

# Turning Point Academy

Essex House, Bridle Road, Bootle, Sefton L30 4UE

**Inspection date**

30 September 2021

**Overall outcome**

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## 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)(c), 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)(f), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders have planned a broad and ambitious curriculum which builds on the curriculum already in place. The amended curriculum is appropriately adapted to the age, aptitudes and needs of the pupils who it is proposed will join the school.
- The planned curriculum aims to promote pupils' learning in subjects such as mathematics, English, science, design technological, physical education (PE) and languages. The curriculum also includes food technology, music, computing and the humanities, as well as opportunities for pupils to pursue their own interests and develop their talents.
- The mathematics curriculum provides a well-sequenced programme of learning, as does the curriculum for English. Both areas are well adapted to meet the needs of the pupils who it is proposed will join the school.
- New staff will be suitably trained to teach pupils how to read. Plans are in place to help staff deliver a structured form of phonics for the pupils who it is proposed will join the school.
- All pupils who will join the school have special educational needs and/or disabilities (SEND). Leaders will appoint teachers and learning support assistants with experience of working with pupils with SEND and provide additional specialist training.
- The principal, with subject leaders and teachers, has drawn up a curriculum policy which is supported by comprehensive schemes of work, resources and materials.
- Leaders have ensured that assessment procedures are in place for all subjects. Teachers will use different assessment tools to enable them to check individual elements of learning. They plan to support pupils' progress through constant repetition and reinforcement, especially in mathematics, phonics and science, to consolidate pupils' learning. Teachers intend to carry out assessments soon after

pupils enter the school to establish pupils' starting points in reading, writing, language and mathematics.

- Leaders plan to build on existing programmes of study to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For example, new pupils will be encouraged to join the school council and participate in decision-making relating to the operation of the school.
- Classrooms have been designed and organised to meet the needs of pupils with SEND. For example, classrooms in key stage 2 include a quiet sensory area where pupils can learn and feel safe. All rooms are numbered, signage is clear and different areas of the school are colour coded.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are approved.

## Part 2. Spiritual, moral, social and cultural development

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(iv), 5(b)(vi), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Leaders have ensured that plans are in place to promote pupils' spiritual, moral, social and cultural development (SMSC). These plans are integral to the school's personal, social and health education curriculum, as well as the curriculum for sex and relationships education. These plans form the backbone of the school's 'life curriculum' for current key stage 2, 3 and 4 pupils and have been suitably adapted for the pupils it is proposed will join the school.
- Leaders and staff plan to encourage pupils to accept responsibility for their behaviour and show initiative, as detailed in the school's behaviour and SMSC policies.
- Leaders have adapted current plans to help those who it proposes will join the school to identify and understand the harm caused by racism, sexism, homophobic bullying and other forms of intolerance and discrimination. Leaders and staff will encourage pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Leaders have adapted the school's 'life and social cultural curriculum' to develop pupils' appreciation of other cultures and traditions. The curriculum also focuses on enhancing pupils' resilience and character building.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

## Part 3. Welfare, health and safety of pupils

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

- Leaders have prepared a safeguarding policy which is current. The policy takes account of the most recent guidelines on keeping pupils safe in education and is published on the school's website.

- The school's safeguarding policy provides information and advice to staff about the things they should be aware of, and the steps they need to take, to safeguard pupils from harm.
- Leaders ensure that pupils' welfare, health and safety are supported by a set of suitable policies, which will be shared with staff and made available to parents and carers. Comprehensive induction procedures will ensure that new staff know about the school's approach to promoting good behaviour and challenging bullying.
- Leaders will ensure that all new staff are familiar with the government's most recent guidance on keeping pupils safe in education. This is in keeping with the school's well-established safeguarding policies and procedure.
- Leaders will take appropriate steps to make sure that new staff are familiar with the school's whistleblowing policy. Training will be provided to ensure that staff are aware of such areas as peer-on-peer abuse, child sexual exploitation and the dangers of radicalisation and extremism.

#### *Paragraph 11*

- The proprietor body has drawn up a health and safety policy which complies with the relevant health and safety laws. The site is protected by a perimeter fence. A site manager ensures that everything is in order and that the premises is safe and secure.

#### *Paragraph 12*

- The proprietor body and leaders have undertaken a fire risk assessment and taken appropriate steps to ensure that the new premises complies with fire safety regulations. The proprietor and leaders have rectified all issues identified through recent risk assessments and audits. For example, new fire extinguishers were fitted recently. The principal replaced the fire alarm panel and sensors. All rooms have heat and smoke detectors as well as 'sounders'. All cables and electrical equipment have been checked.
- Leaders have adopted the Merseyside Fire and Rescue Service risk assessment model. Checks have been carried out on fire extinguishers, alarms and fire exits. Smoke detectors and emergency lighting have been checked. The school keeps a fire detection log and holds a current fire detection and fire alarm inspection report.

