

The Greens ENS

202 Droylsden Road, Manchester M40 1NZ

Inspection date

22 September 2021

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b)

- The proprietor body has not developed a suitable written curriculum policy. It does not include enough detail to meet the independent school standards (the standards).
- The proprietor body has developed curriculum plans and schemes of work for English and mathematics. However, these curriculum plans do not take account of pupils' ages. They do not include the teaching of phonics for pupils in key stage 1. Nor has the proprietor body developed any curriculum plans or schemes of work for pupils in key stage 4.
- The proprietor body has not ensured that there are curriculum plans or schemes of work for the teaching of technology, human and social, or aesthetic and creative education in preparation for the school's opening. As a result, the curriculum does not meet the requirements of the independent school standards.
- The standards in this part are unlikely to be met.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)

- The proprietor body has not ensured that there is a suitable scheme of work to promote pupils' personal, social, health, citizenship and economic development. This includes the teaching of fundamental British values. It does not include how respect and tolerance for all of the protected characteristics, as identified in the Equality Act 2010, will be positively promoted.
- The standards in this part are unlikely to be met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii)

- The proprietor body has no suitable careers programme in place to ensure that pupils receiving secondary education have access to impartial, accurate and up-to-date careers guidance.
- The standard in this part is unlikely to be met.

Paragraphs 2(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g)

- There is a written assessment policy which states how pupils will be assessed when they join the school. This policy explains how pupils' achievements will be measured against the targets which have been set in pupils' individual education, health and care plans (EHC plan). The written policy explains how assessment in English and mathematics will be carried out at key points throughout the academic year, against the planned curriculum. However, the curriculum for English and mathematics is only in place for pupils in Year 1 to Year 9.
- There are no schemes of work, or curriculum plans, for all the required areas of learning as set out in the standards. Consequently, pupils are unlikely to be able to acquire new knowledge and make good progress in subjects other than English and mathematics. There are no arrangements in place for how pupils will be assessed in subjects other than English and mathematics, nor how pupils in key stage 4 will be assessed.
- The proprietor body plans to use online resources to support the delivery of the curriculum. However, it has not considered the full range of subjects to be taught, nor the resources needed. Therefore, the range of resources in place to support the effective delivery of the curriculum is limited, including for English and mathematics.
- The standards in this part are unlikely to be met.

Paragraph 3(h), 3(i), 3(j)

- The proprietor body has designed suitable guidance for all staff on how to manage pupils' behaviour effectively. The proprietor body will provide additional training for staff when required.
- The proposed strategies to manage behaviour will support pupils to regulate their own behaviour and help pupils to understand how their behaviour impacts on others.
- The standards in this part are likely to be met.

Paragraph 4

- The proprietor body has not ensured that a suitable assessment system is in place. Therefore, there is no means by which to measure pupils' performance in subjects other than English and mathematics. Teachers will be unable to check what pupils know and can do in most subjects.
- The standard in this part is unlikely to be met.
- The proprietor body has not ensured that all 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)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)

- The proprietor body has not ensured that there are appropriate plans, or schemes of work in place, for the development of pupils' spiritual, moral, social and cultural development. This includes the opportunity for pupils to learn about a range of cultures and religions.
- There are no plans or schemes of work in place to demonstrate how fundamental British values will be positively promoted, nor how teachers will encourage respect

and tolerance for other people, paying particular attention to the protected characteristics.

- The standards in this part are unlikely to be met

Paragraph 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The proprietor body has made assurances that it would not promote partisan or political views in the teaching of any subject. The code of conduct is clear that staff must always present balanced viewpoints to pupils. However, as there are no curriculum plans or schemes of work, there is no guidance for teachers on how such aspects of the curriculum will be delivered.
- The proprietor body has ensured that there is a suitable behaviour policy in place to support pupils in how to understand right from wrong.
- The standards in this part are unlikely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor body has developed a detailed safeguarding and child protection policy. Leaders have extensive experience in this area. They have ensured that there are suitable procedures in place to support staff. Leaders understand the safeguarding concerns within the local area and how to help pupils to keep themselves safe in a range of situations.
- The head of school is the designated safeguarding lead. She has received the appropriate training to be able to undertake this role effectively. All appropriate checks have been made for prospective members of staff before they start at the school. Plans are in place for all staff to receive suitable safeguarding training as part of the proposed school induction procedures.
- This standard is likely to be met.

