

Preston Bridge School

1 Lower Polsham Road, Paignton, Devon TQ3 2AF

Inspection date

15 July 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, 3, 4

- Leaders have a clear understanding of the needs of the pupils who will attend the new school. They recognise that most pupils who attend the school will be likely to have had negative experiences of school. Many will be at different stages of learning. Leaders have devised a curriculum that reflects this.
- The school's curriculum is based on three stages. These are designed to help pupils re-engage in learning, develop new skills and be ready to contribute to the community. Learning in the morning will be focused on English and mathematics. In the afternoon, there will be an emphasis on project-based learning, which incorporates all the aspects of the curriculum required by the independent school standards. The projects will be tailored to the needs and interests of each pupil.
- Schemes of work for the curriculum are detailed and illustrate the planned sequencing of activities that will develop pupils' knowledge and skills. Leaders intend to personalise the delivery of the curriculum for each pupil. Each pupil will have an individual curriculum plan which will take account of what they already know.
- Curriculum coordinators will check schemes of work and individualised programmes of study to ensure that each pupil covers a broad curriculum matched to their personal and academic needs.
- The curriculum will provide pupils with opportunities, where appropriate, to study to achieve accredited qualifications. Students in the sixth form will continue to follow individualised programmes of study. These will give students access to A-level courses where appropriate. In addition, there will be an increased focus on careers education, and work-based learning opportunities will be available to students.
- Leaders demonstrate high expectations of the staff they propose to employ in the school. Leaders intend that all teachers employed at the school will have qualified teacher status. Appropriate induction and training programmes are in place to support staff appointed to the school.

- The school's assessment policy promotes the use of assessment to identify pupils' needs and inform teaching. When implemented, it is likely that the use of assessment will be purposeful and effective.
- Leaders will use an appropriate programme for pupils' personal, social, health and economic (PSHE) education. The promotion of fundamental British values is threaded through each theme. In addition, the programme gives due regard to respect for the protected characteristics as defined by the Equality Act 2010.
- Leaders have considered how careers education will be delivered across the school. Opportunities to think about future careers are threaded across the curriculum. Older pupils will have access to independent careers advice and guidance.
- The standards in this part are likely to be met.

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

Paragraph 5

- Leaders have identified how they intend to actively promote pupils' spiritual, moral, social and cultural development. This is evident through the curriculum and forms the basis of the PSHE education curriculum. In addition, the promotion of pupils' independence, empathy and social skills is at the heart of their wider learning.
- Leaders have plans for visits out into the local community. These will show pupils a range of organisations and public institutions to help them understand how they can play a part in their community. There will also be opportunities for pupils to visit places further away to understand more diverse communities.
- The school aims to help pupils to recognise right from wrong and to respect civil and criminal law.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 9, 10, 11, 12, 13, 14, 15, 16

- The proposed school has a comprehensive safeguarding policy that is in line with the government's latest guidance. The policy is available on the school's website. All staff will complete safeguarding training before they start work. The safeguarding lead has undertaken suitable training. The policy makes clear that leaders will ensure that all staff receive regular safeguarding updates to ensure that the safety of pupils always remains the highest priority. Leaders have appropriate systems in place to ensure that potential safeguarding concerns are identified and managed effectively.
- Leaders have written a behaviour support policy that describes the school's approach to managing pupils' behaviour. The basis for the policy are the principles of honesty, respect, consideration, and personal responsibility. In line with the behaviour support policy, leaders plan to keep an electronic record of sanctions imposed in response to misbehaviour. Leaders have written an anti-bullying policy. This policy explains what the school will do to prevent bullying and how staff will respond to any bullying that may occur.
- Leaders have appropriate health and safety policies in place. These include a written risk assessment policy. The school's risk assessment policy describes a rigorous

approach towards effective risk management. It describes the steps that leaders expect staff to follow in order to consider, evaluate and mitigate risks. Appropriate risk assessments are in place for pupils, the building and grounds, as well as any off-site activities.

- The proprietor has installed a comprehensive fire-protection system as a part of the recent refurbishment of the school building. An external fire safety consultant has completed a survey of the building, confirming that fire safety systems comply with the latest guidance. Leaders will ensure that appropriate and timely checks are carried out on fire alarms, fire extinguishers and fire escapes. In addition, regular fire drills will take place to make sure that staff and pupils know how to leave the building and where to gather in an emergency.
- There is a first aid policy that explains what staff must do in case of an accident. All staff will receive first aid training. First aid boxes are positioned around the school. There is an accident reporting form and a system in place for recording the administration of medication.
- The headteacher is an experienced school leader who understands the need to supervise pupils effectively. The planned staff-to-pupil ratios will ensure that adequate supervision is in place throughout the school day. Attendance and admissions will be managed using a bespoke online system. The system is likely to record all the required information.
- The standards in this part are likely to be met.

