

The Haven School Wolston

The Stables at the Hall, Priory Hill, Wolston, Rugby CV8 3FZ

Inspection date

13 January 2022

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), 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)(g), 2(2)(h), 2(2)(i), 3(i)

- The proprietor body and the principal clearly articulate their vision for the proposed school. They explain and demonstrate how they will meet the needs of pupils with special educational needs and/or disabilities (SEND). They set out how this work will also underpin and support pupils' academic achievement. The proposed curriculum, which covers the secondary phase and sixth form, is based on the national curriculum and examination syllabuses. This is likely to support the reintegration of pupils into mainstream education, where this is possible.
- Leaders demonstrate how they will provide child-centred pastoral support for each pupil, while at the same time supporting pupils' academic development. Leaders constantly reiterate how their policies, plans and actions will all be dictated by the individual needs of the pupils.
- It is intended that all pupils will have a baseline assessment when they join the school. This will include information provided by previous settings and in-house assessments. Baseline assessments will also incorporate input from agencies, such as occupational therapy. It is proposed that every pupil will have an individual learning plan, linked to their education, health and care (EHC) plan, which identifies and meets their specific learning needs. Where appropriate, pupils will have the opportunity to study a range of qualifications in different subjects, including English and mathematics, from entry level up to GCSE.
- Curriculum plans and schemes of work map out the order of learning that pupils will follow. The plans indicate that pupils are likely to access a broad range of experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Teachers will be expected to use the curriculum plans and schemes of work as a starting point to plan lessons, which will then be tailored to the needs of pupil groups and individuals.

- Leaders plan to establish a sixth form because some pupils may not be ready to move into a post-16 setting due to their level of SEND. However, leaders are very keen to make pupils aware of alternative post-16 options. If a sixth-form student has a talent in a particular subject and wishes to study for an A-level qualification, leaders will build on their current links with local colleges to arrange this.
- The proprietor body has ensured that these standards are likely to be met.

Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Through the personal, social, health and economic (PSHE) curriculum, leaders have developed a suitable plan to make sure that pupils are likely to receive impartial careers education, information, advice and guidance (CEIAG). It is intended that school staff will deliver much of this curriculum. However, from Year 9 onwards, the delivery of the CEIAG curriculum will be supported by input from an external agency. Leaders have already forged links with local colleges, and they are keen to secure suitable work-experience placements for pupils.
- The proprietor body has ensured that these standards are likely to be met.

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

- In line with the school's nurturing ethos, leaders demonstrate the necessary knowledge and expertise to improve pupils' self-confidence, self-esteem and levels of motivation. This is likely to support pupils in making good academic progress in line with their ability.
- Leaders have created a high-quality learning environment that utilises the surrounding outdoor space. The outdoor environment is extensive and includes a garden, a large field and a woodland area. It is planned that the school grounds will be used in a range of creative ways to support the delivery of the curriculum.
- The principal has experience of leadership in special schools. Prospective teachers will be expected to have qualified teacher status and experience of working with pupils with SEND. Leaders want pupils to be taught by highly qualified staff with good subject knowledge.

- The proprietor body has ensured that these standards are likely to be met.

Paragraphs 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- The relationships and sex education (RSE) policy covers a range of areas, including healthy relationships, sexual health, sexual exploitation and gender identity. Different types of families, friendships and relationships are also referenced. Leaders intend to share the RSE policy with parents and carers and to organise a period of consultation. The RSE policy references the right of parents and carers to withdraw their child fully, or partly, from sex education lessons.
- The proprietor body has ensured that these standards are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 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 are already anticipating the SEND of prospective pupils. A well-planned programme of nurture and pastoral care threads through the intended curriculum, underpinned by a range of social and emotional development approaches. This is likely to support pupils' spiritual, moral, social and cultural development.
- Leaders are keen for pupils to develop a love of learning through the planned curriculum. As a result, teachers will consider pupils' interests and individual needs when planning units of work. Developing pupils' social skills, self-esteem and confidence in a range of situations is a school priority. However, leaders are very aware that many of the prospective pupils will need varying levels of support with this due to their past experiences.
- There is no evidence in curriculum plans and wider documentation to suggest that fundamental British values will be undermined. Rather, the principal explains clearly how these values will be promoted through the curriculum and other activities. The proposed school is keen to develop pupil voice, even in day-to-day arrangements, such as school uniform.
- The proprietor body has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1)(c) [Part 6. Provision of information]

