

Bere Clinic School

Hemlock Road, Waterlooville, Hampshire PO8 8QT

Inspection date

31 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

Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2A(1), 2A(1)(b)–4

- Pupils are likely to be at the school for a relatively short period of time while they undergo medical treatment at the clinic. Most will remain on roll at their home school during their stay. Where possible, pupils will continue with the learning that is taking place in their home school. Where this is not possible, leaders have planned an appropriate alternative curriculum for pupils to follow.
- Leaders anticipate that most pupils will have had a disrupted educational experience prior to joining the school. They intend to work closely with staff at pupils' home schools to produce learning programmes that meet pupils' needs. They expect these programmes to reflect the demands of the national curriculum, helping pupils work towards GCSEs, A levels or other relevant qualifications.
- Pupils will follow a suitably broad curriculum that meets the requirements of the independent school standards. All pupils will study English, mathematics, science and personal, social and health education (PSHE). In key stage 3, pupils will study a broad range of other subjects before specialising on examination options in key stages 4 and 5. Some subjects, such as those requiring group or practical work, will be limited to studying theory. Where possible, work in lessons will mirror what is being taught in the home school.
- Some pupils are likely to have special educational needs and/or disabilities (SEND). Leaders intend to identify these needs during pupils' induction to the school, so that appropriate support strategies can be put in place. The deputy headteacher's previous experience as a special educational needs coordinator is likely to be useful in helping teachers to put appropriate extra help in place for pupils.
- Leaders anticipate that some pupils may need extra help in order to become fluent readers. Where specific support is needed for pupils to learn phonics, leaders intend to buy in specialist support. All pupils will be encouraged to read regularly as part of their planned lesson time.

- Pupils are unlikely to be well enough to follow a traditional physical education curriculum. They will have opportunities to carry out gentle exercise such as yoga, where medical professionals identify this as appropriate and safe.
- Students in key stage 5 will follow learning programmes set out by their home school or college wherever possible. This will be supplemented by life skills lessons and enrichment activities.
- All pupils will participate in PSHE lessons. Relationships and sex education is incorporated appropriately into the planned content for these sessions. Leaders have constructed this programme carefully so that topics are revisited frequently. This reduces the risk that important concepts will be missed when pupils leave the school after a short period of time. Leaders intend to adopt a specialist approach to teaching pupils about diet, health and exercise, mindful of the school's context and the importance of aligning teaching and learning with pupils' medical treatment.
- Planned provision for careers information, education, advice and guidance is fit for purpose, taking account of relevant legislation and guidance. Leaders have given careful thought to how they can provide pupils with meaningful, work-related experiences, even though pupils will not be able to leave the school site. For instance, they plan to engage with online careers events, work directly with apprenticeship providers and support pupils with UCAS applications where this is appropriate.
- A number of teachers have already been appointed to work at the proposed school. They bring relevant experience and expertise to their roles. Liaison with home schools is planned as part of pupils' admission to the school, helping teachers to plan learning that builds on what pupils already know. Leaders anticipate that teachers will check what pupils have learned as a routine part of their lessons, and will adapt future teaching in response so that gaps in learning are filled quickly.
- This part of the independent school standards is likely to be met.

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

Paragraph 5–5(d)(iii)

- Opportunities for pupils' spiritual, moral, social and cultural development are mapped out clearly across the planned PSHE curriculum. This programme promotes fundamental British values, such as respect and tolerance, and an understanding of the rule of law.
- Pupils' spiritual development has been considered appropriately. All pupils will participate in religious education lessons as part of their formal curriculum. This is intended to help pupils learn about religions and cultures other than their own. Beyond this, pupils will be encouraged to become more reflective, through considering global scenarios and the implications of people's actions.
- Social development will be promoted through providing pupils with opportunities to work together, recognising that they may have been out of a formal school setting for some time and therefore had limited experience of this. Leaders have given clear thought to how they will encourage pupils to engage with the community around them, even though they may not be able to leave the school site. For example, they

have considered how pupils could make items to sell to the clinic staff or to members of the local community in aid of charity.

- Leaders intend to involve pupils in developing the environment in their own clinic community. For instance, pupils already in the clinic are growing plants from seeds in order to make the school's courtyard more vibrant and inviting.
- The proposed school is likely to meet this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The school's written safeguarding and child protection policy is fit for purpose. It is published on the school's website, making it accessible to parents and carers and other relevant stakeholders. References to elective home education and use of alternative provision are not needed, reflecting that the policy could, in places, be further personalised to capture the school's unusual context.
- Leaders demonstrate an astute understanding of the potential safeguarding risks to pupils attending the school. They are alert to looking out for small changes in behaviour that may indicate a wider concern, particularly relating to trauma that a pupil may have experienced in their past. Their plans to share relevant information with clinic staff are well considered and suitably rigorous.
- The headteacher will take the role of designated safeguarding lead, supported by the deputy headteacher. Both are suitably trained and knowledgeable to carry out this role. Plans to train staff, and to check that they understand what they have been taught, are thorough, demonstrating the emphasis that leaders intend to place on this part of the school's work. Arrangements for reporting, recording and acting on concerns are fit for purpose.

