning. Appropriate baseline checks will be carried out as part of the assessment prior to pupils joining the school. Further formal and informal assessment will be ongoing throughout the programme, including pupils' own assessment of their development and progress.
- Systems to gather information about pupils' social and emotional development are to be given a high priority at all stages of the programme. Leaders are clear that pupils will need to enjoy their time at school in order to gain confidence in their own ability and to engage fully with staff and with other pupils, who may well be at different stages of the six-week programme.
- It is likely that some of the pupils attending the school will have been out of education for extended periods of time prior to joining. Expectations of behaviour will be high. All staff will undertake appropriate training, including de-escalation training, to ensure that there is a common approach to managing daily routines.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

### *Paragraph 5–5(d)(iii)*

- Leaders and staff will promote pupils' spiritual, moral, social and cultural development effectively throughout the programme and through establishing a culture of tolerance and respect between staff and pupils alike.
- Working and succeeding as part of a team will feature as a core component of the programme. Pupils will be expected to support each other. It is hoped that pupils returning to the school will do so to share their successes as former pupils.
- Curriculum plans ensure that pupils will learn about British values, as well as actively encouraging the development of pupils' sense of self-worth. This aspect of the school's provision is especially important in light of the context of many of the pupils who will attend the school.
- Leaders and directors are experienced and able to articulate clearly the ethos and rationale for the school. They understand that the development of pupils' social and emotional well-being needs to be an important focus for staff if pupils are to thrive during their short time at the school.
- Opportunities for pupils to take ownership of their own learning will be given a high priority, as will activities that promote understanding of the cultures, faiths and beliefs of others. Relationships and sex education will be delivered in a targeted and age-appropriate way.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

### *Paragraph 7–7(b)*

- The school's policies, written guidance and procedures to ensure the welfare, health and safety of pupils are appropriate. The interim centre manager is currently the designated safeguarding lead and has already completed appropriate training to carry out this role.
- Key staff will undertake safeguarding training appropriate to their levels of responsibility prior to the school opening. This will include the school's deputy designated safeguarding lead.
- Recruitment and induction training for new staff will be comprehensive. This will include all aspects of promoting the welfare, health and safety of pupils, including training to ensure that staff are aware of the school's wider policies and procedures to keep children safe.
- The safeguarding policy is compliant with current guidelines. It will be published on the school's website once the website is complete.

*Paragraph 9–9(c)*

- The behaviour policy is suitable for the ages and the needs of the proposed school's pupils. The school also has an anti-bullying policy, which has close links to the behaviour policy. The behaviour policy sets out clear aims and lists the consequences of poor behaviour. Leaders will keep records of sanctions imposed for any serious misbehaviour.

*Paragraphs 10–16(b)*

- The school has a clear policy to comply with relevant health and safety legislation. Key checks on facilities and equipment and procedures for fire safety are already in place. The existing fire risk assessment will be updated prior to the school opening.
- The first-aid policy is suitable and makes provision for effective first aid. Key staff will be trained at an appropriate level once appointed and prior to the proposed school opening.
- The admissions and attendance registers will contain all of the information required once the school is open. Because the school is not yet open, pupils have not yet been accepted onto the school roll. Plans for the effective supervision of pupils are in place.
- The school's risk assessment policy states clearly how risks are to be managed. Some key risk assessments are already in place, for instance for fire safety. Others will follow prior to the proposed school opening. Risk assessments will include appropriate actions to reduce risk.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

*Paragraphs 18(2)–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(4), 21(6)–21(7)(b)*

- Leaders are knowledgeable about the checks that need to be made on adults coming into contact with children at the school. Recruitment procedures are suitable and supported by specialist human resources and recruitment consultants available to the proprietor. Key leaders have undergone appropriate safer recruitment training.

- The single central register of checks on adults is already in place and administered competently. Suitable checks have been carried out on staff employed at the school, as well as on members of the proprietor body. Leaders do not plan to employ agency or supply staff at the school.
- The school is likely to meet all of the requirements in this part of the independent school standards.

## Part 5. Premises of and accommodation at schools

### *Paragraphs 23(1)–24(1)(b), 24(2), 25–29(1)(b)*

- The proposed school occupies part of a site already owned by the proprietor. It has its own secure entrances, office space and toilet facilities. The main classroom area is of an appropriate size to accommodate pupils and staff.
- The outdoor area for pupils to play and take their breaks is small but acceptable. Physical education and other activities will be provided off site at leisure or sports amenities in the local area. These include the proprietor's other, relatively local, school which leaders anticipate will be used for some of the proposed school's extra-curricular offer.
- The lighting, heating and acoustics are all suitable for the pupils likely to be at the school. Outside, there is sufficient lighting around the buildings to ensure safe passage in the dark. Although positioned in a residential area of the town, there are suitable arrangements in place for pupils to arrive and depart from the school safely.
- There are adequate toilets and washing facilities for both pupils and staff. All facilities have sufficient water supplies, and the temperature of hot water is regulated appropriately. Drinking water is available and labelled as such.
- There is a dedicated medical room for the examination and treatment of pupils, as well as the short-term care of those who are sick or injured. A small number of additional spaces and rooms are available for use by staff and pupils if required.
- The school is likely to meet all of the requirements in this part of the independent school standards.