#### *Paragraph 16*

- A written risk assessment policy is in place. This clearly outlines the responsibilities of staff and leaders. It provides a suitable framework for protecting pupils from risk. Leaders are aware of the need to be vigilant when it comes to the health and safety of pupils. Risk assessments have been drawn up to ensure their health and safety when on school premises.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are implemented.

### **Part 5. Premises of and accommodation at schools**

*Paragraphs 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), 29(1)(b)*

- The proprietor body and leaders have ensured that the facilities at the newly leased premises are suitable and sufficient for up to 80 pupils. The new site is ready to take the pupils it is proposed will join the school.
- Leaders have ensured that the facilities, resources and equipment teachers and pupils will need in each classroom and for different subjects are suitable for the proposed pupils. For example, a modern computer suite, music room and laboratory are available to pupils, as well as a well-stocked library, kitchen and communal areas.
- Leaders have ensured that the new premises provide suitable toilet and washing facilities for the sole use of pupils. Showering facilities are also available, as well as rooms to cater for the medical and therapy needs of pupils. A room is available for the medical examination and treatment of pupils with minor injuries and for the short-term care of sick and injured pupils.
- The proprietor body has ensured that the new premises is clean, welcoming and suitable for pupils. It is well ventilated and has appropriate acoustics. The building has been fitted with a new heating system and emergency lighting, which allows for safe entry to and exit from the building.
- There is space outside the school building for pupils to socialise and play ball games. A small forest area is also available to help pupils to develop their bushcraft, team skills and knowledge and understanding of the environment.
- Leaders intend to offer a wide range of physical education and sporting activities to pupils through partnerships with a local sports centre and community organisations. Leaders plan to extend the horse riding, canoeing, quad biking and other sporting activities currently available for pupils to new pupils when they join the school. Checks are in place to protect pupils from harm when they are on educational trips engaged in outward bound activities and participating in sporting activities.
- Leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are approved.

## 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 and leaders have ensured that the proposed premises for the school is appropriate for the number and age range of pupils.
- Leaders know how to support pupils with SEND. All new staff will have appropriate training to help them understand pupils' various conditions, including autism spectrum disorder and attention deficit hyperactivity disorder.
- The proprietor body and leaders demonstrate a secure understanding of the independent school standards. They know how to actively promote pupils' health, safety and well-being. Leaders and staff know how to develop pupils' spiritual, moral, social and cultural understanding and appreciation of British values.
- The proprietor body and leaders have ensured that all the independent school standards in this part are likely to be met if the material changes are approved.

#### Schedule 10 of the Equality Act 2010

- The school has in place an appropriate accessibility plan. Leaders have ensured that 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.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 146569   |
| DfE registration number | 343/6002 |
| Inspection number       | 10204174 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Independent school   |
| School status                        | Independent special school   |
| Proprietor                           | Turning Point NW   |
| Chair                                | Pamala Constance   |
| Headteacher                          | Mike Marshall  |
| Annual fees (day pupils)             | £38,000  |
| Telephone number                     | 01695227690  |
| Website                              | <a href="http://www.turningpointacad.co.uk">www.turningpointacad.co.uk</a>                     |
| Email address                        | <a href="mailto:mike.marshall@turningpointacad.co.uk">mike.marshall@turningpointacad.co.uk</a> |
| Date of previous standard inspection | 10 to 12 December 2019   |

## Pupils

|                                     | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils                 | 9 to 16                   | 7 to 16           | 7 to 16                    |
| Number of pupils on the school roll | 42                        | 80                | 80                         |

## Pupils

|                  | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Mixed                     | Mixed             |

|  |    |    |
|--|----|----|
| Number of full-time pupils of compulsory school age  | 42 | 80 |
| Number of part-time pupils   | 0  | 0  |
| Number of pupils with special educational needs and/or disabilities                              | 42 | 80 |
| Of which, number of pupils with an education, health and care plan                               | 42 | 80 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 42 | 80 |

## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 0                         | 0                 |
| Number of part-time teaching staff            | 0                         | 0                 |
| Number of staff in the welfare provision      | 8                         | 13                |

## Information about this school

- The school received its last standard inspection on 10 to 12 December 2019.



## Information about this inspection

- The proprietor body applied to the Department for Education (DfE) for the school's registration to be changed to admit pupils from 7 to 16 years and for the number on roll to be increased to 80 pupils. In addition, the proprietor body has applied to move to new premises.
- This inspection was commissioned by the DfE to determine whether the school was likely to continue to meet the standards, should the DfE permit the requested changes.
- The proprietor body proposes to cater for pupils with a range of special educational needs, including autism spectrum disorder and social, emotional and mental health needs.
- The inspector held discussions with the principal about the school's likely compliance with the standards checked in this inspection, should the requested material changes be made. He held meetings with curriculum leaders and spoke with teachers and learning support assistants.
- The inspector toured the school's premises accompanied by the principal. At the time of the inspection, there were no pupils in the school.
- The inspector scrutinised policies and other documents, for example about safeguarding, behaviour, assessment of the curriculum and pupils' welfare, health and safety.

## Inspection team

Lenford White, lead inspector

Ofsted Inspector

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