

The Greens ENS

202 Droylsden Road, Manchester M40 1NZ

Inspection date

6 July 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), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)

- The proprietor body has prepared an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for pupils to study. The details of the policy emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach appropriately demonstrates leaders' intention to provide a flexible and personalised education for each pupil. The details also show that the active promotion of fundamental British values will lie at the core of leaders' work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being British citizens.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work, and examples of curriculum design, are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. The curriculum design considers the specific and individual needs of pupils, all of whom will be pupils with special educational needs and/or disabilities (SEND).
- Suitable importance is placed on speaking and listening, reading, writing and mathematics in the curriculum. Additionally, there will be an appropriate emphasis on pupils studying subjects such as science, information and communication technology, religious education, history and geography. It is intended that this will be done mainly through topics. Subjects will also include art and design and physical education (PE).
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be suitably woven into the whole-school curriculum. The development of pupils' life skills, and also their emotional and well-being skills, are considered an essential part of the curriculum by leaders. The topics to be covered are suitably wide-ranging and include all those that pay particular regard to the protected characteristics set out in the Equality Act 2010.
- All secondary-age pupils will receive careers education. Leaders are using the Gatsby benchmarks as their framework. Leaders intend to offer information, advice and

guidance impartially. This will be tailored to the individual needs and interests of pupils.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)

- The PSHE curriculum will include the development of pupils' understanding of relationships and sex education and health education. Leaders have taken into consideration the relevant statutory guidance. They have drafted a policy statement, and they have considered how they will consult with parents and carers about the policy. They are aware that this statement will need to be placed on the school's website.

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

- The proprietor body is in the process of recruiting the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers and other staff.
- Templates have been created for short-term curriculum design. Leaders will ask teachers to include the contents of lessons to be taught in these templates prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is resourced with a range of appropriate educational books and equipment. These are relevant to the age range of pupils that the school will serve.
- The proprietor body is committed to providing a good-quality education for pupils. They have appropriate plans in place to ensure that teachers have sufficient knowledge, skills and experience to provide pupils with a suitable quality of education when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils' attainment and personal needs when they start at the school. Pupils' progress and attainment will be assessed regularly. Leaders understand the expected progress that pupils will make across each curriculum subject. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Pupils will access the key stage 2 national assessments if appropriate. Older pupils will have access to a range of academic and vocational qualifications according to their ability and need.
- All of the independent school standards in this part are likely to be met when the school opens.

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)

- Documentary evidence indicates that pupils' SMSC development is a thread that runs throughout the curriculum for the proposed provision. SMSC development is central to

the leaders' aims, policies and plans for enrichment activities.

- Each SMSC aspect is suitably threaded through leaders' schemes of work. For example, leaders show clearly that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, plans are in place to help pupils to be involved in charity work and local community events.
- Pupils will be provided with an opportunity to discuss local and national events and leaders will offer pupils suitable experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in modern Britain.
- Leaders' policies include positive references to all the protected characteristics set out in legislation.
- The independent school standards in this part are likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor body has paid attention to the most current statutory guidance for safeguarding pupils. A suitable and up-to-date safeguarding policy is in place. Leaders have introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- The headteacher will be the designated safeguarding lead (DSL). However, it is intended that other senior staff will also be trained to DSL level. All new staff will receive an appropriate induction to the school, including safeguarding training and regular updates on pertinent areas such as radicalisation and extremism, sexual exploitation, sexting and e-safety.

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

- The proprietor body has detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. It is intended that any incidents of poor behaviour will be recorded appropriately. Leaders intend to cross-reference behaviour records with any other concerns, so they can gain a full picture of an individual pupil and respond quickly to any needs that arise. The policy includes appropriate and proportionate sanctions.

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

- The proprietor body has a written health and safety policy, which is tailored to the premises of the proposed school. It complies with all relevant laws. Regular fire safety checks of the premises are planned. The proprietor body will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor body has an appropriate first-aid policy in place. It is intended that all staff will undergo first-aid training before the school opens.
- A written risk assessment policy is in place. The risk assessments already completed show that leaders plan to take appropriate actions to minimise risks to pupils. This includes risk assessments for the school building, including classrooms with specialist

materials, such as those used for art and design and individual pupils.

- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place. This is to assure pupils' safety when they are working online.

Paragraph 14

- Pupils will always be supervised, including at breaktimes, arriving at school and leaving the school premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and allow them to monitor any pupils' absences quickly and effectively. Leaders will report on pupils' rates of attendance regularly through the governance of the school.
- The proprietor body has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met when the school opens.

