

# Chilton Bridge School

Chilton Cantello, Yeovil, Somerset BA22 8BG

**Inspection dates**

20 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 2,4*

- Chilton Bridge School is proposed to be a special school for pupils with social, emotional and mental health (SEMH) needs and/or autism spectrum condition. All pupils will have an education, health and care (EHC) plan. The proprietor body, directors and the headteacher are experienced leaders of special education. They have strong knowledge of teaching pupils with special educational needs and/or disabilities.
- The curriculum policy sets out to provide pupils with learning that matches their individual needs. Leaders have devised a curriculum with three phases. Phase one focuses on overcoming barriers to learning and re-engaging pupils in school life. Further phases build incrementally to increase and broaden pupils' knowledge across the curriculum. The aim is for pupils to become what leaders call 'community ready'. Schemes of work identify clearly what leaders intend pupils to learn in each phase.
- Leaders have prepared schemes of work that incorporate all the aspects of the curriculum required by the independent school standards (the standards). Each pillar within the curriculum provides increasing academic challenge over time. Leaders have identified a systematic synthetic phonics programme that they intend to use with pupils at the early stages of reading.
- There is an assessment policy and framework in place. The policy describes how staff will check what pupils know and understand and then use this information to adapt teaching. Leaders have clear plans to support teachers to cater for pupils' individual needs as set out in their EHC plans. Teachers will check pupils' progress and review plans for their learning to ensure it is precisely what they need.
- Teachers will provide a written report every term to keep parents well informed about their child's progress. They intend to hold meetings with parents and carers to review progress against pupils' individualised targets.
- There is a careers education package in place. It is likely to ensure that pupils receive impartial careers guidance.

- The intended curriculum will support pupils to achieve a range of qualifications, including GCSEs in English, mathematics, sciences, geography, history and religious studies. The school will offer a range of functional skills at levels 1 and 2, entry level 3 courses and BTEC qualifications. Post-16 students will follow A-level courses or other individualised programmes of study, including work-related learning.
- A relationships, sex and health education policy is in place and published on the school's website. The curriculum includes everything it should. Leaders state that they will hold staff to account for ensuring that all pupils follow this age-appropriate curriculum and it meets pupils' individual needs.
- Leaders have organised a well-thought-out personal, social, health and economic (PSHE) education programme. The curriculum teaches about protected characteristics as set out in the Equality Act 2010. It will also teach pupils about risks such, as drug misuse and criminal and child exploitation. Leaders intend that the content in the PSHE curriculum will build pupils' self-confidence, self-esteem and independence over time.

### *Paragraph 3*

- The Spaghetti Bridge executive team intend to check that teachers and other staff use and apply strong subject knowledge when teaching. They will check that teaching builds on what pupils already know.
- Leaders have employed some qualified teaching and support staff already. The induction programme aims to ensure that all staff are fully prepared to use effective teaching approaches that consider pupils' needs and prior attainment.
- Teaching resources are in place to ensure that staff are supported in teaching the intended schemes of work. This includes the resources for the teaching of early reading. All staff will be trained in systematic synthetic phonics.
- The standards in this part are likely to be met.

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

### *Paragraph 5*

- The curriculum stipulates explicitly how it will promote fundamental British values. This includes learning about individual liberty, criminal law and democracy and learning to respect people, including those with protected characteristics as outlined in the Equality Act 2010.
- The curriculum will promote pupils' spiritual, moral, social and cultural development. The relevant scheme of work identifies how teaching will support pupils to be tolerant, polite and have mutual respect in line with the school's aims and ethos. The curriculum will teach pupils how to take responsibility for their actions.
- The standard in this part is likely to be met.

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

### *Paragraph 7,9–16*

- The safeguarding and child protection policy is published on the school's website. The designated safeguarding lead is well-informed about how to keep pupils safe from harm. Leaders' induction programme sets out the wide-ranging safeguarding training

that all staff will receive, including the local and contextual risks to which pupils may be vulnerable.