- The school's safeguarding policy takes account of the most recent government guidance and will be available on the school's website when it is operational. Currently, the policy is available to parents and carers on request in either a paper or electronic format.
- The principal, who will be the designated safeguarding lead (DSL), and the chair of the proprietor body have completed suitable training in relation to these roles.
- Proposed safeguarding training for staff will focus on noticing signs and symptoms of abuse and dealing with disclosures. It will also cover specific safeguarding issues, such as child sexual exploitation. Leaders are knowledgeable about the safeguarding risks in the local area and beyond.
- Leaders demonstrate the necessary knowledge and understanding to make sure that pupils are kept as safe as possible throughout the school day and beyond. Leaders have carefully thought through the daily activities and considered the associated risks. They display a secure understanding of safeguarding pupils from harm.
- The planned PSHE curriculum is likely to help pupils learn how to keep themselves safe in different situations, including when they are working online.
- The proprietor body has ensured that these standards are likely to be met.

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

- Leaders have put together a detailed behaviour policy, which they refer to as an expectations for learning policy. The school's approach to behaviour management

dovetails with their child-centred ethos. Leaders propose that pupils will self-assess their own behaviour at the end of each lesson, using a 'traffic-light' system. Also, pupils will attend personal development sessions with relevant staff at the start and end of the week to discuss patterns in their behaviour. The aim is to improve pupils' behaviour over time. Leaders aim to create a calm environment where pupils feel safe. The curriculum and daily routines provide opportunities to praise, reinforce and reward positive behaviour. The principal outlined how staff will respond to any negative behaviour. The responses will be graduated and involve parents and external agencies, if required.

- The proposed school has a suitable anti-bullying policy in place. Pupils will be taught about the different types of bullying. They will also explore how bullying affects the victim, as well as reasons why pupils bully in the first place.
- As part of their approach, leaders intend to keep detailed records of any bullying incidents. Furthermore, they intend to regularly analyse information about bullying incidents to identify any patterns.
- The proprietor body has ensured that these standards are likely to be met.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- The detailed health and safety policy and other related policies are in place. The principal is first-aid trained and it is proposed that new staff will be trained in first aid when appointed.
- A fire risk assessment of the refurbished building has been carried out. Leaders have already responded to most of the action points. The risk assessment is being used as a working document. The principal has created a timetable for checking fire safety equipment, including fire extinguishers and emergency lighting. The principal is trained as a fire marshal, and it is intended that new staff will be trained in relation to fire safety as well.
- The proprietor body has ensured that these standards are likely to be met.

Paragraphs 14, 15

- There are currently no pupils attending the school. The information that the proposed school plans to include on the admissions register is in line with Department of Education (DfE) guidance.
- The staff–pupil ratio suggests that pupils are likely to be suitably supervised throughout the school day. Key workers within the school will provide support for pupils' welfare. This is part of the school's approach to supporting pupils' social, emotional and mental health needs.
- The proprietor body has 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)

- The proposed school has appropriate recruitment procedures in place. This includes obtaining two references prior to interview. It is likely that all the necessary pre-employment checks will be made before an offer of employment is made.
- The principal and the chair of the proprietor body have completed safer recruitment training in December 2020 and May 2021 respectively. They will sit on every recruitment panel.
- The format of the single central record contains the full range of pre-employment checks. It will be stored centrally in an electronic format. It is intended that the business manager will update the single central record when new members of staff are recruited, and it will be checked by members of the proprietor body.
- The school does not intend to use supply staff. However, leaders are clear about the checks and procedures that would need to be followed if they were to do so.
- The proprietor body 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), 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)

- The proposed school is located in what was originally a stable block on a larger estate. The premises have been newly refurbished and decorated to an extremely high standard. All rooms are well lit and have good acoustics. There are four classrooms, including a food technology room. In addition, there is a dining room and a breakout area. There is suitable space for the proposed number of pupils to learn.
- There are two separate unisex toilets available to pupils, with hot and cold running water and handwashing facilities. The temperature of the water is suitably regulated. Both toilets are close to the medical room. The medical room is spacious and well resourced, and includes a washbasin and a foldable bed. There is an additional disabled toilet that can also be used by staff and visitors.
- There are no showers in the proposed school. However, leaders have arranged to make use of the facilities at a local sports centre on a weekly basis. The facilities at the centre include a football pitch, a field, a sports hall and a gym. Showers are available in the sports centre if pupils need to use them. Pupils will be transported to the centre by minibus and suitable risk assessments for the journey are in place. The sports centre is less than a mile away.
- There is an outdoor area that can be used for pupils to play and socialise. The area is suitably secure and well lit. The area has the potential to be used for developing pupils' gardening skills, as well as other activities that the principal is keen to pursue. The school is situated next to a spacious field and a wooded area that leaders intend to use for other outdoor activities.

