

Active Wellbeing School

Longsdon Memorial Hall, Leek Road, Stoke-on-Trent ST9 9QF

Inspection date

17 March 2022

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)(g), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(e), 2A(1)(f), 2A(1)(g)

- Leaders have developed curriculum plans and schemes of work to meet the needs of children in the early years foundation stage (EYFS). The plans are based on the requirements for the age group. Leaders have integrated the school's wider curriculum offer into the plans, offering flexibility to meet the specific needs of pupils admitted to the school. There are effective links with the next stage of children's education as they enter key stage 1.
- Leaders have carefully considered the learning and development requirements of children in the EYFS and have adapted planning to meet those needs. Children have access to all the areas of learning, including areas such as mathematics, communication and language, and understanding the world. Leaders have purchased new resources to meet children's specific needs.
- The personal, social, health and economic education curriculum reflects the school's aims and ethos, where children have the 'freedom to flourish'. It is suitably adapted to meet the needs of pupils with special educational needs and/or disabilities. It pays due regard to the protected characteristics and is likely to help prepare pupils for life in modern Britain.
- Having consulted with parents and carers, the proprietor is likely to make sure that all pupils are provided with an age-appropriate relationships education.
- The school is likely to meet these standards if the material changes are implemented.

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

- Focused teaching is offered to pupils based on their assessed individual learning needs. Teachers spend time developing positive working relationships with pupils that engage them in their learning. The school aims to extend this practice to meet the needs of children in the EYFS. It enables teachers to understand pupils' specific needs and aptitudes so that teachers can adapt their planning to meet those needs. The teaching is likely to enable pupils to make good progress.
- Leaders demonstrate the necessary knowledge and expertise in how to support younger children to be successful. An ongoing programme of professional development is provided for all staff. It includes the understanding of special educational needs and the development of children in the EYFS. Leaders intend to create a nurturing environment, underpinned by high expectations, that is appropriate to pupils' ages and aptitudes.
- The school uses a comprehensive assessment system, tailored to the specific needs of pupils. It enables teachers to assess pupils who may be working below their chronological age. Leaders are confident that it will help teachers working with additional pupils and with younger children to identify gaps in what pupils know and can do.
- Leaders intend to appoint an additional teacher, should younger children be admitted to the EYFS. As the number of pupils on roll increases from 20 to 45, the school will consider additional staffing appointments. It intends to employ suitably qualified and experienced staff to teach pupils at the proposed new premises.
- The school is likely to meet these standards 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)

- Leaders have ensured that there is a suitable spiritual, moral, social and cultural development policy and programme of work in place. This encourages pupils to develop their self-knowledge, self-esteem and self-confidence. The policy and programme rightly recognise that many pupils will have missed periods of schooling and have considerable gaps in their learning.
- Pupils, including the youngest, are encouraged to accept responsibility for their own behaviour and to understand how they can contribute to the school community. They learn the difference between right and wrong, and their curriculum actively promotes fundamental British values.
- Leaders monitor pupils' social and emotional development as well as their academic progress and achievements. They encourage pupils to reflect on the impact of their actions on themselves and others. Leaders recognise that the increase in the number of pupils on roll will provide additional opportunities to socialise and improve their communication skills.
- Thoughtful teaching and a calendar of events enable pupils to acquire an appreciation of, and respect for, their own and other cultures.

- The school is likely to meet these standards if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

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

- There is a pertinent safeguarding and child protection policy in place. The policy is in line with current statutory guidance, including acknowledgment of the current version of 'Keeping children safe in education'. The policy is published on the school's website.
- The proprietor has ensured that leaders are trained as qualified designated safeguarding leads. Staff are trained to safeguard pupils. Curriculum plans show that pupils learn about possible risks to themselves and others, and how to keep themselves safe.
- Safeguarding concerns are dealt with promptly. Leaders work actively with external agencies when necessary to support pupils and their families. Any incidents are recorded securely and acted upon appropriately.
- The statutory safeguarding and welfare requirements of the EYFS are met.