- Leaders have put a behaviour policy in place that sets out the school's approach to managing behaviour. The induction programme for staff includes training so that they can follow the school's methods for helping pupils to regulate their behaviour. The anti-bullying policy includes guidance that indicates that the school is likely to be effective in preventing bullying.
- The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005 for the intended premises of the school. The premises of the proposed school, known as 'The Stables', has suitable signage and fire safety equipment in place. Evacuation routes and systems for staff, pupils and visitors that require personal emergency evacuation plans are in place. The proprietor knows that other buildings on the site are not part of the proposed school. As such, the current fire risk assessment indicates that any change to the use of additional buildings would require an additional fire risk assessment.
- There is a nominated person outlined in the first-aid policy to ensure compliance with first-aid procedures in the school. First-aid boxes and supplies are well stocked.
- Arrangements for the supervision of pupils are likely to be appropriate. The admission and attendance registers that leaders plan to implement meet the regulations and will allow leaders to oversee pupils' absence.
- The proprietor has drawn up a health and safety policy that is likely to be the basis of effective compliance with all the relevant laws. There is a risk assessment policy. Leaders have detailed risk assessments in place for the proposed school. In addition, all other buildings, not part of the proposed school, within the extensive grounds have suitable risk assessments which confirm that pupils' access is prohibited.
- The standards in this part are likely to be met.

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

##### *Paragraph 18–21*

- There is a single central record in place. The proprietor has ensured that checks take place to ensure that adults at the school are suitable to work with children. This includes all staff working at the school and central Spaghetti Bridge staff, including directors. Directors demonstrate a strong knowledge of safer recruitment.
- A headteacher and 12 other staff have already been appointed. All the required checks have been completed for these staff and recorded in the single central record. Further recruitment for teachers and support staff is underway. Leaders do not intend to use supply staff. However, staff responsible for safer recruitment speak knowledgeably about the checks they would need to apply if supply staff were used.
- The standards in this part are likely to be met

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

##### *Paragraphs 23–29*

- The proposed school is a secure stand-alone building within a more extensive site of additional buildings of a previous preparatory school. The extensive school grounds

are now fenced and secure. The proposed school will operate in one small part of the site.

- The Stables building has gone through a full restoration. All rooms and communal areas are in good order. The school is made up of suitable base rooms for teaching, as well as further break-out spaces. There is also office space. There are two further base rooms which leaders intend to be dining halls. The dining halls are suitable to accommodate the proposed number of pupils in two sittings.
- Windows are double glazed, have safety glass or a protective film on them to ensure safety. Lighting and acoustics in all rooms are suitable. Drinking water is clearly labelled and easily accessible.
- There are sufficient single toilets for pupils' use only. There is sufficient water supply to all toilets and washing facilities. Hot water is at a safe temperature.
- There is a medical room with adequate facilities including a sink. There is a toilet close by. There is a lockable cupboard for medicines.
- There is a suitable playground within the immediate boundary of the proposed school. Beyond this, leaders intend to use part of the surrounding site to enable further play at social times. The proprietor is intending close supervision of all pupils at social times when they access the grassed grounds. Suitable risk assessments are in place.
- The proprietor has made improvements to the surrounding site to ensure site safety. There are now fences in place to secure the site. Oil tanks, an electricity station and gas tanks have been fenced off and are not accessible. New entry and exit gates are secure and operated electronically. The proprietor has created a one-way system for pupils' drop off and pick up. Leaders intend that this will be well supervised.
- There are no changing rooms in use. Physical education will happen off site. The sports hall on the school site is not part of the proposed school.
- The standards in this part are likely to be met.