## Part 6. Provision of information

### *Paragraph 32(1)–32(1)(d), 32(1)(f)–32(2)(a), 32(b), 32(b)(ii)–32(4)(c)*

- The proposed school's website is under construction. However, during the inspection, leaders demonstrated how the website will function and shared the key information that it will contain. This includes the school's safeguarding policy which is compliant with current guidelines. Other key policies will also be available through the website or on request.
- Regular updates and written reports will be provided to parents or carers, as well as local authorities placing pupils at the school. Leaders see high levels of communication as a key aspect of provision. A secure, online system will be used for daily updates between pupils, staff and parents or carers.
- Leaders have a good understanding of all of the requirements of Part 6. Information regarding the proprietor, governance and leadership of the school will be available on the website. Leaders are fully conversant with the requirements to report on pupils'

progress and attainment, as well as to support the annual review process of pupils with an education, health and care plan if required.

- The school is likely to meet all of the requirements in this part of the independent school standards.

## Part 7. Manner in which complaints are handled

### *Paragraph 33–33(k)*

- The complaints policy and procedures meet the requirements of Part 7. They set out clear timescales for the management of a complaint. The policy will be available on the website once the website is complete.
- There is provision for formal complaints to be heard by a panel of at least three people who have not been directly involved in the complaint. The policy stipulates that one of the members of the panel must be independent of the management and running of the school.
- The policy makes clear that any findings of a panel must be available to a complainant and, where relevant, to the person complained about.
- Leaders are aware of the requirement to keep any copies of complaints confidentially and available for inspection on the school premises.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

### *Paragraph 34(1)–34(1)(c)*

- Leaders and representatives of the proprietor demonstrate a good understanding of the requirements within the independent school standards. They are aware of their duty to promote actively the well-being of all pupils. They are also knowledgeable about their statutory duties to safeguard pupils.
- Most of the systems, policies and procedures that will be used at the proposed school are based on those established at the proprietor's other school setting. However, the proposed school will offer a unique programme of education and pastoral support for its pupils. Leaders are fully aware of the need for a bespoke approach to managing all aspects of the school, especially regarding the welfare, health and safety of pupils and staff.
- Governance of the school will be provided by a governing board. In the first instance, this will be the governing board that already provides oversight at the proprietor's other school provision. The governing board will operate independently but be accountable to the proprietor's two directors.
- Systems are in place for those in positions of governance to receive the key information that they will need to hold leaders to account for the quality of education the school will provide, as well as ensuring that the independent school standards are met.
- The school is likely to meet all of the requirements in this part of the independent school standards.

#### Schedule 10 of the Equality Act 2010

- Leaders have compiled a suitable accessibility plan to improve access to the premises. Leaders intend to update the plan at appropriate intervals. The school is likely to meet paragraph 3 of 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	148557
DfE registration number	886/6162
Inspection number	10193121

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	Other independent special school
School status	Independent special school
Proprietor	Integrated Services Programme
Chair	Jo August
Headteacher	Lisa Mannings (Interim Centre Manager)
Annual fees (day pupils)	£4,500 (six week programme)
Telephone number	07810 505 490
Website	None
Email address	treedman@picscare.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	7 to 16	7 to 16
Number of pupils on the school roll	Not applicable	12	12

## 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	Up to 12



Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 12
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 12

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this proposed school

- The proposed school will be situated on a site already owned by the proprietor in the Kent coastal town of Whitstable. The site will be shared with a business owned by the proprietor, but the school will have its own dedicated accommodation and entrances.
- The school will provide short-term, six-week programmes for its pupils. All pupils will be placed by local authorities. Leaders anticipate that some pupils may have special educational needs and/or disabilities. Some pupils will have education, health and care plans.
- The school will be led and managed by a 'centre manager' who is yet to be appointed. It will be governed by a local governing board.
- The school will not use alternative provision.

## Information about this inspection

- The inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic of 2020/21.
- This was the first pre-registration inspection of the proposed school. The purpose of the inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and Schedule 10 of the Equality Act 2010.
- The inspector toured the school's premises and grounds. He reviewed a wide range of documentation, including the single central register, policies and curriculum and assessment information.
- The inspector met with the interim centre manager who was accompanied by the special educational needs coordinator of another school owned by the proprietor. The inspector also met with the chair of the proprietor body. He also briefly met with the proprietor's director of education.
- At the time of the inspection, no permanent teaching or support staff had been appointed and governors had not yet met formally as the school's governing board. The proprietor does not intend to open the school until an appropriate range of staff and the governing board are fully in place.

## Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

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