Paragraphs 11, 12, 14, 16, 16(a), 16(b)

- The new premises will be leased. The landlord continues to ensure that health and safety requirements are fully met and regularly monitored and evaluated. In addition, leaders undertake their own audits of all health and safety matters to ensure the safety and well-being of pupils and staff.
- Detailed health and safety policies and procedures are in place. The policy covers requirements on the new premises. Any outstanding work is completed quickly to ensure pupils' health and safety.
- Leaders take fire safety seriously. A full fire risk assessment of the new premises was completed in March 2022. The premises are identified as a low fire risk. Any actions identified by the assessment have been completed. Staff receive training in fire safety, with fire marshals identified and regular evacuation drills undertaken. All necessary checks to fire-fighting equipment, fire doors and emergency lighting are recorded and up to date.
- A supervision policy and procedures detail the appropriate deployment of staff. Supervision ratios are likely to be maintained at the high level necessary according to pupils' needs and considering the change in age range and the increase in pupil numbers. Leaders will ensure that appropriate staff are available to ensure adequate supervision at the new site.
- Leaders recognise that the increase in pupil numbers can only be approved if the move to the new premises is approved. The existing school site cannot accommodate more than its registered number of 20 pupils.
- The school has a suitable risk assessment policy. The policy has been extended to include the new premises. Risk assessments for the existing school site identify suitable measures that have been put in place to ensure the safety of pupils and staff. Detailed guidance is provided to staff to complete risk assessments, such as those in

place for individual pupils, off-site activities and use of the school's minibus. It is likely that leaders will ensure that similar procedures are implemented at the new premises.

- The school is likely to meet these standards 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(2)(e), 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(6)

- Leaders have a thorough and detailed approach to the recruitment of staff to ensure that all appropriate checks are undertaken. All interview panels have a member who has completed safer recruitment training. Detailed pre-employment checks and thorough checks of written references are undertaken before staff are able to begin working in the school.
- The school does not engage supply staff. However, it is fully aware of all the appropriate checks to be completed by agencies and to be verified by the school should it need to appoint supply staff in the future.
- The single central record contains all the required information about appointed staff. This includes checks relevant to members of staff who may have worked in other countries and those who hold a management position. These checks ensure the safety and well-being of pupils and the suitability of staff.
- The proprietor ensures that all confidential information about staff is stored securely.
- The school is likely to meet these standards 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(1)(c), 24(2)

- The premises provide two-storey accommodation in seven classroom areas, a kitchen area, medical room, three toilet areas (including a designated toilet for children with disabilities), appropriate washing facilities and a large secure outdoor play area, with an area designated for outdoor play for children in the EYFS.
- There are separate individual toilets and suitable washing facilities for pupils. The number of toilets is likely to meet the needs of younger children and additional pupils. The toilet and washing area provided for children with disabilities can also be accessed by other pupils and staff.
- There is a well-equipped and spacious medical room with easy access to a toilet and washing facilities. The medical room contains a bed, seating and first-aid kits.

Paragraphs 25, 26, 27, 27(a), 27(b)

- The proprietor has ensured that the premises are well decorated, furnished and maintained. All the classrooms benefit from natural light through windows. There is adequate classroom space to cater for the needs of children in the EYFS and additional pupils. It is evident that pupils' welfare, health and safety will be maintained if the material changes are implemented.
- In addition to the classrooms, the accommodation offers opportunities for specialist teaching areas and provision. For example, there is a sensory room. The proprietor has ensured that lighting, heating and acoustics are suitable for all the activities that take place in these rooms and in all the spaces throughout the school.

