

# Field Gate School

Field Gate, Mill Field Road, Fishlake, Doncaster DN7 5GH

**Inspection dates**

11 May 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

#### *All paragraphs*

- The school's curriculum map sets out a curriculum offer that is aligned with the requirements of the national curriculum. This outlines a sufficiently broad range of subjects for pupils to study. The school intends to admit pupils whose needs have led them to refuse to attend mainstream school.
- There are schemes of work in place for the subjects that will be offered from key stage 2 to key stage 4. There are lesson plans in place for the core subjects of English, mathematics and science along with the subjects being offered through the wider curriculum.
- Teachers are able to talk through the school's assessment procedures. They can explain how they will use these to check what pupils know and remember in each subject. Leaders acknowledge they have further work to do in order to develop the order of what pupils need to learn so this is precise. At present, the curriculum planning does not always ensure that all learning routinely builds upon what pupils have been taught before.
- Leaders are able to demonstrate their intention to provide a flexible curriculum offer for each pupil. Leaders understand how to adapt their curriculum planning in order to better meet the needs of the pupils who will be accessing this provision. The curriculum will include different therapeutic approaches to support pupils' personal and emotional development alongside academic learning.
- Pupils personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be woven into the whole curriculum. The development of pupils social and emotional well-being is considered to be central to the school's planned curriculum offer.
- Five Rivers have one education team that works across all schools within the group. Using this centralised approach, they have successfully established clear procedures to check the quality of education they provide for the pupils in their care. Leaders have

developed a robust monitoring system. Leaders and teachers are able to explain what this will look like in Field Gate school.

- Leaders have ensured that the standards in this part are likely to be met.

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

### *All paragraphs*

- Through their comprehensive PSHE education curriculum, leaders can articulate how they will develop pupils' holistically. They understand the need to promote the spiritual, moral, social and cultural (SMSC) development of the pupils in their care.
- Leaders have developed a clear programme of study aimed to support pupils in developing their self-knowledge, self-esteem and self-confidence. Using their accept, care, encourage (ACE) approach they aim to work therapeutically with young people to ensure they have access to the relevant or required emotional support to accept responsibility for their behaviour and manage this, showing respect and tolerance.
- The school will offer specialist education provision for young people with complex needs. The curriculum is underpinned by five core values: respect, adaptability, integrity, support and excellence. Leaders can demonstrate how, through these values, they will develop pupils' understanding of themselves and others.
- The school has a robust recruitment policy and staff code of conduct in place to ensure that all steps are taken to prevent the promotion of partisan political views. There are detailed procedures in place that check all teaching materials, visitors to school and further experiences pupils are offered to ensure this is balanced and promotes the tolerance and harmony.
- Leaders have ensured that the standards in this part are likely to be met.

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

### *All paragraphs*

- The school's proposed safeguarding policy is comprehensive. Leaders have established a multi-layered approach to keeping pupils safe. There are careful procedures in place to report, record and monitor any concerns regarding pupils welfare. This system links with wider agencies as well as leaders within the company and any incidents logged are reviewed and monitored both individually and for trends or themes.
- Leaders understand the importance of proactively recording and reporting incidents. As part of their extensive offer, an external agency is employed to ensure there is an independent body who review any incidents within school.
- All employees will undergo a thorough induction which includes mandatory training in safeguarding, as well as an intensive 4-day behaviour management course which includes 'attachment & trauma informed' behaviour support system for social emotional and mental health (SEMH) and autism spectrum disorder services.
- Leaders have a high expectation of pupils' learning and behaviour. Staff are well trained in behaviour management, and working restoratively with pupils is a key part of their approach. Procedures are established to reward positive behaviour and celebrate the successes pupils achieve.

- Suitable health and safety policies and procedures are in place. Leaders understand the importance of these procedures so that pupils, staff and any visitors are kept safe. Leaders understand the importance of precise and clear systems that check and maintain their schools premises and extensive grounds. They have a detailed system in place to check school's regulatory compliance. This is shared and checked by senior leaders within the company. This includes compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have developed a comprehensive risk assessment policy for Field Gate. They are able to demonstrate how this has been effectively implemented within other settings in order to identify risks and hazards in all the settings they propose to use. This includes taking into account the needs of individual pupils within the setting.
- Leaders understand how to maintain the school's admission and attendance registers. They have a comprehensive system in place to record pupil absences and attendance. Leaders can articulate the importance of this for pupils who may attend on a part-time basis as well as for those pupils who may find entering an education setting difficult.
- Leaders have ensured that the standards in this part are likely to be met.

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

##### *All paragraphs*

- Recruitment procedures are rigorous. These are completed through the company head office. There are extensive checks undertaken, including contact with all previous employers, to ensure staff are suitable to work in this setting.
- Leaders can demonstrate how they will operate single central register (SCR) for this setting. This will contain all the required information and demonstrate that checks on current staff have been undertaken and recorded appropriately.
- Leaders understand the importance of ensuring that supply staff, visitors, volunteers and contractor checks are carried out with rigour and that these are appropriately recorded.
- Leaders have ensured that the standards in this part are likely to be met.

