

REAL Alternative Provision School

6 Woodhouse Road, Mansfield, Nottinghamshire NG18 2AD

Inspection date

25 November 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)(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)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- There is a suitable curriculum policy for the school. The policy is supported by appropriate schemes of work and subject planning to meet the needs of pupils. This includes planning for key stage 2 pupils if the material change is implemented.
- Curriculum plans support the development of pupils' knowledge in a variety of subjects and according to their stage of learning. For example, in science and history, plans show that pupils can progress their knowledge from key stage 2 through to GCSE.
- Leaders understand that they have further work to do to ensure that all staff can sufficiently support pupils who are in the early stages of reading, including key stage 2 pupils. Leaders are introducing a new approach to the teaching of phonics. All staff are to receive training in the new approach shortly.
- The school has an aspirational careers strategy and careers programme. Pupils develop employability skills from key stage 2. The programme is guided by the core principles outlined in the Gatsby Benchmarks.
- A relationships and sex education policy for the school is published on the school's website. The proprietor ensures that pupils learn about healthy relationships and receive sex education that is appropriate to their age and stage of development.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders monitor and evaluate pupils' performance on a frequent basis. They check pupils' individual needs when they arrive at the school. This information and the information contained within pupils' education, health and care (EHC) plans are used to determine which curriculum pathway is suitable for pupils.

- Staff have access to a range of good-quality resources to support their delivery of the curriculum. Leaders ensure that pupils have the equipment they need to support their learning.
- Staff continually check the progress pupils make academically, socially and personally. Senior leaders often check the quality of education the school provides. Leaders, including governors, have robust systems in place to monitor the impact of the delivery of the curriculum on individual pupils.
- Leaders propose to increase the number of pupils from 50 to 120 and to admit pupils from seven years of age if the material change is implemented. They intend to employ extra, appropriately experienced staff to accommodate these changes. They also intend to provide new staff with appropriate training where needed.
- The school is likely to meet all the standards in this part if the material changes are implemented.

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)

- There is a suitable spiritual, moral, social and cultural policy for the school. Leaders ensure that each pupil's curriculum is designed to develop and enhance their spiritual, moral, social and cultural knowledge and understanding.
- Leaders provide pupils with bespoke curriculum experiences and opportunities that reflect the school's ethos and aim of creating 'creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world'.
- The school's personal, social, health and economic (PSHE) and citizenship education programme is based on three core themes of health and well-being, relationships, and living in the wider world. Through these themes, pupils learn about aspects of life and also develop their understanding of fundamental British values. Pupils from key stage 2 learn about their rights, the justice system and politics.
- The school provides pupils with a range of opportunities to support their social and emotional development. Pupils take part in academic and vocational courses and experiences. These include golf, swimming, music, computing, catering and horticulture. Staff are trained to use appropriate interventions to support pupils to manage their feelings and emotions.
- The school is likely to meet all the standards in this part if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy is published on the school's website. It is up to date with current statutory guidance.

- The proprietor ensures that staff are trained to understand their responsibilities to safeguard children. There are effective arrangements in place to identify and manage any safeguarding concerns. Leaders work well with external agencies to support pupils and their families.
- Pupils are taught about potential risks to their safety. They learn how to keep themselves safe. For example, they learn about online safety and the risks posed by smoking, alcohol, bullying and extremism.

Paragraphs 11, 12

- There is an appropriate health and safety policy for the school that includes the proposed additional school sites. Regular checks on the buildings identify any maintenance work that needs to be done to keep staff and pupils safe. Leaders address any health and safety issues promptly.
- Where building work is in progress on one of the proposed additional school sites, leaders have put in place sensible measures to keep pupils safe while using the rest of the site.
- The school premises, including the proposed additional school sites, comply with the Regulatory Reform (Fire Safety) Order 2005. Fire-risk assessments for each building have been completed. Relevant checks are carried out monthly by the school's head of health and safety. Staff have received fire safety training.

Paragraph 14

- Leaders assess the needs of each pupil carefully to determine appropriate levels of adult support and supervision. Leaders are proposing to increase the number of staff significantly to meet the proposed change in age range and the increase in the number of pupils. Leaders intend to appoint experienced teachers for the primary age range.

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

- The proprietor has an appropriate risk assessment policy for the school that includes the proposed additional school sites. Risk assessments for activities and for individual pupils are detailed. They identify potential risks and strategies to mitigate the risks. Leaders ensure that where risks are identified, suitable measures are put in place to keep pupils safe.
- The school is likely to meet the standards in this part if the material changes are implemented.

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)(c), 21(6)

- The proprietor ensures that the required checks to confirm that adults are suitable to work with children take place. Leaders follow safer recruitment procedures when appointing new staff.
- Leaders keep a single central record to record the checks carried out on staff, governors and the proprietor. They ensure that appropriate checks are also made on agency staff.
- The school is likely to meet all the standards in this part if the material changes are implemented.

