

The Emscote School

Nelson Lane, Nelson Lane Industrial Estate, Warwick CV34 5JB

Inspection date

4 August 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(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)(iii), 2(2)(h), 2(2)(i), 3, 3(b), 3(h), 3(i), 3(j) and 4

- At the previous pre-registration inspection in December 2020, these standards in this part were considered likely to be met.
- The proprietor has drawn up a suitable curriculum policy and intends to offer a broad range of subjects to best prepare pupils for further education or employment. Schemes of work have been developed for all the subjects the school proposes to offer. These include English, mathematics, science, art, history, geography, physical education (PE), personal, social, health and economic (PSHE) education, information and communication technology (ICT) and religious education (RE).
- The proprietor intends to provide a wide range of opportunities for 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 PSHE education. These schemes of work consider the potential age, aptitudes and needs of the pupils that may attend the school.
- A detailed scheme of work has been prepared for PSHE education. This is a wide-ranging programme. It includes aspects of human and social education, life in modern Britain as well as provision for pupils to learn a range of life skills, including managing money. The PSHE curriculum teaches pupils about respect for all, paying particular regard to the protected characteristics under the Equality Act 2010. The PSHE curriculum also includes relationships and sex education.
- A range of appropriate resources have been purchased to support teaching in the school. Leaders have also created a small library with a selection of fiction and non-fiction books. An extensive range of art materials and sporting equipment is already available in the school. Leaders subscribe to a range of online learning centres for teaching subjects where there are not yet specialist staff available in the school.

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(e), 2(2)(e)(ii), 3, 3(a), 3(c), 3(d), 3(e), 3(f) and 3(g)

- At the previous pre-registration, the standards in this part were considered unlikely to be met. It was reported that the proprietor had not ensured that teachers would have the necessary knowledge and understanding to implement curriculum plans for all subjects. She did not consider sufficiently well the training teachers would need to further develop their teaching skills and understanding. The proposed careers programme did not expose pupils to a wide range of career options from which they could make choices.
- Leaders have worked together to address these issues. The proprietor intends to employ qualified teachers to teach the core subjects. Two teachers have already been appointed and leaders are in the process of appointing a third. Staff who are not qualified teachers have been enrolled on training courses to support the development of their pedagogical and subject-specific knowledge.
- The principal and vice-principal have drawn up a policy for staff development and appraisal. It has an appropriate training schedule planned out for the coming year. They intend to carry out regular lesson observations and scrutiny of pupils' work in order to check the quality of education across the school. Leaders intend that all staff continuously adapt their teaching approaches to maintain pupils' interest and curiosity. Leaders intend to provide regular supervision sessions for all staff to discuss the quality of teaching as well as provide ongoing support.
- Leaders have drawn up an appropriate assessment policy. It includes a framework of when and how they will assess the progress pupils make. This includes an initial baseline assessment when pupils first join the school. Leaders intend to check what pupils in Years 7, 8 and 9 know and can do by using a set of grade descriptors linked closely to the National Curriculum. Pupils in Years 10 and 11 will be assessed using a GCSE assessment tool. Leaders intend that this will identify any gaps in pupils' knowledge and skills. Staff will use the information to enrol pupils on an appropriate course. Leaders plan to register as a GCSE examination centre at some future date but will use a local registered centre in the first year of operation.
- Leaders have developed a comprehensive careers policy so that pupils can access appropriate advice and guidance. Leaders employ a specialist careers adviser. It is planned that pupils will have regular careers lessons. The school also belongs to an organisation which helps find work experience placements for pupils in Years 10 and 11. The plans for careers education include opportunities for pupils to develop interview skills, write a curriculum vitae and find out about a range of career options and future training courses.
- Leaders have ensured that the standards in this part are likely 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)

- At the previous pre-registration inspection, all the standards for this part of the independent school standards were considered likely to be met.
- Leaders have developed a policy for spiritual, moral, social and cultural (SMSC) development. If the policy is implemented effectively, pupils will have the opportunity

to explore fundamental British values, develop an understanding of right from wrong and acquire knowledge of different public institutions that exist in England.