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

Paragraph 18, 19, 20, 21

- Leaders have ensured that a single central register of recruitment checks is in place. The single central register records the required checks carried out before staff are employed, by whom and when. The register is completed accurately for currently employed staff and the proprietor body.
- School leaders and members of the proprietor body are trained in safer recruitment. They describe a vigilant approach in appointing new staff, supported by rigorous systems for ensuring that appropriate vetting checks are carried out in a timely way.
- There are no plans to use supply staff at the school. This is because leaders recognise that the pupils need the familiarity of working with people they already know. However, leaders know what action they need to take if they use supply teachers in the future.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23, 24, 25, 26, 27, 28, 29

- The school has sole use of a solidly built former vicarage. Classrooms and other areas are spacious, well-lit and appropriate for the proposed number of pupils and class sizes. The premises are clean and in good condition.
- Leaders have considered the layout of the rooms so that they fit in with their intention that the building does not look or feel like a traditional school.

- Pupils have access to a safe and secure outside space intended for recreation and outside learning. Leaders anticipate using the local leisure centre for pupils' physical education. As such, there are no changing or showering facilities on site, as pupils would be expected to use those provided by the leisure centre.
- Toilets and washing facilities are available for pupils and staff. In addition, clearly labelled drinking water is available in various places around the school.
- There is a medical room to provide a space for basic first aid and the temporary care of pupils if they become unwell while at school. This room is fit for purpose, being situated adjacent to toileting facilities and having a water supply.
- Leaders have drawn up a comprehensive maintenance plan. This is likely to help leaders ensure that the building and equipment remain safe and suitable.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32

- The school's website provides parents and carers with access to all the necessary policies, including an up-to-date safeguarding policy. The contact details for the school and the proprietor body are available on the website.
- Leaders have ensured that appropriate procedures are in place to report on pupils' progress and attainment to parents, as well as to local authorities who place pupils in the school. Leaders also demonstrate a secure understanding of their duty to provide appropriate information to support the annual review of a pupil's education, health and care (EHC) plan.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school's complaints policy is in writing and available to parents. The policy is comprehensive and meets all of the requirements of the independent school standards. The complaints process has different stages that allow for complaints to be raised both informally and formally. There are clear timescales in the policy for each of these stages.
- The policy makes it clear that any parent who is not happy with the outcome of a complaint can trigger a panel hearing with at least one member of the panel who is independent of the management and the running of the school. The complainant can attend the panel hearing and can be accompanied by a friend. The panel will make findings and recommendations which will be shared with the complainant.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor body have many years of experience in establishing and running independent special schools. Their thoroughness in preparing for this pre-registration inspection indicates their strong understanding of the independent school standards.

Leaders' attention to detail reflects their high aspirations for the proposed school and the pupils who may attend it.

- The leadership team has a strong commitment to promoting the well-being of pupils with special educational needs and/or disabilities (SEND). This is the fundamental reason behind its efforts to set this school up.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- The school has in place an appropriate accessibility plan. Leaders have considered how pupils with SEND can access the premises and curriculum. Consequently, the requirements under schedule 10 of the Equality Act 2010 are likely to be met.

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	148621
DfE registration number	880/6008
Inspection number	10195151

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	Spaghetti Bridge Ltd
Chair	Stephen Bradshaw
Headteacher	Dan Alipaz
Annual fees (day pupils)	£48,000–£65,000
Telephone number	01803 926 555
Website	www.prestonbridgeschool.co.uk
Email address	admin@prestonbridgeschool.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	6 to 19 years	6 to 19 years
Number of pupils on the school roll	Not applicable	45	45

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	Not applicable	45

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	45
Of which, number of pupils with an education, health and care plan	Not applicable	45
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	45

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	21
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	7

Information about this proposed school

- The proprietor, Spaghetti Bridge Ltd, also runs another independent special school in Taunton.
- The proprietor has three directors, an executive chairman, chief executive officer (CEO) and executive director of service quality and development. The CEO is currently the headteacher of the other school owned by the proprietor, and he will become headteacher of the new school.
- The proposed school is based in a large former vicarage in Paignton. Before being purchased by the proprietor, a language school used the building. The building has been refurbished to provide a welcoming environment.
- The school intends to cater for pupils between the ages of 6 and 19 years. All pupils will have a diagnosis of social, emotional and mental health needs, and some will have a diagnosis of autism spectrum disorder.

Information about this inspection

- Ofsted conducted this inspection at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- The Department for Education commissioned this inspection during the COVID-19 (coronavirus) pandemic of 2020/21.
- This inspection was the proposed school's first pre-registration inspection.
- The inspector reviewed documentation related to the curriculum, safeguarding, health and safety of the premises, and the suitability of staff.
- The inspector met with the CEO, who will also be the headteacher of the new school, and the deputy headteacher, operations director, executive director of service quality and development, and school business manager.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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