

Ash Meadow School

Jubits Lane, Sutton Manor, St Helens, Merseyside WA9 4RT

Inspection date

26 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

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 ensured that the school's written curriculum policy now includes sufficient detail to meet the independent school standards (the standards). Leaders have developed plans and schemes of work that set out clearly what pupils will be taught and when. These plans consider the different ages and needs of the pupils who will attend the school and will enable them to make progress. For example, leaders have a programme in place for the teaching of phonics.
- The proprietor body has ensured that the school's curriculum plans and schemes of work will provide a sufficiently broad range of different subjects and additional experiences. The planned schemes of work will ensure that pupils experience linguistic, mathematical, scientific, technological, human and social, and physical and aesthetic education.
- The proprietor body intends that the school will provide full-time education for all pupils.
- The standards in this paragraph are likely to be met.

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

- The proprietor body has ensured that there are curriculum plans and schemes of work in place for the development of pupils' personal, social, health and economic education across all the key stages of the proposed school.
- The school's curriculum plans and schemes of work explain how tolerance and respect for all the protected characteristics, as identified in the Equality Act 2010, will be positively promoted. This includes the teaching of fundamental British values. These plans take account of the different ages of the pupils who may attend the proposed school.
- The standards in this paragraph are likely to be met.

Paragraph 2(2)I, 2(2)I(i), 2(2)I(ii), 2(2)I(iii)

- As at the first pre-registration inspection (PRI), the proprietor body has ensured that the standards in this paragraph are likely to be met.

Paragraph 2A(1)(a)–(g)

- The proprietor body has developed a relationships and sex education (RSE) policy that adheres to current legislation and government guidance. The school's curriculum plans and schemes of work set out how pupils will be provided with RSE. The policy includes information about parents' and carers' choice to remove their children from sex education until four terms before they turn 16, should they wish to. The proprietor body intend to publish the policy on the school's website. It also intends to complete a consultation with parents and carers before the intended plans are delivered.
- The standards in this paragraph are likely to be met.

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

- The proprietor body has purchased sufficient resources to allow teaching to begin. These include books to support the teaching of the school's phonics programme as well as mathematical equipment. Leaders intend to increase further the school's stock of books and other resources once the needs of individual pupils are known.
- The proprietor body has appointed a team of teachers and support staff who are ready to open the school. Leaders have provided a programme of specialist training so that these staff can meet pupils' educational and wider needs.
- The standards in this paragraph are likely to be met.

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

- Leaders have ensured that staff have had suitable training so that they are able to implement the school's behaviour policy consistently.
- The standards in this paragraph are likely to be met.

Paragraph 4

- The proprietor body has developed an assessment, recording and reporting policy. This policy sets out how teachers will assess pupils' learning and progress against the school's curriculum. Leaders intend that teachers will use this information to report to parents and carers. The proprietor body has devised a suitable format for teachers to use when writing these reports.
- The proprietor body has ensured that all the standards in this part are now 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)

- Leaders' planned curriculum for personal, social and health education provides clear opportunities for pupils to develop their spiritual, moral, social and cultural awareness. In addition, leaders intend that pupils will have opportunities to broaden their learning through visits, including to local places of worship. The planned curriculum and visits provide good opportunities to develop pupils' social skills and awareness of different cultures.

- Leaders intend that the school will promote democracy. For example, they intend to organise a school council to allow elected pupils to share other pupils' views with leaders, staff and others.
- Leaders' policies, the planned curriculum and the schemes of work set out how pupils will be taught respect and tolerance for all, paying due regard to the protected characteristics under the Equality Act 2010.
- The proprietor body has ensured that all the standards in this part are now likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(b)

- The school's child protection and safeguarding policy will be made available to parents on request. This has due regard for current government requirements on how to safeguard pupils. All staff have received suitable safeguarding training so that they understand their roles and responsibilities.