- Leaders have detailed how SMSC will be linked with other subjects. For example, pupils will have the opportunity to respond to a range of texts in English and develop an understanding of how societies change and develop in their study of history and geography.
- Respect for the protected characteristics is threaded through all the school's policies and schemes of work. It is taught explicitly through PSHE education schemes of work. For example, in the first six weeks of the Year 10 scheme, pupils will have the opportunity to learn about disability and gender prejudice and why this is unacceptable in society.
- The SMSC policy includes an explanation of how leaders will ensure that partisan political views are not promoted in the teaching of any subjects in the school or when there are visiting speakers.
- 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) and 16(b)

- At the previous pre-registration inspection, the standards in this part were considered as likely to be met. The same arrangements are still in place for all standards.
- Leaders have a suitable safeguarding policy in place. It is up to date and meets all current statutory requirements. Leaders plan to review this annually. The policy sets out the procedures leaders intend to use to safeguard pupils who will attend the proposed school. The policy sets out arrangements for safer recruitment, including the management of volunteers and contractors. It is published on the school's website.
- The behaviour policy is suitably detailed outlining the key expectations as well as the rewards and sanctions leaders propose to use. The policy indicates that staff will be suitably trained to support pupils with challenging behaviour. The policy reflects the Equalities Act and the school's ethos and values. Leaders have created a proforma to record any behaviour incident. They intend to log incidents on a spreadsheet which leaders will analyse weekly.
- Leaders have devised a health and safety policy. The policy clearly sets out the responsibilities of leaders, trustees and staff. The policy also refers to the school's first aid procedures. An employee safety handbook has been developed to ensure that all staff are fully aware of their responsibilities for health and safety in the school. Leaders intend that staff induction includes health and safety training.
- The premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005. An extensive fire risk assessment is in place and updated regularly with the support of a specialist company.
- 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.
- Leaders shared rotas showing how pupils will be supervised at breaktimes and on arrival and when leaving the school. Classes will be small to cater for pupils' individual

needs. Leaders are aware of areas in the school where more supervision may be required.

- A written risk assessment policy is in place. Leaders shared a range of risk assessments that have already been carried out for the proposed school, such as those for PE lessons and trips off site. Leaders have a clear understanding of hazard identification and the implementation of control measures.
- 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)

- At the previous pre-registration inspection, the proposed school was considered likely to meet all of the independent standards in this part.
- Since the previous pre-registration inspection, the proprietor has recruited two teachers. She follows the procedures laid down in the proposed school's safer recruitment policy. The proprietor ensures that all the required pre-employment checks have been completed.
- The proprietor has set up a single central register to collate and record all the required checks on staff and trustees.
- 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.
- The proprietor has 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), 24(1), 24(1)(a), 24(1)(b), 24(2), 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)

- At the previous pre-registration inspection, these standards in this part were considered as likely to be met.
- The premises continue to be 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, worn window frames and external panelling are due to be replaced in the near future.
- The proprietor has ensured that there are suitable toilet and washing facilities, including one accessible toilet. Separate toilet facilities are provided for staff and pupils. Fire extinguishers and evacuation notices are located throughout the premises. Drinking water is appropriately labelled and the hot water temperature is set to prevent scalding.

- There is a designated space for the medical examination and treatment of pupils. It includes a washing facility.
- Classrooms, office spaces and communal areas are bright and airy. Acoustic and lighting conditions are appropriate. There is adequate external lighting.
- Suitable outdoor space is available to enable pupils to play and participate in PE. A grounds maintenance service is booked in to tidy this space before the start of the new academic year.
- Leaders have continued to ensure that the standards in this part are likely to be met.

Paragraph 23(1), 23(1)(c)

- At the previous pre-registration inspection, it was noted that the proposed school did not have adequate provision for pupils to shower and change after PE lessons. A single shower was available in a disused part of the building.
- The proprietor has refurbished part of the school to ensure that suitable changing and shower facilities are available.
- Leaders have ensured that these standards are now 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)(i), 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), 32(4)(a), 32(4)(b), 32(4)(c)

- At the previous pre-registration inspection, the standards in this part were considered as likely to be met. During this 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 school's website.
- Leaders continue to update the website, ensuring that information relates to the proposed school and not the previous alternative education provision. Leaders are fully aware of the requirements of what the school should publish on its website.
- The headteacher demonstrates a secure understanding of her duty to provide information to a local authority in order to support the annual review process for pupils with an education, health and care plan.
- Leaders intend to provide an annual report to parents, supported by shorter termly progress reports. The reports are likely to include information about pupils' behaviour, attendance as well as attitudes to learning and academic achievement.
- Leaders have continued to ensure that the standards in this part are likely to be met.