- The proposed school has a kitchen area that pupils could use for cooking activities. The kitchen is also the place where pupils can obtain drinking water. Leaders are putting systems in place so that drinking water is available for pupils throughout the day.
- The proprietor body has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f)

- All policies, documents and information required for the pre-registration inspection were provided in a timely manner. Where relevant, policies reflect the fact that the proposed school will cater for pupils with SEND.
- A member of the proprietor body shared the format of the school's proposed website. It is intended that the website will provide a range of information, including relevant contact details and the main aims of the setting. All required policies and documentation will be available through the website.
- Termly written reports will provide parents and carers with information about their child's achievement. The reports will include information about the pupil's achievement in each of the subjects being taught. The reports will also include further information linked to pupils' behaviour and attitudes to learning. The report will include comments from teachers and the principal.
- The principal has a comprehensive understanding of how relevant staff will contribute to annual reviews for pupils with EHC plans.
- The proprietor body has ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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 complaints procedure sets out the steps that parents and carers need to take if they have a concern about the proposed school. The aim is to resolve complaints informally where possible, but more formal steps are outlined, including a panel hearing. It sets out a suitable timeframe for dealing with complaints. There was no evidence of how previous complaints have been handled, because the school is not currently operating.
- The proprietor body has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- Leaders have a clear rationale for wanting to register as an independent school. Their aim is to support pupils with SEND, who are struggling in mainstream education.

Leaders demonstrate a secure knowledge of how to cater for the wide and varied needs of pupils with SEND.

- The principal has worked closely with the proprietor body to prepare the proposed school for registration. The proprietor body has established monitoring systems to check that the principal and other staff fulfil their responsibilities effectively. The chair of the proprietor body has experience in educational establishments because he is the chief executive officer of a foundation that works in this field. The other two members of the proprietor body have extensive experience in education and school leadership.
- All leaders demonstrate a good understanding of the independent school standards. They are keen to develop the school even further, building on what they have already achieved in preparing for the registration process.
- The proprietor body has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The proposed school considers and plans for the needs of pupils with SEND.

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	148828
DfE registration number	937/6036
Inspection number	10210564

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	Other independent special school
School status	Independent school
Proprietor	The Haven School Wolston Limited
Chair	Steven Farmer
Principal	Cheryl Monaghan
Annual fees (day pupils)	£45,000 to £60,000
Telephone number	02476 937389
Website	No website currently
Email address	enquiries@thehavenwolston.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	20	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	20
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	11

Information about this proposed school

- The proposed school is located in a building that was previously a stable block on a wider estate. The school sits within extensive grounds. The school building has been renovated and decorated to an extremely high standard.
- The proposed school intends to cater for boys and girls from Year 7 to Year 13.
- The proposed school will cater exclusively for pupils with SEND. It is anticipated that all pupils will have an EHC plan. Pupils will be placed in the school by a range of local authorities, mainly Warwickshire and Coventry. The chair of the proprietor body has existing links with a range of local authorities due to his role as the chief executive officer of the Dare2Dream foundation.
- The proposed school will not have a religious denomination.
- The proposed school does not intend to use alternative provision.

Information about this inspection

- The pre-registration inspection was commissioned by the DfE during the COVID-19 pandemic, to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first pre-registration inspection.
- Many documents were submitted electronically and were reviewed remotely by the lead inspector prior to the inspection. Additional documents, including the school's single central record, were scrutinised on site.
- As the inspection included a full-day on-site visit, a tour of the premises was possible.
- The lead inspector met with the proprietor body, including the chair, and the principal.
- The proprietor body and the principal attended the final feedback meeting, which was conducted on site.

Inspection team

Wayne Simner, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022