Paragraphs 9, 9(a), 9(b), 10, 11, 13, 14, 15, 16–16(b)

- All staff have completed training on the strategies that they can use to help pupils to regulate their own behaviour. Staff understand their roles and responsibilities for managing pupils' behaviour, as set out in the school's written behaviour policy. The policy outlines the anticipated support that pupils will need in order to help them to manage their own behaviour.
- Staff know the different forms that bullying can take and the signs to look out for. They are familiar with the strategies that they may use to prevent bullying. Staff know what they are expected to do should bullying occur.
- The proprietor body has ensured that staff have received appropriate training to help reduce risks and keep pupils safe. This includes training in first aid, fire safety and administering medication.

Paragraph 12

- The proprietor body has made sure that the proposed school building is compliant with the Regulatory Fire Reform (Fire Safety) Order 2005 regulations.
- The proprietor body had ensured that all but one of the standards in this part were likely to be met at the first PRI. All the standards in this part are now likely to be met.

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

Paragraphs 17, 18(1)–18(3), 19(1)–19(3), 20(6)(b), (6)(c), 21(1)–21(7)

- Leaders have made the required checks on the suitability of staff appointed to work at the school since the first PRI. The details of these checks have been added to the school's well-organised single central record.
- As at the first PRI, the proprietor body has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

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

- As at the first PRI, the proprietor body has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(3)(g)

- As at the first PRI, 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(k)

- As at the first PRI, 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

Paragraphs 34(1), 34(1)(c)

- The proprietor body has ensured that a suitable curriculum is in place, ready for the school to open. Leaders have arranged training for teaching staff so that they have the knowledge and skills to deliver this new curriculum. For example, staff have attended training on the school's phonics programme.
- Leaders' curriculum plans and schemes of work will help teachers check on what pupils know and can do.
- Leaders' curriculum plans and schemes of work take into account the ages and anticipated needs of pupils. This should ensure that pupils make progress, achieve well and are well prepared for the future, both academically and personally.
- Leaders have demonstrated that the school is likely to meet the standards, including those relating to the welfare, health and safety of pupils.
- The proprietor body has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- As at the first PRI, the proprietor body has ensured that the requirements 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.

Proposed school details

Unique reference number	148797
DfE registration number	342/6007
Inspection number	10220699

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 school
School status	Independent special school
Proprietor	Bright Futures Ltd
Chair	Daniel Jones
Headteacher	Vicky Tijani
Annual fees (day pupils)	from £53,984
Telephone number	01744 416007
Email address	ashmeadowschool@brightfuturescare.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	5 to 19	5 to 19
Number of pupils on the school roll	Not applicable	35	35

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	35
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	35
Of which, number of pupils with an education, health and care plan	Not applicable	35
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	3	4

Information about this proposed school

- This is the second PRI of Ash Meadow School. The proposed school will cater for 35 pupils from five to 19 years of age.
- The proposed school is situated in purpose-built accommodation. It is located in a residential area three miles from the centre of St Helens.
- It is likely that all pupils who will attend this proposed school will have an education, health and care plan, predominantly for autism spectrum disorder and/or social, emotional and mental health needs.
- Pupils' admission to the school will be via a referral from a local authority. Leaders propose to work closely with neighbouring local authorities in the first instance.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine whether the school is likely to meet the independent school standards prior to opening as a registered independent school.
- During the inspection, a meeting was held with a representative of the proprietor body.
- Meetings were held with the executive headteacher and the head of school.
- The inspector also reviewed a range of documentation relating to the standards.
- A tour of the premises was carried out. Documentation about the suitability of the school's premises and the documentation relating to the reduction of risk were also reviewed.
- 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 paid particular attention to the standards that were found to be unlikely to be met during the first PRI. These standards related directly, or indirectly, to the lack of a suitable curriculum and the failure to ensure that the proposed school building is compliant with the Regulatory Reform (Fire Safety) Order 2005.

Inspection team

Pippa Jackson-Maitland, lead inspector

Her Majesty's Inspector

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