Paragraphs 9, 10

- The written behaviour policy is published on the school's website. It encourages pupils to make positive choices, including in respect of behaviour that could harm others or themselves. Leaders have considered how they will make these expectations clear to pupils as part of their induction into the school.
- Robust arrangements are in place for instances when adults may need to physically intervene to keep pupils safe. Such incidents will be managed by clinical staff, who have received appropriate training. The proprietor body has suitable plans to record, monitor and review any occasions where physical intervention takes place.
- Leaders intend using exclusion from school as an absolute last resort, recognising the disruption that pupils are already likely to have had to their education. They are alert to the importance of managing any instances of exclusion from school carefully, in line with pupils' medical care plans.
- A policy for preventing bullying is also in place. It gives particular thought to pupils' potential mental health vulnerabilities, linked to their medical conditions. Learning about bullying is included in the PSHE curriculum that all pupils follow.

Paragraphs 11, 12, 13, 16

- The written health and safety policy identifies clear lines of accountability within the school and proprietor body. This policy is underpinned by relevant legislation and guidance, including the Health and Safety at Work Act. Leaders demonstrate a clear understanding of specific health and safety risks linked to the school's unusual context, and have accounted for these in their policy. They have appropriate plans to monitor how well the policy is implemented.
- Leaders have ensured that an up-to-date fire risk assessment is in place for the premises where the school is based. They have acted on the findings, demonstrating a vigilant approach to fire safety. Arrangements look set to meet the requirements of the Regulatory Reform (Fire Safety) Order 2005.
- Clear procedures are laid out for administering first aid, which will be done by clinical staff. School staff have all completed relevant first-aid training as a precautionary measure. Where first aid is required, this will be recorded as part of pupils' medical records, contributing to the big picture about their needs and care.
- Leaders are alert to the potential risks to pupils, including those specific to the school's context. Their understanding is demonstrated clearly in their written risk assessment policy, which is reflected in other health and safety documentation. Risk assessments already in place are comprehensive and relevant. Suitable plans are in place for risk assessments to be reviewed in a timely way.

Paragraph 14

- Pupils will all reside on the school site. Leaders have identified appropriate procedures for handing over responsibility for supervision between school and clinical staff at key points in the day. Planned staffing levels look set to ensure that pupils will be well supervised during the day, including when taking toilet breaks.

Paragraph 15

- An admissions register is already in place, capturing all of the required information about clinic residents who will join the school once permission to open is granted. Plans for registering pupils during the school day are appropriate, and set up in a way designed to help adults to keep oversight of pupils' whereabouts if they go for medical or therapeutic treatment during the school day.
- The school is likely to meet this part of the independent school standards.

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

Paragraphs 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d), 19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)

- The prospective headteacher demonstrates a clear understanding of the recruitment and vetting checks required for all adults working in the school. These checks are carried out in a timely way. The proprietor body works closely with the headteacher when recruiting and vetting staff, supporting a vigilant approach.
- The school's central record of recruitment checks is already in place. It contains all of the required information for adults employed to work at the school and those who represent the proprietor body. The record is clear, well maintained and saved in a secure location to which access is limited.

- The proprietor body has oversight of checks on adults working in the clinic who are not employed by the school. This gives the headteacher confidence that other adults working in the building are suitable to be there. The headteacher intends to establish protocols for school and clinic leaders to keep each other informed about any new personnel they appoint.
- The headteacher does not anticipate using supply staff, given the specialist knowledge that teachers will need to have about pupils' needs and care. If staff are brought in, for example to provide subject-specific support not normally offered by the school, leaders intend to carry out the same checks as they would for a permanent member of staff.
- This part of the independent school standards is likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- The school's main classroom is situated towards one end of the clinic building, with a toilet close by. A separate room, currently not set up as a classroom, is available for pupils to use as needed and is close to the rest of the school's facilities. Pupils will also be able to access other rooms within the clinic, for example to carry out enrichment activities such as crafts.
- The main classroom is fit for purpose. It provides a central space for pupils and teachers to work. It is suitably lit and furnished and has sufficient room for the intended number of pupils. Although there is no running water in the classroom, there is access close by if needed for art and science practical work.
- The classroom has a lockable door that opens onto a secure outside space, which leaders are considering how to adapt into a safe place for pupils to use. In the meanwhile, pupils have access to the clinic's secure central courtyard, enabling them to work and relax outside.
- Leaders have completed a risk assessment for the classroom, which has helped them to identify how to use the space safely. There is secure storage for stationery and other teaching resources and supplies. The drinking water supply has been situated where it can be monitored closely by adults. There is space identified where additional adults can work when not involved in teaching, providing an extra layer of supervision.
- The school's toilet is located next to the classroom, and incorporates suitable hand-washing facilities. There is no dedicated shower within the school's facilities, but pupils have access to showers in their own bedrooms, which are in the same building.
- There are two rooms suitable for administering medication and providing first aid, which meet the requirement of the independent school standards. They contain hand-washing facilities but are not close to the school's toilet facility. Leaders anticipate that if a pupil becomes unwell, they would be cared for in their bedroom by clinical staff.
- The school is likely to meet this part of the independent school standards.