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

##### *All paragraphs*

- A new building has recently been created. This is well maintained. It is bright and spacious with adequate room for small groups and for adults and pupils to work one-to-one. Internal and external lighting is in place.
- There are plans in place to renovate a further building to increase the space available for teaching and learning. The plans are comprehensive and detailed. A contractor is in place and work has begun.
- While leaders have ensured there are adequate facilities in place for pupils and staff at present, the renovations underway will further improve the toilet and shower facilities in place before the school is set to open in September.
- The school has procedures in place for supporting pupils with injuries or medical needs. There is space available for pupils who are unwell. This space has access to

hot and cold water and is near a toilet. This space will be improved as part of the renovations underway.

- There is extensive land available at this setting. This provides sufficient space for pupils to play and learn. Leaders intend that this space will be used to offer a variety of learning opportunities in the horticulture areas, open grass land, orchards, and woodland. There is adequate space to cover the physical education (PE) curriculum and to offer a wide range of further outdoor curriculum activities.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 6. Provision of information

### *All paragraphs*

- The school's proposed website will contain links to a wide range of policies. For example, the school's safeguarding policies, health and safety, behaviour and admissions. In addition, there will be links to other documentation including curriculum information. Leaders demonstrated how these will be accessible through the website of other settings within the company. The website for Field Gate will mirror this once it is live.
- The website will provide a wealth of further information about the care and support the school proposes to offer. It contains the details of the proprietor and headteacher with a function to request a call back.
- The majority of pupils in this setting will have an education, health and care (EHC) plan. Leaders have a clear understanding of the processes they must undertake to support this. They have procedures in place to share key information. They acknowledge the importance of including all relevant parties in pupils' annual reviews.
- Leaders are keen to stress the importance of strong communication in their approach. The school will report termly in writing to parents and/or carers. They will complete a daily log for all pupils in their care. In addition, successes will be shared through weekly newsletters that will also contain key messages and diary dates.
- Leaders are able to demonstrate how they will account for the funding of all pupils, including those with an EHC plan, to relevant local authorities (LA). This will include a termly report to the LA for the pupils they support.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *All paragraphs*

- The school's written policy for complaints meets the requirements of the independent school standards (ISS). The policy provides information about how to make formal and informal complaints, and the process for resolving these. This will be published on the school website once this is live.
- Leaders have made provision for complaints to be managed informally in the first instance but also understand the requirement for independent representation on any complaints panel.
- The policy includes procedures for keeping copies of complaints securely and available for inspection if needed.

- Leaders have ensured that the standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *All paragraphs*

- There is a detailed education leadership structure in place to support this school. These leaders have a clear and thorough knowledge of the ISS. They bring a wide range of skills and expertise to this setting.
- There are comprehensive structures, systems and procedures in place to monitor the school's work. The head of education, education advisor to the board and alternative education development lead work closely together. They undertake various activities including audits and visits to school in order to quality assure the educational offer, and therapeutic care that pupils are able to access. In addition, they maintain an oversight of premises, facilities and risk assessments. These monitoring arrangements are carried out across the school year and outcomes are shared with the board each month.
- Members of the proprietors' board are a visible part of the school's leadership processes. They can talk with confidence and coherence about what is happening in their schools. There is a clear leadership structure, lines of responsibility are well defined and roles are carried out effectively.
- Clear lines of accountability have been established at all levels of leadership and management in this school. These lines of responsibility are transparent and are being carried out with rigour. Therefore, it is likely that all the independent school standards are consistently met.
- Leaders have ensured that the standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan. The accessibility plan fully reflects the schools' statutory requirements. The school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

## **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	149152
DfE registration number	371/6015
Inspection number	10238410

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 school
School status	Independent special school
Proprietor	Five Rivers Child Care Ltd
Chair	David Howard
Headteacher	Matthew Palmer
Annual fees (day pupils)	£78,000
Telephone number	07935066031
Website	under development
Email address	james.hall@five-rivers.org
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	6-18	6-18
Number of pupils on the school roll	Not applicable	30	30

## 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	Up to 30

Number of part-time pupils	Not applicable	Up to 30
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 30
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 30

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	none
Number of staff in the welfare provision	Not applicable	2

### Information about this proposed school

- Field Gate is operated by Five Rivers Child Care Ltd. The school will operate on one site in Doncaster.
- Field Gate is an independent special school which intends to provide specialist education for up to 30 pupils aged six to 18 years who have special educational needs and/or disabilities, including those with social emotional and mental health needs and those with autism spectrum disorder.
- The school's education staff will work alongside therapeutic staff in meeting the pupils needs.
- The school does not have a religious ethos.
- The school may use alternative provision.

### Information about this inspection

- This is the school's first pre-registration inspection commissioned by the Department for Education to evaluate the provider's readiness to open as a school.
- The inspector checked whether the school is likely to meet the ISS. The inspector evaluated a range of evidence, including policies and

plans relating to each part of the ISS. The inspector scrutinised health and safety documentation, including the safeguarding and child protection policy. The inspector also checked the school's staff recruitment and vetting processes, and the SCR.

- The inspector undertook a tour of the completed buildings and the building under renovation as well as the extensive grounds in order to evaluate the suitability of the school's premises for the purposes of being an independent SEND special school.
- The inspector worked with the head of education, the education advisor to the board for all inspection activities. The inspector also met with the executive head teacher and the lead teacher. The inspector spoke with the chief executive officer and the chair of the body of proprietors.

### **Inspection team**

Zoe Lightfoot, lead  
inspector

Her Majesty's Inspector



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