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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The single central record (SCR) is in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up an appointment.
- Records relating to the proprietor body are included on the SCR. All of the suitability checks, including those relating to the leadership and management of a school, have been carried out.
- The proprietor body has completed appropriate training to support the appointment of suitable staff to work in a school. Plans to recruit additional teachers and support staff are in place. Induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding training, and other related induction training, on appointment.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure they are suitable to work with pupils.
- Leaders may engage volunteers. They are clear about their responsibility for checking the suitability of volunteers who might work with pupils.
- All the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The proposed school is housed over two floors in a former doctor's surgery. The good-sized, modern building has been refurbished by the proprietor body to an appropriate standard. The accommodation comprises at least four teaching or breakout rooms, a kitchen, a medical room, a reception area and offices.
- There are appropriate toilet facilities. These can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is not suitable for drinking. Pupils will have access to drinking water throughout the day.
- There are no separate changing facilities for boys and girls, and there are no shower facilities on the proposed school site. However, the local sports centre that the school intends to use for pupils' weekly PE sessions has suitable, separate changing and shower facilities. The inspector saw evidence to confirm that the school will have access and sole use of these facilities when visiting the sports centre.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- A medical room has been set aside with suitable washing facilities in the room. There is easy access to a toilet. A bed and first-aid kit were in the medical room at the time of the inspection.

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

- The accommodation throughout the proposed school is of an appropriate standard and meets all the requirements for the health, safety and welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways will be via electronic keypads.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The pupils will have access to a small outdoor area that is safe. It will be an appropriate space for pupils to play when not in lessons. PE activities are regularly timetabled in accordance with the school's curriculum requirements. The outdoor area will be suitable for younger pupils to participate in PE. The proprietor body has made arrangements for older pupils to access PE sessions at a local sports centre. The inspector saw evidence to confirm that the venue has been booked for regular use by the school. Leaders will have risk assessments in place to ensure pupils' safety when travelling to and from and when using this site.
- All of the independent school standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The proprietor body has set up a school website that contains the required information. The proprietor body is fully aware of the requirements that a school should publish on its website.
- There is a suitable range of information available for parents and pupils when they join the school. A comprehensive range of policies for parents are in place, including information on admissions, behaviour, safeguarding and providing remote education. All documents will be made available for parents on request from the school office, as well as available on the school's website.
- Leaders intend to provide termly and annual reports on pupils' progress and attainment to parents. Reports will be detailed and provide a holistic picture of a pupil's progress. They will also report on pupils' personal development and their emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available to parents once released.
- All of the independent school standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraph 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 policy is appropriate. It outlines all of the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is suitably detailed and it ensures that leaders' intended complaints procedures are transparent.
- All of the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body has an appropriate understanding of the independent school standards and has plans in place to monitor compliance regularly.
- Leaders demonstrate the knowledge required to successfully set up and run this independent school. They have experience and a commitment to providing an effective quality of education for pupils. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- All of the independent school standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

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	149201
DfE registration number	352/6020
Inspection number	10243949

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 status	Other Independent Special School
Proprietor	The Greens ENS Ltd
Chair	Melanie Entwistle
Headteacher	Melanie Entwistle
Annual fees (day pupils)	£18,500 to £65,000
Telephone number	0161 459 2335
Website	www.thegreens-ens.co.uk
Email address	melanieentwistle@thegreens-ens.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 14	5 to 14
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	Not known
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	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	9
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	3

Information about this proposed school

- This proposed independent school is located in Manchester. It is housed in a small, repurposed and refurbished two-storey building.
- It is proposed that the school will provide full-time education for up to 20 mixed-gender pupils, aged between five and 14 years. It is intended that the proposed school will cater for pupils who are struggling to cope with mainstream school and are at risk of exclusion.
- The proprietor body does not intend to enrol children who are in the early years foundation stage of their education. Those pupils who stay in the school beyond the primary phase of their education will do so only because it has been decided that they would benefit from a longer transition into secondary education.
- Referrals will be mainly taken from Manchester City Council.
- It is likely that most pupils who will attend this school will have an education, health and care plan, predominantly for social, emotional and mental health needs.
- The proprietor body has a limited company called The Greens ENS Limited. The chair of the proprietor body is one of two directors. The proprietor body intends to develop a governing body to have oversight and governance responsibilities for the school when it opens. To this end, a chair of governors has already been appointed.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards before opening as a registered school.
- This is the school's second pre-registration inspection. The first pre-registration inspection took place in September 2021.
- The inspector held discussions with the proprietor, who will also be the headteacher, and the person that will be the chair of governors of the school.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documents and policies, including those relating to the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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