

New Leaf Alternative Provision

5 St. Paul's Square, Burton-on-Trent, Staffordshire DE14 2EF

Inspection date

21 July 2021

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)(b)(ii), 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)(g), 2(2)(i), 3(b), 3(d), 3(e), 3(f), 3(h), 3(i), 3(j)

- The proprietor has ensured that there is a written curriculum policy in place. She intends for the curriculum to be flexible so that pupils receive a personalised education. The curriculum policy sets out the broad range of subjects and experiences pupils are likely to study. These include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- The proprietor places a strong emphasis on helping pupils to develop their speaking, listening, literacy and numeracy skills. The proposed curriculum includes detailed specifications for the content pupils will study in English, mathematics, science and personal, social, health and economic (PSHE) education. These schemes of work consider the potential age, aptitudes and needs of the pupils that will possibly attend the school.
- Where plans and schemes exist, they do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school's plans for PSHE education are likely to develop respect for others. The plans pay particular regard to the protected characteristics set out in the Equality Act 2010. They also provide an opportunity for pupils to develop an understanding of age-appropriate relationships and sex education. The school intends to teach this content in small discussion groups.
- Leaders intend to make checks on pupils' starting points in literacy and numeracy. They will also make checks on pupils' social, emotional and mental health needs. These checks are likely to include observing pupils when they arrive at the school. Leaders intend for teachers to use the information from these checks when planning lessons to meet pupils' needs

- The headteacher intends for pupils to receive independent careers advice and guidance. In addition, she plans for teachers to use day-to-day interactions with pupils to raise pupils' aspirations and help them gain an understanding of different careers.

- Leaders have ensured that these standards are likely to be met

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 3, 3(a), 3(c), 3(g), 4

- There is little information about how leaders will ensure that the curriculum is implemented well. There are currently no plans about how the proprietor will ensure that teachers have the appropriate knowledge and skills to deliver some subjects within the curriculum. Currently, very little guidance is available to teachers about how to deliver some subjects. This means teachers are unlikely to deliver well-planned lessons across the curriculum.
- Leaders have not developed detailed plans or schemes of work in many subject areas, for example physical education and art. In these subjects, leaders have not considered the ages, aptitudes and needs of all pupils. As a result, leaders are not clear about the knowledge they want pupils to know over time or how they will make progress from their starting points. These shortcomings in the school's plans mean pupils are unlikely to learn and remember more.
- The proprietor has not developed a comprehensive assessment framework. It is not yet clear what aims and outcomes pupils will work towards in some subjects. As a result, leaders are unsure how they will evaluate what pupils know and do across the curriculum.
- These standards are unlikely 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)

- Leaders intend to prioritise pupils' spiritual, moral, social and cultural development. The school's ethos and values underpin the extensive PSHE programme. Leaders intend to place the development of pupils' self-confidence and self-esteem at the heart of the school.
- The PSHE programme is likely to promote British values as it actively develops pupils' respect and tolerance for others. These plans include details of how pupils will learn about different faiths and communities. Leaders intend to use a wide range of teaching resources to help pupils understand various faiths and cultures.
- The school's behaviour policy encourages pupils to take responsibility for themselves and their actions. Leaders intend to teach pupils about how to manage their behaviour.
- Leaders have considered how to develop pupils' understanding of democracy. As part of the PSHE programme, pupils will learn how citizens can influence decision-making through elections and the democratic process.
- The proprietor has appropriate plans in place to inhibit the promotion of partisan views. These plans include an induction process for staff. As part of this process, leaders intend to make staff aware of the professional standards they are expected to uphold.

