

Refocus

6 Knox Road, Wellingborough NN8 1HW

Inspection date

25 August 2021

Overall outcome

The school is likely 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), 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(i), 3(j), 4

- Leaders have ensured that there is a written curriculum policy. Schemes of work support this policy. Pupils will experience linguistic, mathematical, scientific, technological, creative, artistic and social education. Leaders know how they will work with the teachers they will employ to ensure that all plans make clear how pupils' knowledge will build typically over time.
- The planned personal, social, health and economic (PSHE) policy curriculum incorporates the proposed school's ethos and values.
- Leaders have detailed understanding and relevant experience of the likely needs of the pupils who will be in their care. They speak with clarity about how they will adapt the curriculum to meet the academic and personal needs of the pupils.
- Leaders are knowledgeable about the systems and processes used to assess and meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND).
- Leaders are planning a curriculum that aims to enable pupils to attain relevant qualifications and prepare them for their future lives. This includes a framework to provide impartial information, advice and guidance about career choices.
- The headteacher, some of the deputy headteachers and other members of staff will teach the pupils. Leaders have planned how they will support new staff they will employ to deliver the curriculum. They will provide training and an induction process to ensure that staff have the expertise they need to teach in the school.
- Leaders know how they will check that the quality of the curriculum and teaching are consistent for the different aged pupils across the different subjects.
- The proposed school is likely to meet the standards in this part.

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 provide an inclusive school culture that places emphasis on pupils' personal and social development as well as their academic development. The personal, social and health education scheme of work aims to provide opportunities for pupils to gain knowledge and understanding of British values, such as the rule of law and democracy.
- Leaders have created a curriculum that will promote pupils' spiritual, moral, social and cultural development. Schemes of work in different subjects show how leaders intend to build pupils' self-confidence, encourage pupils to have high aspirations and prepare them for life in modern Britain.
- Leaders plan to work with the local community, schools and organisations in order to widen pupils' understanding of those who live in the local area as well as in society more widely.
- Schemes of work show how leaders intend pupils to develop their understanding of the protected characteristics and of the importance of respecting people's differences. Pupils will learn about different cultures and beliefs.
- The proposed school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- Leaders have created a comprehensive safeguarding policy which incorporates the most recent statutory guidance. The policy explains the procedures staff will follow should there be a safeguarding concern about a pupil or a member of staff.
- The school's safeguarding policy will be available on the school's website.
- Leaders are trained as designated safeguarding leaders. They have well-thought-out plans for the systems and procedures they will put in place to ensure pupils' safety.
- Leaders have planned for ongoing staff safeguarding training. They speak with clarity about how they will maintain scrutiny of school practices and the actions they will take when concerns are raised in order to ensure that the proposed school's policy is implemented effectively.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- Leaders have ensured that appropriate behaviour and anti-bullying policies are in place. Leaders are clear about the arrangements they will put in place to ensure that these are implemented effectively.
- The policies indicate how staff will manage any concerns or incidents that occur. Leaders are knowledgeable about the potential needs and vulnerabilities of the pupils who will attend the school and the actions they will take to help pupils behave well.
- Leaders will keep records of serious misbehaviour and bullying incidents. These records will include the actions leaders take in response to such incidents. Leaders

intend to prioritise high expectations of pupils' behaviour and will support and guide staff to manage behaviour effectively.

Paragraphs 11, 12, 13

- Leaders have ensured that there is an appropriate health-and-safety policy in place. They have planned arrangements, systems and monitoring processes to ensure the safety of staff and pupils. Leaders have created a schedule of the checks they plan to carry out.
- Leaders have acted to make sure the proposed school is compliant with the requirements of the Regulatory Reform (Fire Safety) Order 2005. A risk assessment has been completed. Leaders are trained as fire wardens. There is an emergency evacuation plan and fire extinguishers are checked.
- Leaders have ensured that there is an appropriate first-aid policy. The policy sets out the systems and procedures leaders intend to put in place. Leaders have undertaken first-aid training. There are first-aid boxes and an accident book to record any incidents.

Paragraph 14

- Leaders describe clearly their arrangements for the supervision of pupils at all times of the school day. All pupils will have an allocated key worker. Leaders have considered the possible risks in relation to the school site, off-site visits and will take account of the specific needs of the individual pupils to ensure sufficient supervision.

Paragraph 15

- The proposed school's admission and attendance registers contain the necessary information.

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

- There is a written risk assessment policy. This contains information about how leaders and staff will identify risks and put into place appropriate control measures. Leaders have developed a range of risk assessments in preparation for the proposed school to open. Leaders are considering carefully the actions they intend to take and the training they will provide to reduce risks to ensure pupils' and staff's safety.
- The proposed school is likely to meet the 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)

- Leaders demonstrate a secure understanding of the requirements for the checks they will need to undertake to ensure that staff they employ are suitable. They have created a single central record of the required checks they have carried out before staff are employed, showing who has undertaken these checks and when. The record is completed accurately for currently employed staff and the board of proprietors.
- The proposed school is likely to meet the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- There are suitable washing and toilet facilities for the pupils, staff and visitors.
- Leaders plan to use showering and changing facilities in a local leisure centre.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- A suitable medical and first-aid room is available for the care or examination of injured or ill pupils.