Paragraph 32(1), 32(1)(b), 32(3), 32(3)(b)

- At the previous pre-registration, the standards in this part were considered unlikely to be met. It was reported that leaders did not provide sufficient detail for parents to help them understand how the educational and welfare needs of pupils who speak English as an additional language will be met.
- Leaders have drawn up detailed documents which describe how they intend to support pupils who speak English as an additional language. These documents include

information about admission to the school and a typical scheme of work to help pupils who may be at the early stages of learning English.

- 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)

- At the previous pre-registration inspection, the complaints policy was considered fully compliant with the requirements of the independent school standards. The complaints procedure is comprehensive and easy to follow should a parent ever need to raise a complaint. It details the arrangements for addressing informal and formal complaints and provides information about the timelines for the completion of the investigation.
- Leaders understand their responsibility to keep written records of any complaints and the action taken to deal with them. Leaders understand their responsibility to publish the number of formal complaints made in the previous academic year on the proposed school's website.
- The complaints policy is available on the school website.
- Leaders have continued to ensure 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) 34(1)(c)

- Leaders have ensured that the independent school standards are likely to be met. They have drawn up a suite of relevant up-to-date policies that explicitly link to the standards. Policies reflect the school's values and how respect for the protected characteristics will be promoted in the school. Leaders demonstrated a secure understanding of their responsibilities regarding the standards in their discussions with inspectors.
- Leaders have a deep commitment to improving the life chances of pupils who have previously struggled to be successful at school. Leaders know their current pupils well and are likely to fulfil their responsibilities to actively promote pupils' well-being. Leaders put developing pupils' self-esteem and confidence at the heart of their work, but they also aim to support pupils to gain qualifications and secure employment or further training.
- Trustees are clear about how they will have oversight of the school's work and how they will hold leaders to account. Systems are already in place to support this work. Trustees have recently appointed two additional board members with extensive educational experience. This will further add to the capacity of leaders to ensure that an appropriate curriculum and effective quality of education is put in place.
- Leaders have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have drawn up an appropriate accessibility policy and planning framework. They are clear about the action they will take to ensure increased access to the curriculum, all areas of the school building and the information they wish to share. Leaders are likely to fulfil their duties under 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	148732
DfE registration number	937/6035
Inspection number	10202135

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 day school
School status	Independent school
Proprietor	Parneet Kang
Chair	William Holland
Headteacher	Parneet Kang
Annual fees (day pupils)	£19,500
Telephone number	01926 492 609
Website	emscoteschool.org
Email address	parneetkang@emscoteschool.org

Provider already operating

Number of pupils of compulsory school age	20
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	20

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	20	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	1	20
Number of part-time pupils	19	40
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	6	12
Number of part-time teaching staff	1	6
Number of staff in the welfare provision	1	1

Information about this proposed school

- The proposed school is located on an industrial estate near to the centre of Warwick. The building is currently occupied and being used as unregistered alternative provision for pupils aged 11 to 16 years.
- The proposed school plans to cater for pupils aged 11 to 16 years. It is expected that most pupils will have social, emotional and mental health needs. Some pupils may have been permanently excluded or on the verge of exclusion. The proposed school intends to offer both long-term and short-term educational provision depending on the needs of each pupil and commissioning body.
- About a third of pupils are likely to have special educational needs and/or disabilities. Some may have an education, health and care plan. Pupils are likely to be referred by local authorities or directly by schools.
- The sole proprietor is also the headteacher.
- The proposed school will not have a religious ethos.
- The proposed school does not intend to use any alternative providers.

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 second pre-registration inspection. The first pre-registration inspection was carried out in December 2020, when several standards were judged unlikely to be met.
- 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 and teaching materials.
- Meetings were held with the headteacher and deputy headteacher. The headteacher is also the proprietor. A telephone call was held with the chair of the board of trustees.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

Jonathan Leonard

Her Majesty's Inspector

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