Paragraphs 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Leaders have ensured that pupils have access to drinking water. Taps throughout the school have clear signage to indicate where drinking water is provided. There is safe access to warm water for pupils, with no risk of scalding.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- The outdoor areas, including a large playground, are well maintained. This area offers accommodation for physical education and enables pupils to play together during playtimes and lunchtimes.
- A securely fenced area is designated as the outdoor play area for children in the EYFS. There are plans in place to install appropriate outdoor play equipment for the younger children.
- The school is likely to meet these standards 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)

- The proprietor and leaders are knowledgeable and committed to providing the best possible education for all the school's pupils. In planning and preparing to accommodate younger children and additional pupils, they have demonstrated strong attention to detail in ensuring that the school consistently meets the independent school standards.
- Active Wellbeing School has a clear management structure, with well-defined roles that help to support robust quality assurance of the school. Leaders work closely with referrers to ensure that there is joint responsibility and focus on meeting pupils' academic and well-being needs. Leaders' checking of the independent school standards (the standards) is part of their regular monitoring, evaluation and review cycle. As a result, they are very knowledgeable about the standards.
- Leaders put pupils' welfare, health and safety first and demonstrate a strong commitment to helping pupils achieve as well as possible. They have a good record of managing this in their current premises and this is likely to be the case in these premises.
- The school is likely to meet these standards if the material changes are implemented.

Schedule 10 of the Equality Act 2010

- Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010. While the current building works are yet to be completed, the inspection evidence shows that leaders have considered how the building will be made accessible to all pupils.

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	148037
DfE registration number	861/6024
Inspection number	10214777

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	Active Resilience Ltd
Chair	Mark Lovatt
Headteacher	Ms Kerri Walton
Annual fees (day pupils)	£30,000
Telephone number	01782 405598
Website	www.activeresilience.co.uk
Email address	head@activewellbeing.school
Date of previous standard inspection	12 to 14 October 2021

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 11	4 to 11	4 to 11
Number of pupils on the school roll	19	45	45

Pupils

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

Number of full-time pupils of compulsory school age	20	45
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	20	45
Of which, number of pupils with an education, health and care plan	20	45
Of which, number of pupils paid for by a local authority with an education, health and care plan	20	45

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	11	12
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- The school is currently situated in Longsdon Memorial Hall, Leek Road, Stoke-on-Trent ST9 9QF, and is registered to accommodate 20 pupils, girls and boys aged five to 11 years.
- It offers places to pupils who have an education, health and care plan and/or those who are children looked after. It caters for pupils with social, emotional and mental health difficulties, including those with autism spectrum disorder. Many pupils have missed substantial amounts of schooling and have significant gaps in their learning.
- The current premises are leased through the trustees of the hall. The accommodation consists of three classroom areas, a kitchen area, sensory room and first-aid room. The school uses local leisure centres for physical education.
- Pupils are placed in the school by local schools or local authorities. The school does not use alternative provision and does not have a religious character.

- The school's most recent full inspection was in October 2021, when its overall effectiveness was judged to be good.

Information about this inspection

- The inspection was commissioned by the Department for Education (DfE) in response to an application by the school for a change of premises, an increase in the number of pupils the school can admit and a change in the age range of pupils. The inspection focused on whether the new premises would be likely to meet some of the welfare, health and safety standards in part 3 and the standards in part 5 of the independent school standards.
- The inspection also focused on whether the school's proposed education for children in the EYFS would be likely to meet the standards in part 1 and part 5. In addition, the inspection focused on whether the proposed change to increase the number of pupils on roll would be likely to meet the standards in parts 3, 4 and 5.
- The school has liaised with a social enterprise developer, Aquinas Properties, to refurbish premises situated in Hunt Road, Tunstall, Stoke-on-Trent ST6 6BL. It will lease the premises from the landlord. There are long-term plans, not part of this application, to occupy adjacent premises, developed in a similar way.
- This was the school's first material change inspection.
- The inspector met with two representatives of the proprietor, the headteacher and the school business manager.
- A tour of the proposed site was conducted with the four leaders.
- The inspector examined a range of documents, including the school's safeguarding policy and documents and policies relating to fire safety, supervision, health and safety, and risk assessments. In addition to the existing curriculum plans, the inspector reviewed the school's EYFS schemes of work and plans.
- The inspector examined the school's record of safeguarding checks made on staff, and pupil safeguarding records.

Inspection team

Mike Onyon, lead inspector

Ofsted Inspector

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