- Leaders have 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), 16(b)

- The school has a safeguarding policy that is informed by the government's most recent guidance. This policy includes clear information about what staff should do if they have concerns about a pupil's or an adult's conduct.
- Leaders have ensured that current staff have been appropriately trained in safeguarding procedures. They are alert to the signs that pupils might need additional support for their well-being. The headteacher intends to meet with staff every day to discuss any concerns or worries about pupils. This approach is likely to ensure that staff pass on any concerns about a pupil quickly.
- The proprietor has an appropriate procedure in place for following up pupils' absence and monitoring their well-being when absent.
- The anti-bullying policy sets out the school's approach to managing and reducing occurrences of bullying. This approach includes keeping detailed records of any incidents. Leaders currently use the information from these records to identify victims and perpetrators who may need additional support. They intend to follow the same approach if the Department for Education (DfE) registers the school.
- The behaviour policy describes the approach to managing pupils' behaviour. The policy includes a list of sanctions to be used in response to any misbehaviour. Leaders plan that every pupil will have a 'pupil profile'. These profiles will provide information about how teachers should manage pupils' behaviour. In line with the behaviour policy, leaders plan to keep records of sanctions imposed in response to poor behaviour.
- There are systems in place to record admissions and attendance. These arrangements, if implemented effectively, are likely to comply with the Education (Pupil Registration) Regulations 2006.
- The school has appropriate policies in place for health and safety and fire safety. The proprietor has commissioned external agencies to conduct thorough fire safety checks. In addition, the proprietor uses professional contractors to oversee the maintenance and testing of fire safety equipment.
- The first-aid policy sets out the arrangements for ensuring that school staff administer first aid in a timely and competent manner. Staff ensure that medicines are locked away safely in the medical room and record any accidents. There are first-aid boxes in several locations, including in the kitchen area.
- The risk assessment policy sets out a straightforward approach to managing risk. This approach includes identifying risks and putting measures in place to reduce risk so far as reasonably practical.
- The proprietor has ensured that supervision arrangements during lessons and at breaktimes and lunchtimes are appropriate. Leaders have considered the arrangements for supervision if the number of pupils on roll increases.
- Leaders have 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), 21(6)

- The school's records show that the proprietor has made all of the required checks on the staff who have already been employed. These checks are recorded appropriately in a single central register.
- The headteacher has completed safer recruitment training.
- The proprietor does not intend to use supply staff. However, she is clear about the checks and procedures to be followed if using supply staff or volunteers in the future.
- Leaders have 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), 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 premises are maintained to a suitable standard. The proprietor has plans in place to refurbish parts of the school which are showing wear and tear. For example, in some areas, the carpet has worn edges which may present a trip hazard. The proprietor is in discussion with the landlord to have these replaced.
- Rooms are suitable for teaching and learning. They are light and airy, with high ceilings. Rooms have suitable acoustics. Some rooms are carpeted, while others have wooden floors or tiles. All teaching rooms have a good source of natural light. There is ample and adequate external and interior lighting.
- There are suitable toilet facilities for pupils. These are secured from the inside and are to be used by one pupil at a time. A separate toilet is available for staff. All toilet facilities have hot and cold running water, with temperature controlled hot taps.
- Filtered and bottled drinking water will be made available to pupils throughout the day.
- The school has a separate room available as a medical room. The medical room is available throughout the day and is suitable for the short-term care of sick and injured pupils. It includes a washing facility and is opposite a toilet.
- The proprietor has a clear plan to develop the outdoor space to ensure that pupils have an area to play in. The outdoor space includes a tarmacked area with fixed nursery play equipment and a smaller grassed area. The outdoor area is secure. The proprietor plans to remove the fixed nursery equipment and provide gardening opportunities for pupils.

- Leaders intend for the physical education curriculum to be taught at a local leisure centre. This has suitable changing and shower facilities for pupils to use.
- Leaders have ensured that these standards are 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)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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), 32(3)(g), 32(4)(a), 32(4)(b), 32(4)(c)