Paragraphs 25, 26, 27, 27(a), 27(b)

- The school site is secure. Leaders undertake regular checks and remedy any potential hazards.
- Leaders ensure that the proposed premises are maintained to a good standard. Classrooms and other areas are spacious, well-lit and suitable for the proposed number of pupils. The acoustics are appropriate.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- Drinking water facilities are available throughout the school.
- There is adequate hot and cold water. The temperature of hot water is regulated effectively.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- Leaders plan to develop further the small outdoor space into a pleasant area for pupils to be able to socialise.
- The premises does not allow for sufficient outdoor space for physical education (PE) lessons to take place. Leaders plan to use the facilities of a local leisure centre. Leaders have also made arrangements with the local authority for the proposed school to make use of a local park for PE lessons and provide opportunities for pupils to socialise and play.
- The proposed school is likely to meet the standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(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)

- Leaders have ensured that the required policies are in place. These are all adapted with the likely needs of the pupils in mind. Leaders plan to make some of these even more specific to the school when the pupils are on roll and their needs are better known.
- Leaders will provide all necessary policies and information to parents and carers. This will include annual written reports to parents of their children's progress and attainment. They have planned the information that will be published on the proposed school's new website.
- The proposed school is likely to meet the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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)

- Leaders have ensured that the complaints policy provides the necessary information and is published on the proposed school's website.
- The policy explains to parents the procedures they should follow should they have a complaint. Timescales are clearly stated. Leaders will retain a record of all parental complaints and the findings and recommendations of each. These records will be available during future inspections.
- The proposed school is likely to meet the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The board of proprietors who are also employed at the proposed school demonstrate familiarity with the independent school standards and the actions they will take to meet these consistently. Leaders have relevant experience of how to meet the needs of the pupils the proposed school will serve.
- The board of proprietors and members of the governing body describe a clear strategy for how they will monitor and evaluate the effectiveness of the proposed school, including compliance with the independent school standards. Leaders understand their roles and responsibilities.
- Leaders place safeguarding and promoting pupils' personal development and well-being at the centre of the proposed school's work. They are likely to ensure that there will be appropriate safeguarding arrangements in place.
- Leaders demonstrate ambition and enthusiasm for the provision they aim to provide for pupils who, for different reasons, struggle in full-time, mainstream education. They articulate a vision for a school that will help pupils who may have fallen behind or become disengaged with learning to catch up and be successful in their lives. School policies are adapted with the pupils' likely needs in mind.
- The proposed school is likely to meet the standards in this part.

Schedule 10 of the Equality Act 2010

- There is a suitable plan in place to improve pupils' access to the school environment and curriculum. Leaders intend to refine this further when the needs of the pupils are better known.
- Leaders have ensured that the planned curriculum is designed to be inclusive. They speak with clarity about how they will adapt the curriculum to meet the needs of all pupils, including those with SEND.
- The proposed school is likely to meet the regulation in this part.

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	148756
DfE registration number	940/6000
Inspection number	10203784

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 status	Independent school
Proprietor	Refocus Ltd
Chair	Hayley Perry
Headteacher	Paula Tucker
Annual fees (day pupils)	£3,480 to £16,910
Telephone number	01933 391 660
Website	www.refocusltd.co.uk
Email address	enquiries@refocusltd.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	7
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	4
Total hours operating as a school per week	0
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 16	14 to 16	14 to 16
Number of pupils on the school roll	7	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Mixed
Number of full-time pupils of compulsory school age	0	To be confirmed
Number of part-time pupils	7	To be confirmed
Number of pupils with special educational needs and/or disabilities	7	To be confirmed
Of which, number of pupils with an education, health and care plan	3	To be confirmed
Of which, number of pupils paid for by a local authority with an education, health and care plan	1	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4.5	To be confirmed
Number of part-time teaching staff	1	To be confirmed
Number of staff in the welfare provision	Not applicable	2

Information about this proposed school

- The proposed school intends to open in September 2021. It will not accept full-time pupils unless it is registered to do so.
- The school will cater for pupils aged 14 to 16 who struggle in mainstream settings. The school will receive referrals from the local authority and secondary schools.
- Pupils will attend either part time or full time, depending on their needs. Pupils who attend part time will be dual registered with a partner school. Some pupils may have special educational needs and/or disabilities.
- Leaders anticipate that on opening the school will have 12 pupils attending full time.
- The school will offer functional skills Level 1 to Level 2 qualifications in a variety of subjects, including English, mathematics and vocational subjects.
- The proprietorial board members will also be employed as members of staff.
- Leaders do not plan to make use of alternative providers.

Information about this inspection

- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- The inspector conducted a tour of the site to check the suitability of the premises, as well as the school's risk assessment and health and safety policies. The inspector held several meetings with the headteacher and three deputy headteachers who are also members of the board of proprietors of Refocus Ltd to discuss how the proposed school intended to meet the independent school standards. The inspector also met with members of the governing body.
- The inspector scrutinised a range of documentation, including schemes of work, policies and procedures, and the proposed school's website.
- The inspector checked the proposed school's single central register of employment checks and discussed with leaders their intended approach to ensuring the health, safety and welfare of pupils.

Inspection team

John Lawson, lead inspector

Her Majesty's Inspector

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