

Freyburg School

Holly Lodge, Ollerton Road, Ollerton Road, Carburton, Nr Worksop, Nottinghamshire S80 3BP

Inspection date

8 June 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(2), 2(2)(a), 2(2)(b), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(d)

- The school's curriculum policy clearly sets out the aim of providing a suitable curriculum for each pupil. Pupils follow a personal programme, tailored to meet their individual learning and social needs.
- Pupils experience a range of subjects which cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. There are appropriate curriculum plans and schemes of work in place for all subjects.
- Pupils follow programmes of study that enable them to take accredited qualifications appropriate to their needs and abilities. For example, pupils study towards achieving levels 1 and 2 in functional skills qualifications in English and mathematics.
- Staff ensure that pupils have the opportunity to learn about specific areas of interest. For example, staff look into different ways in which pupils can undertake studies that will enable them to achieve qualifications in specialisms such as sign language.

Paragraphs 2(1), 2(1)(b)(ii), 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 3, 3(i)

- The school's personal, social, health and economic (PSHE) education curriculum covers a comprehensive range of topics. The curriculum pays due regard to those who meet the protected characteristics set out in the Equalities Act 2010. Pupils are encouraged to consider current affairs, for example through discussion and debates.

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

- Pupils receive impartial careers advice and guidance. They are supported to consider the available options for their next steps. For example, staff help pupils to research college courses and accompany pupils to taster sessions at external providers.

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

- It was not possible to visit lessons during the inspection. Curriculum plans and schemes of work indicate that staff plan activities to support pupils to achieve the curriculum aims. Resources are suitable.
- Staff work with teachers from other schools in the Keys Group. This enables them to share good practice. Subject network groups help to develop staff's subject knowledge.
- Staff regularly assess pupils' work. Leaders track pupils' progress through their individual curriculums.
- Pupils are supported to manage their own behaviour. Staff adapt the curriculum to meet pupils' behavioural needs.
- The school meets the independent school standards in this part.

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)

- The school's PSHE programme covers a wide range of topics and enables leaders to prioritise pupils' spiritual, moral, social and cultural development. Pupils develop an understanding of those who have different values and beliefs to themselves. For example, pupils visit different places of worship.
- The school's approach to behaviour management helps pupils to understand how to distinguish right from wrong and take responsibility for their own actions.
- Pupils learn how to make a positive contribution to society, including through taking part in charity events such as baking brownies to sell at a charity coffee morning.
- Leaders ensure that pupils receive a balanced presentation of opposing views. They check the materials and information that pupils receive from external providers. Activities such as discussions and debates encourage pupils to consider different perspectives.
- The school meets 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.
- It is not clear who has the responsibility for managing safeguarding concerns. The school's designated safeguarding leader does not have sufficient oversight of the school's safeguarding arrangements. This person does not have access to pupils' safeguarding records, for example.
- The school's system for recording and monitoring safeguarding concerns is cumbersome. Different people in the school hold different pieces of information about pupils' welfare, using different systems. This makes it difficult to piece together an individual pupil's history of safeguarding concerns.

- The procedure for staff to share any concerns they may have about an adult's conduct is not clear. Not all staff understand what they should do if they have any such concerns.
- Pupils learn how to keep themselves safe. Staff support pupils to manage situations that may pose a risk to their well-being and safety.
- The school's safeguarding policy is published on the school's website.

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

- The school has an appropriate policy to manage behaviour. It sets out the sanctions that should be adopted in the event of serious misbehaviour. However, the policy is not implemented well. Leaders have used exclusions inappropriately, without following due process.
- Leaders do not maintain a record of sanctions for serious misbehaviour.
- The school has an appropriate anti-bullying policy in place. There is no evidence of recent bullying incidents.

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. Records clearly show when first aid has been administered.

Paragraph 14

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

Paragraph 15

- Leaders were unable to access the school's admissions register. It was not possible to determine whether the register contains the necessary information.
- Leaders do not record pupils' attendance. They do not ensure that staff take daily registers. There is no record of individual pupils' attendance. Staff do not record reasons for pupils' absence.

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

- Staff do not implement the school's risk assessment policy effectively.
- Leaders do not ensure that staff act on pupils' individual risk assessments appropriately. For example, staff do not always follow the actions to mitigate any identified risks. This has led to incidents that leaders describe as 'near misses'.
- Whole-school risk assessments do not consider risks to individual pupils. This includes pupils with specific identified risks.
- The school does not meet 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 records the necessary recruitment checks appropriately.
- The school meets the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 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. Appropriate systems are not in place to ensure that school staff are following the proprietor's expectations. Monitoring is not robust enough.
- Those responsible for governance rely on what school staff tell them. They do not adequately check the school's work for themselves.
- The proprietor has not ensured that all staff have access to the information they need to be effective in their roles. For example, the designated safeguarding leader cannot access pupils' safeguarding records.
- Leaders have not evaluated the school's provision effectively. Plans for school improvement are vague and do not identify the specific actions needed to bring about the required improvements, including in relation to the standards that were identified as not being met at this inspection.

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, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	134649
DfE registration number	891/6022
Inspection number	10192615

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 18
Gender of pupils	Mixed
Number of pupils on the school roll	2
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Emma White
Annual fees (day pupils)	£37,050
Telephone number	01909 506 880
Website	www.keys-group.co.uk
Email address	emmawhite@keys-group.co.uk
Dates of previous standard inspection	4–5 July 2018

Information about this school

- Freyburg School is an independent day special school located on two sites in rural north Nottinghamshire. At the time of the inspection, the school was using only one of the two sites. It is part of the Keys Group and provides education for pupils who live in residential accommodation managed by the company.
- The school provides education for up to 12 male and female students, in the age range 11 to 18 years, who have behavioural, emotional and social difficulties. There are currently two pupils on the school's roll.
- The school's headteacher was appointed in April 2021.
- The school is due to close at the end of the summer term 2021.

- The school currently uses one alternative off-site provider: Prime8 Education.
- The school's last standard inspection took place on 4–5 July 2018.

Information about this inspection

- The inspection was commissioned by the Department for Education following concerns about safeguarding arrangements and the quality of education at other schools in the Keys Group. The inspection was conducted without notice.
- There were no pupils on site during this inspection. It was not possible to speak to pupils or visit lessons.
- The inspector met with the headteacher, the regional manager of the Keys Group and a teacher.
- The inspector reviewed curriculum plans and looked at pupils' work.
- The inspector scrutinised documents relating to safeguarding arrangements, including the safeguarding policy, safeguarding records and pupils' risk assessments.
- The inspector reviewed a number of policies and records, including those relating to behaviour, anti-bullying, first aid and fire safety.
- The inspector checked the school's processes for recruiting staff and reviewed the school's single central register.
- The inspector read the school's self-evaluation and school improvement plans.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 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[13].
- 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 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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