- Leaders have produced policies that reflect the latest government guidance. During the inspection, the required documentation under Part 6 of the independent school standards was made available. This documentation included an up-to-date safeguarding policy which is published on the website.
- The proprietor understands the requirement to publish any future inspection reports.
- The headteacher demonstrates a strong understanding of her duty to provide information to a local authority to support the annual review process for pupils with an education, health and care plan.
- Leaders intend to provide termly reports to parents. The reports are likely to include information about pupils' social and emotional development.
- Leaders have ensured that 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 has developed a complaints policy. The policy is concise and available on the school's website.
- The policy sets out a procedure that consists of three stages: informal, formal and a hearing before a panel which includes an independent member. The policy sets out the timescales for each stage. The policy makes clear that all formal complaints, including those heard by the headteacher, will be recorded.
- Leaders have ensured that these 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)

- The proprietor has a clear vision for the school. She wants to make a positive difference to the lives of vulnerable pupils to prepare them for the next stages of their education or employment. She is knowledgeable about the needs of pupils for which the school intends to cater. However, the proprietor's understanding of the independent school standards is not strong enough. As a result, several standards in Part 1 are unlikely to be met.
- The proprietor has not ensured that schemes of work are in place to support the delivery of the intended curriculum. This means teachers are unlikely to plan lessons that build pupils knowledge over time.

- These standards are unlikely to be met.

Paragraph 34(1)(c)

- The proprietor has ensured that the school's proposed PSHE curriculum actively promotes the well-being of pupils
- Leaders have ensured that this standard is likely to be met.

Schedule 10 of the Equality Act 2010

- The school has a simple accessibility policy and plan in place dated 2020/2023.
- The plan is limited in scope. The key actions and dates relate solely to making the physical environment more accessible.
- The introduction to the plan notes brief details about increasing access to the curriculum and how pupils, staff, parents and visitors access information. However, leaders have not made clear how they intend to enhance the curriculum and the sharing of information for pupils with a disability.
- The school is unlikely to fulfil its duties 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	148559
DfE registration number	860/6085
Inspection number	10197474

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	Forest Lodge Edu-Therapy Centre Ltd
Chair	Karen Nicoll
Headteacher	Karen Nicoll
Annual fees (day pupils)	£24,000
Telephone number	01283568616
Website	https://www.newleafap.co.uk/
Email address	headteacher@newleafburton.co.uk

Provider already operating

Number of pupils of compulsory school age	10
Number of pupils of compulsory school age who have an education, health and care plan, or who is looked after by a local authority	10
Total hours operating as a school per week	16
Total hours of teaching provided per week	16

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 18	11 to 18	11 to 18
Number of pupils on the school roll	12	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	20
Number of part-time pupils	12	20
Number of pupils with special educational needs and/or disabilities	12	20
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	12	20
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	12	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	7
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this proposed school

- The proposed school is part of Forest Lodge Edu-Therapy Centre Ltd. The school will be located in a large, Victorian property in the heart of Burton-on-Trent. The house, which was previously a private day nursery, is situated in a quiet square. The proprietor leases the building from a local landlord.
- The school currently operates as an unregistered alternative provider. There are 12 pupils on the admissions register. All 12 pupils have an education, health and care plan.

The provider was closed on the day of the inspection for staff's training. No lessons were visited during this inspection.

- The school proposes to cater primarily for pupils with social, emotional and mental health needs. In addition, the school proposes to educate pupils who are likely to have needs linked to autism spectrum disorder and attention deficit disorder.
- The school will cater for 20 pupils aged 11 to 18 years. It is the proprietor's intention that local authorities will place most pupils at the school.
- The school does not have a religious character or ethos.
- The school does not intend to use alternative provision.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet all the independent school standards if it is registered. This is the school's first pre-registration inspection.
- An inspector conducted a tour of the premises with the headteacher. Inspectors also took account of arrangements for pupils' welfare and safeguarding. This inspection work included scrutiny of the school's checks on the suitability of staff, the safeguarding policy, the health and safety policy and the latest fire risk assessment.
- Inspectors checked documentary evidence relating to the curriculum, including the curriculum policy, schemes of work, pupils' work and teaching materials.
- Meetings were held with the headteacher. The headteacher is also the chair of governors and the proprietor.

Inspection team

Christopher Stevens, lead inspector

Her Majesty's Inspector

Nicola Harwood

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(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 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.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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.

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