Part 6. Provision of information

Paragraph 32(1)–32(1)(d), 32(1)(f)–32(2)(b), 32(2)(b)(ii)–32(4)(c)

- The proposed school already has a dedicated section on the proprietor body's main website, alongside other schools that are already operating. This section of the website provides a clear and straightforward way for prospective parents and other stakeholders to find information about the school. Relevant policies are already uploaded, in anticipation of the school being granted permission to open.
- Leaders have systems in place for collecting information about how well pupils are achieving at school. They intend to report formally to parents half-termly, aligning this with ongoing reviews of pupils' health-care plans.
- The proprietor body already has established practices for providing relevant local authorities with accounts of how pupils' fees are spent. It intends to adopt the same approach for this school.
- The independent school standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proposed school's written complaints policy is published on the website. It outlines what approach parents should take in the event that they wish to formally complain about the school's provision.
- The policy meets the requirements of the independent school standards. It provides a clear and graduated approach to reporting concerns to school leaders. Arrangements are in place for a panel hearing to take place, where concerns are not resolved at an earlier stage in the process. In this instance, a parent's right to bring a representative is clearly described.
- Leaders have already identified a space on the school's website where they can publicise the number of complaints in the previous year, as required by the independent school standards.
- This part of the independent school standards is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The headteacher and deputy headteacher have useful prior experience of school leadership. Their planning for this new school reflects careful thought about what and how pupils will learn and how they will be kept safe. It takes particular account of the school's context and the cohort it seeks to serve.
- Leaders' knowledge about the independent school standards is suitably secure. They are proactive in seeking clarification where necessary, in order to develop their shared understanding. They are supported by the head of education, who provides a quality assurance role on behalf of the proprietor body. Links with leaders in other schools

owned by the proprietor body look set to support the headteacher in further developing her knowledge over time.

- A management committee will fulfil the role of governance for the clinic and school. It incorporates representatives of the school, clinic and proprietor body. Together, committee members have relevant expertise about leading and managing this type of setting, learning from other, similar schools and clinics owned by Elysium.
- Plans for monitoring the school appear suitably robust. Systems are already in place for leaders to report routinely to the head of education and chair of the proprietor body about relevant aspects of the school's work, such as safeguarding, health and safety, attendance and behaviour. This is likely to help keep the proprietor body informed about standards in the school.
- The school is likely to meet this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- Leaders understand their duties under this Act. They are able to describe how the school will meet these requirements. At the time of the inspection, leaders' plans were not recorded in a written accessibility plan. Nevertheless, they could readily identify how they would ensure that the curriculum, building and information would be made accessible for any pupils with disabilities who are admitted to the clinic.

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	149028
DfE registration number	850/6106
Inspection number	10232860

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 school
Proprietor	Elysium Healthcare Ltd
Chair	Kath Murphy
Headteacher	Sarah Taylor
Annual fees (day pupils)	£32,175
Telephone number	02394 314 108
Website	www.elysiumhealthcare.co.uk/education/bere-clinic-school
Email address	staylor@elysiumeducation.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	11–18	11–18
Number of pupils on the school roll	Not applicable	12	12

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	12

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 12
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- Elysium Healthcare Limited proposes to open a mixed independent school within Bere Clinic, which occupies the same site. The clinic provides medical care for 11–18 year-olds who have diagnosed eating disorders. Patients reside at the clinic for the duration of their treatment, which averages three months. They will join the school roll when they are admitted to the clinic. Most will also stay on roll at their home school. At the time of this inspection, six patients were resident at the clinic and being provided with study support, but the school was not operating.
- Some pupils will have SEND. These are likely to be associated with pupils' social, emotional and mental health needs.
- Elysium Healthcare will own and run the school. It operates a number of other specialist education and health-care settings, including four other schools. There will not be a local governing body. It is intended that the head of education will provide a link between the school and the proprietor body.
- The proposed school's facilities are contained in the building occupied by the clinic. The school and clinic will have sole use of these facilities. The school premises comprise a multi-purpose classroom, another room suitable for teaching, and a toilet for pupils. Pupils will have access to outside space via an internal courtyard.

- The school does not intend to use any alternative providers to supplement pupils' education. It will not have any particular religious character.

Information about this inspection

- The inspector met with the headteacher, deputy headteacher and head of education to discuss a range of evidence relating to the independent school standards. She spoke with the chair of the proprietor body on the telephone.
- The inspector and headteacher toured the school site together, in order to check compliance with the independent school standards. Other relevant evidence, submitted as part of the registration application and available on the proposed school's website, was also considered.
- The inspector considered the proposed school's safeguarding arrangements through reviewing relevant policies and the single central record of recruitment checks. The inspector also explored arrangements for staff training and for planned actions and recording linked to potential safeguarding concerns.

Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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