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), 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), 29(1)(b)

- If the material changes are approved, the proprietor will use three additional premises to accommodate the increase in the number of pupils. These premises are currently used by pupils for vocational studies. All sites are fully accessible and are maintained under the school's existing policies and procedures.
- The main school site and all the proposed additional sites have satisfactory internal and external lighting. Classrooms are appropriate for the ages and stages of pupils and have good acoustic conditions. Furniture is appropriate for the use of pupils of primary age and above. Leaders intend to purchase additional furniture if needed.
- There are rooms for the short-term medical care of pupils on all but one site. At this site, leaders have allocated a room and are in the process of equipping it as a medical room. Plans for this are appropriate. All the identified rooms have washing and toilet facilities nearby.
- There are separate toilet and washing facilities provided for pupils. All facilities have a supply of hot and cold water. Leaders ensure that the hot water does not pose a risk from scalding. The toilet facilities are appropriate to accommodate the proposed change in age range and the increase in pupil numbers. Water suitable for drinking is clearly labelled as such.
- There are suitable outside spaces for pupils to socialise and play. In two of the additional premises, leaders are developing outside spaces to better meet the needs of pupils. Plans for these redevelopments show that leaders are keen to provide spaces for pupils to exercise, relax and interact with each other.
- Leaders use local leisure centres for pupils' physical education. There are showers and changing rooms available for use at the leisure centres.
- One of the additional school sites has recently been refurbished to a good standard. One part of the building is still in the process of redevelopment. Leaders plan to create a fully functioning café for pupils to develop their catering skills. Pupils will also be involved in the day-to-day running of the business.
- The school is likely to meet all the standards in this part if the material changes are implemented.

Part 8. Quality of leadership in and management of schools

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

- Leaders at all levels have a good understanding of the independent school standards. The proprietor has ensured that senior leaders are equipped with the necessary knowledge and expertise to meet the needs of pupils.
- Members of the governing body maintain sharp oversight of the school. They frequently check on the work of the school and report their findings to the proprietor. There is a clear system in place to hold leaders to account for the progress and well-being of pupils.
- Leaders are clear about the education and care they want to provide. Each pupil receives support and a curriculum that are matched to their needs. Leaders provide personalised experiences and courses that are designed to engage and support pupils to achieve their ambitions. This will continue to be the case should the material changes be implemented. Leaders have requested the proposed changes in response to a growing demand for special-school places, particularly for younger pupils.
- The school is likely to meet the standards in this part if the material changes are implemented.

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 that are relevant to the material change.

School details

Unique reference number	142538
DfE registration number	891/6037
Inspection number	10213437

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	Other independent special school
School status	Independent school
Proprietor	R.E.A.L. Education Limited
Chair	Steve Quinn
Headteacher	Nikki Purcell
Annual fees (day pupils)	£50,000
Telephone number	01623 423411
Website	www.realindependentschools.org
Email address	enquiries@real-education.org
Date of previous standard inspection	13 to 15 July 2021

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 19	7 to 19	7 to 19
Number of pupils on the school roll	40	120	120

Pupils

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

Number of full-time pupils of compulsory school age	17	80
Number of part-time pupils	23	40
Number of pupils with special educational needs and/or disabilities	40	120
Of which, number of pupils with an education, health and care plan	40	120
Of which, number of pupils paid for by a local authority with an education, health and care plan	40	120

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	20	40
Number of part-time teaching staff	7	21

Information about this school

- REAL Alternative Provision School is an independent special school. The proprietor of the school is R.E.A.L. Education Limited.
- The school received a standard inspection on 13 to 15 July 2021.
- The school is registered to provide full-time education for pupils with additional learning needs or social, emotional and mental health difficulties. All are pupils with special educational needs and/or disabilities. All pupils have an education, health and care plan.
- There are currently 40 pupils on the school's roll. This is below the number for which the school is registered.
- The school uses a range of unregistered alternative providers at different sites that provide a range of practical and vocational courses. These are run by the proprietor but are separate from the school:
 - R.E.A.L. Sport, Pleasley
 - R.E.A.L. Mechanics, Mansfield

- R.E.A.L. Mechanics, Sneinton
 - R.E.A.L. Construction, Chesterfield
 - R.E.A.L. Music, Mansfield
 - R.E.A.L. Adventure, Mansfield
 - R.E.A.L. Land Based Studies, Sutton-in-Ashfield
 - R.E.A.L. Creative Digital, Mansfield
 - R.E.A.L. Hospitality and Catering, Mansfield.
- The school currently works with four alternative providers. These are also unregistered and are: New Roots, Shirebrook, Nottinghamshire; AC Group, Derbyshire; CAST Angling Project, Newstead, Nottinghamshire; and Sports Gateway, Hucknall, Nottinghamshire.

Information about this inspection

- The Department for Education commissioned Ofsted to carry out this inspection because the proprietor had applied to make material changes to the school's registration. The proprietor proposes to lower the age at which pupils may be admitted to the school to seven years old. The proprietor proposes to use three additional premises for the school and increase the maximum number of pupils from 50 to 120. These premises are currently used by the school to facilitate vocational courses. The additional premises are located at: Pinxton Lane, Sutton-in-Ashfield NG17 1JF; Pleasley Landmark Centre, Chesterfield Road North NG19 7SP; and 1 Acorn Way, Commercial Gate, Mansfield NG18 1EX.
- The proprietor proposes to change the name of the school to be more in line with the names of other schools within R.E.A.L. Education Limited. The school's name will be changed to REAL Independent School, Mansfield.
- The inspector met with the proprietor, the director of education, the headteacher, two senior leaders, the head of health and safety and the leader for safeguarding. She also met with the chair and vice-chair of the governing body.
- The inspector undertook a tour of the school and the three proposed additional school sites with the headteacher and the head of health and safety.
- The inspector scrutinised a range of documentation, including policies and procedures relating to safeguarding, health and safety, and curriculum planning.
- The inspector checked the school's single central record and recruitment procedures with the director of people and business operations.

Inspection team

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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