## Part 6. Provision of information

### *Paragraph 32*

- The school's website provides parents and carers with access to all the required policies, including an up-to-date safeguarding and child protection policy. The contact details for the school and the proprietor body are available on the website. Leaders know the additional documents that will need to be provided or made available to parents.
- The proprietor has established systems in place to provide details of income and expenditure in respect of a pupil funded by the local authority, public funds or with an EHC plan. They will provide this information at pupils' annual review meetings and show this has been used to meet pupils' individual needs.
- The standard in this part is likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The complaints policy is published on the school's website. The policy outlines the timescales and the stages for handling complaints. This includes ensuring that complaints can be considered on an informal basis at the first stage.
- The complaints policy sets out how complaints can be considered on a formal basis. This includes a panel hearing if a parent is not satisfied. Leaders know that it is a requirement for one member of any panel hearing to be independent of the management of the school and that a parent can be accompanied at a hearing should they wish.
- Leaders know to store records of complaints and any actions taken securely. Records will be available for inspection.
- The standard in this part is likely to be met.

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

### *Paragraph 34*

- The proprietor and central Spaghetti Bridge staff have strong knowledge of the standards and of leading specialist education provision. They already run two schools and have recently registered another. They have already done much work to quality assure the school's systems and processes to ensure that the independent school standards are likely to be met.
- A detailed refurbishment has been completed of the proposed school. The Stables building is in good order and the wider site is now secure. All health and safety checks of the school site are in place.
- Some staff have already been recruited, including the headteacher. Additional staff recruitment is already underway. A detailed induction programme is underway to ensure that staff have the specialist subject knowledge and skills to support the pupils who attend. Leaders intend that further induction programmes will run throughout the year so that when new staff arrive, they too benefit from high-quality induction.
- Leaders have well-established systems in place to promote pupils' welfare and care. The executive director of service quality and development and the regional director will have oversight of this.
- The standard in this part is likely to be met.

## Schedule 10 of the Equality Act 2010

- An accessibility plan is in place. It meets requirements and is available on the school's website.

## **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	149220
DfE registration number	933/6027
Inspection number	10244107

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 special school
School status	Other independent special school
Proprietor	Spaghetti Bridge Ltd
Chair	Stephen Bradshaw
Headteacher	Jo-Anne Houston
Annual fees (day pupils)	£54,950
Telephone number	07964955090
Website	<a href="http://www.chiltonbridgeschool.co.uk">www.chiltonbridgeschool.co.uk</a>
Email address	<a href="mailto:kirsty.thomas@spbridge.co.uk">kirsty.thomas@spbridge.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	0	6-19	6-19
Number of pupils on the school roll	0	41	41

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	0	Mixed
Number of full-time pupils of compulsory school age	0	41
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	41
Of which, number of pupils with an education, health and care plan	0	41
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	41



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	20
Number of part-time teaching staff	0	3
Number of staff in the welfare provision	4	10

## Information about this proposed school

- The proprietor, Spaghetti Bridge Ltd, also runs two other independent special schools and has recently registered another. The proprietor has three directors: an executive chairman, a chief executive officer and an executive director of service quality and development.
- The headteacher was appointed in April 2022. Six teaching staff are already in post.
- The proposed school is within the grounds of and adjacent to a Grade II listed building, and other newer buildings that formed part of a former preparatory school.
- The school intends to cater for pupils between the ages of six and 19 years. All pupils will have SEMH needs, and some will have a diagnosis of autism spectrum condition. All pupils will have an EHC plan.

## Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the proposed school's second pre-registration inspection. The first pre-registration was for a residential special school. This pre-registration is for an independent day school only.
- The inspector held discussions about all parts of the standards with the chief executive officer, the executive director of service quality and development, the director of operations, the regional director, the human resources business partner and the group business management lead.
- The inspector considered documentation related to the proposed school curriculum, including the curriculum policy and schemes of work. The inspector also evaluated the complaints policy.
- The inspector considered documentation such as policies, safeguarding records and plans in place to maintain pupils' safety. The inspector met with central staff from Spaghetti Bridge Ltd to discuss arrangements to keep pupils safe in the event of the absence of the headteacher.
- The inspector also toured the site and premises, both internally and externally, to determine if part 5 of the standards is likely to be met.

## Inspection team

Julie Carrington, lead inspector

Her Majesty's Inspector

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