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

- The proprietor body has ensured that there is a suitable written behaviour policy in place. The policy reflects leaders' ambitions for pupils to be able to manage their own emotions and behaviour. The policy sets out clear expectations for leaders, staff and pupils. The policy also provides suitable guidance for staff about the strategies, rewards and sanctions that they may use to promote positive behaviour.
- The proprietor body has ensured that there is an appropriate written policy in place for the prevention of bullying. The policy sets out clear expectations for leaders, staff and pupils. Reference is made to the different forms that bullying can take. The policy provides clear guidance for staff about the strategies that they may use to prevent bullying and the actions to take should it occur.
- There is an appropriate online record-keeping system which leaders intend to use to record any incidents of inappropriate behaviour, including bullying.
- These standards are likely to be met.

Paragraphs 11, 12

- The proprietor body has ensured that a fire safety audit has been completed by a suitably qualified person. Fire evacuation procedures are clearly displayed throughout the building. All emergency exits and emergency lighting are linked to the fire alarm system. All evacuation routes are clear from clutter. The school's building is compliant with the Regulatory Reform (Fire Safety) Order 2005 regulations.
- All health and safety policies are in place. They clearly set out the responsibilities of leaders and staff to ensure that the premises, staff and pupils are safe.
- These standards are likely to be met.

Paragraphs 13, 14, 15

- The proprietor body has ensured that there is a suitable first-aid policy in place. The policy sets out the actions to be taken, and the procedures to be followed, in the event of an accident. There is an appropriate, online record-keeping system which leaders intend to use to record any incidents or accidents. All staff will receive first-aid training as part of leaders' proposed induction procedures for staff.
- The proposed numbers of staff are suitable to ensure that pupils will be well supervised throughout the day.
- The proposed school's admission policy complies with the Education (Pupil Registration) Regulations 2006. The attendance register is to be linked to the online record-keeping system for each pupil.
- These standards are likely to be met.

Paragraph 16

- The proprietor body has ensured that the risk assessment policy is apt. To mitigate any risks to pupils and/or staff, leaders have completed assessments for any possible risks in a variety of situations. These include taking pupils off site, for example when older pupils will attend physical education lessons at a local sports facility.
- This standard is likely to be met.
- The proprietor body has ensured that all standards in this part are likely to be met.

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

Paragraphs 17, 18(1)–18(2)(e)

- The proprietor body has appropriate systems in place to check that all staff are suitable to work with pupils. These include an enhanced criminal record check, identity checks and staff's relevant experience of working with pupils with specific social and emotional needs.
- The standards are likely to be met.

Paragraph 19(1)–19(2)(d)(ii)

- The proprietor body will ensure that any supply staff who may work in the proposed school will be suitable to work with pupils. All required checks will be completed before supply staff start work.
- This standard is likely to be met.

Paragraphs 20, 21(6)–21(7)(b)

- The proprietor body has a secure understanding of the required prohibition checks that need to be completed before directors take up their roles, including the chair of governors. Consequently, all safeguarding checks have been carried out. Suitable checks have been completed under section 128 of the Education and Skills Act 2008 for the leaders of the proposed school.
- These standards are likely to be met.
- The proprietor body has ensured that all standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23–23(1)(c), 24–24(2), 25, 26, 27–27(b), 28(1)–28(2)(b), 29(1)–29()(b)

- The proposed school will be situated over two floors in a former doctor's surgery. The proprietor body has ensured that the building is in good order. All corridors and stair wells are clear from clutter and banisters are at a suitable height for the ages of the intended pupils. Furniture in all teaching areas is appropriate, and all the rooms are well ventilated with suitable lighting and heating.
- The building comprises several rooms suitable for the teaching of small groups of pupils. There is also space for one-to-one work with pupils when appropriate. There is a quiet area with soft furnishings for parents, carers and pupils to use when required. Leaders have identified a room that will be used as a sensory room in the future.
- Suitable drinking water is available for pupils throughout the day. However, at the time of this inspection, the proprietor body has not ensured that drinking water is clearly labelled. Plans are in place to rectify this.
- The medical room is also used as an office by the head of school. There is a suitable bed, with appropriate coverings and a pillow. There is also access to hot and cold running water in the room. An appropriate toilet facility is close by.
- There are suitable toilet and washing facilities for the use of pupils on each floor. There is a supply of hot and cold water for washing hands. The temperature of the hot water does not pose a scalding risk.
- The toilet for the use of visitors is also suitable for use by disabled people.
- The outside space is appropriate for the use of pupils during playtimes. The area has been carefully designed to provide a seating area, planters and a soft-surface play area.
- For younger pupils, the outdoor area is suitable for physical education (PE). There is also a wide range of resources to support the delivery of this aspect of the curriculum. For older pupils, the intention is that PE will take place at a local sports facility. This includes the use of changing rooms and shower facilities. A risk assessment has been completed for this off-site activity.
- The proprietor body has not ensured that there is suitable external lighting at the entrance to the building. Plans are in place to rectify this.
- The proprietor body has not ensured that the standards in this part 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)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 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)

- The proprietor body has ensured that an appropriate safeguarding policy is available on the school website. Other policies, including the school's prospectus and the arrangements for admission, are also available for parents and carers on request.
- The proprietor body has designed a suitable format in which to report a pupil's annual progress and achievements to parents.
- The proprietor body understands its duty to report to the commissioning local authority about pupils with an EHC plan. Such reports are related to the expenditure of funds for pupils placed in the school.
- The proprietor body has ensured that the standards in this part 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 body has ensured that a written complaints policy is available on the proposed school's website. The policy will also be available for parents on request. The written policy has appropriate timescales for dealing with any concerns. The policy sets out the procedures that are in place for each stage of the complaints process. These include leaders' actions following a complaint, a complainant's right to appeal and the role of the independent complaints panel.
- The proprietor body has ensured that the standards in this part 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)

- The proprietor body has not developed a suitable curriculum for the proposed age range of pupils who may attend the school. Although leaders have outlined how they plan to assess pupils on entry to the proposed school, the lack of a suitable curriculum limits the assessment information that can be gathered once pupils are attending the school. There is limited guidance for teachers on how to deliver a suitable education for pupils in line with the requirements of the standards. This includes pupils' academic achievement and their social, moral, spiritual and cultural development. The quality of education is unlikely to meet the anticipated needs of pupils. Pupils are unlikely to be prepared well for the future.
- The proprietor body has not ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that there is a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010.
- This requirement is likely to be met.

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') as set out in the annex of this report.

Proposed school details

Unique reference number	148803
DfE registration number	352/6018
Inspection number	10206073

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 other
School status	Independent school
Proprietor	The Greens ENS Ltd
Chair	Louise Hodson
Headteacher	Melanie Entwistle
Annual fees (day pupils)	£18,500 to £68,500
Telephone number	01614592335
Website	www.thegreens-ens.co.uk
Email address	info@thegreens-ens.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 16	5 to 16
Number of pupils on the school roll	Not applicable	Up to 20	Up to 20

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	Up to 20
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 20
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	12
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	0	2

Information about this proposed school

- This is the first pre-registration inspection of The Greens ENS. The proposed school will cater for 20 pupils from five to 16 years of age.
- Leaders propose to work closely with Manchester City Council, which will be the main referral route for placing pupils at the school.
- It is likely that most pupils who will attend this school will have an EHC plan, predominantly for social, emotional and mental health needs.
- Most pupils who will attend this school are likely to be disengaged from education and to be at risk from exclusion because of behavioural difficulties.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- During the inspection, meetings were held with a representative of the proprietor board (who is also the headteacher), the chair of governors and a proposed member of staff.
- The inspector reviewed policies relating to welfare, health and safety, including the procedures in place for the recruitment of staff for the proposed school.
- The inspector checked a range of evidence relating to the curriculum, including schemes of work and assessment arrangements.
- The inspector also reviewed a range of documentation relating to the independent school standards. This included documentation about the suitability of the school's premises and documentation relating to the reduction of risk. A tour of the premises was carried out with the headteacher.

Inspection team

Amanda Stringer, lead inspector

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; and
 - 2(1)(b)(ii) 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and

- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 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 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils-
 - 5(d)(i) while they are in attendance at the school,
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Part 5. Premises of and accommodation at schools

- 27 The standard in this paragraph is met if the proprietor ensures that-
 - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

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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