

Easthorpe School

165 Loughborough Road, Ruddington, Nottingham NG11 6LQ

Inspection date

3 August 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, 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)(g), 2(2)(h), 2(2)(i)

- Leaders are proposing a school that meets the needs of pupils with special educational needs and/or disabilities (SEND). Most pupils will have an education health and care (EHC) plan. There is a strong focus on making sure that pupils will be helped to achieve their potential through a personalised approach to learning. Leaders have set out a clear rationale, vision and culture for the school.
- Leaders have developed a curriculum based on the national curriculum and a range of accredited qualifications. They have developed curriculum overviews, progression maps and schemes of work for a range of subjects. The curriculum is planned to provide breadth of experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. These subject curriculums will provide pupils with the opportunities to develop their breadth of knowledge and subject-specific skills.
- Leaders intend to provide pupils with experiences and opportunities that will prepare them for the next steps in their learning, and the responsibilities of life in modern Britain.
- Older pupils will have the opportunity to take GCSE, vocational and functional skills qualifications in a range of subjects, including English and mathematics. Leaders have clear plans in place to support pupils who are at an early stage of reading. They intend to nurture pupils' love of reading.
- Leaders intend for pupils to be assessed when they start school. This will include conversations with parents and carers, standardised assessments and observation of pupils' learning. The proposed provision will take into account the ages, abilities and additional needs of pupils. Assessment information will be used to determine the next steps in pupils' learning.

Paragraph 2(2), 2(d), 2(2)(d)(i), 2(2)(d)(ii), 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- Leaders have plans to deliver personal, social, health and economic (PSHE) education. The curriculum includes carefully thought-out schemes of learning for physical and mental health. These curriculum plans include learning that prepares pupils for life in Britain.
- Leaders have developed a relationships and sex education policy. This is supported with planned schemes of learning that are appropriate for pupils' ages and emotional maturity.

Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The careers policy sets out the intention to provide lessons and opportunities that include developing pupils' understanding of the world of work and employability skills.
- Leaders intend to provide impartial careers guidance to prepare pupils for their transition to further education, employment and/or training.

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

- Leaders intend to monitor very closely the quality of the education pupils receive. They have clear policies related to teaching, learning and assessment. They have planned the types of learning activities they will use to help pupils gain knowledge, understand new content and develop skills. Leaders have produced thorough assessment and reporting procedures and draft timetables.
- When pupils join the school, staff will consider their aspirations and assess their knowledge and skills. This initial assessment will be used to plan a personalised approach that also matches pupils' EHC plans. Assessment information will be used to adapt and improve pupils' learning.
- The school is likely to meet all of the standards checked in this part.

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 plans in place for therapeutic provision, structured pastoral support and a well-planned PSHE programme to complement the academic and vocational curriculum. Leaders have extensive experience in developing such provision to cater for the personal development and special educational needs of pupils for whom the school is intended. Leaders' plans are realistic and are focused on each pupil's individual needs.
- The school's curriculum is planned to promote pupils' spiritual, moral, social and cultural development. Leaders have plans that promote respect for other people, including those with protected characteristics, as set out in the Equality Act 2010. These plans are based on the school's aims, values and expectations of how others should be treated and respected.
- Leaders plan to teach pupils about this country and what it means to live in a democracy. They also want pupils to take responsibility and understand the value of their place in, and contribution to, British society. Leaders' intentions are for pupils to be involved in a range of community-based experiences.
- The school is likely to meet all of the standards checked in this part.

Part 3. Welfare, health and safety of pupils

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

- Leaders understand how to establish a strong safeguarding culture. Members of the proprietor body and senior leaders have ensured that there are effective arrangements in place to safeguard pupils. They have produced a range of policies to help keep pupils safe. The school's safeguarding policy takes into account government guidance.
- Leaders intend to monitor pupils' welfare closely so that they can identify any vulnerabilities and provide timely support.
- Leaders plan for all staff to have regular safeguarding training from the moment they start working at the school. This includes training about what to look for to identify pupils who may be at risk of harm and how to share any concerns they may have about pupils' welfare.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- Leaders have developed a suitable behaviour policy that sets out what leaders expect of pupils and how staff will promote and manage positive behaviour. There is also an anti-bullying policy. Both policies are written for the specific needs of pupils who will attend this school. It is intended that pupils will learn to recognise bullying, and the different forms it takes.

Paragraphs 11, 12, 13

- Leaders demonstrate a commitment to the maintenance of health and safety. They have put in place suitable health and safety and first-aid policies. They record health and safety checks, including fire safety checks. Leaders propose to carry out regular monitoring to ensure that all staff follow the procedures contained within these policies.
- There is some signage on display around the building relating to health and fire safety. This is not complete due to the delays in refurbishment caused by the COVID-19 pandemic. Leaders plan to ensure that all signage is in place once the refurbishment is finished. Emergency lighting is in place.
- Leaders commissioned an initial fire survey in April 2022. They have responded to recommendations following the initial survey. Leaders have systems in place to regularly check the school's fire safety measures.
- Leaders have credible plans for staff to receive first-aid, health and safety, and fire-safety training as part of their induction when they start working at the school.
- *Paragraphs 14, 15*
- Leaders have suitable plans to make sure that staffing levels will provide appropriate supervision of pupils across the structured school day, including breaktimes and lunchtimes.
- Leaders have plans to manage admissions and attendance information well. They intend to use paper and computer-based management systems to record, track and monitor this information.

Paragraph 16, 16(a), 16(b)

- Leaders understand their responsibilities related to management of risk. Leaders plan for every pupil to have an individual risk assessment to keep all pupils safe. They plan for these to be regularly reviewed. The school's risk assessment policy stresses the importance of assessing and managing all types of risks in different situations.
- The school is likely to meet all of the standards checked in this part.

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

Paragraphs 18(1), 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(1), 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(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 are appropriately trained and have a secure understanding of safer recruitment procedures. The school has carried out all of the necessary pre-employment checks on members of the proprietor body, and staff who are currently employed and associated with the school.
- Leaders do not intend to use the services of supply staff. However, they know and understand the procedures to ensure supply staff are suitable to work with pupils.
- The school's single central record includes the full range of checks required before an individual starts working with pupils. Leaders intend to meet statutory guidance by continuing to undertake all checks on future appointments.
- The school is likely to meet all of the standards checked in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(b), 28(1)(d), 29(1)

- The proposed school occupies one building. Building and refurbishment work across the whole site is almost complete. This work has been delayed by availability of contractors due to the COVID-19 pandemic. The work schedule indicates that all of the work is planned to be finished by the proposed opening date.
- Leaders have created systems to monitor and maintain the premises to ensure the health, safety and welfare of pupils and staff.
- The accommodation has several rooms, including a drama room, many classrooms and a sensory room. All rooms are bright and airy, with appropriate acoustics and lighting. There are several offices and a secure storage room for examination papers.
- There are separate toilets for pupils to use. They are lockable from the inside. The disabled access toilet is suitably furnished. There are appropriate handwashing facilities with hot and cold water in all toilets.
- Pupils will have access to changing and showering facilities.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2), 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- A suitable medical room is available on the premises for the treatment of sick or injured pupils. It is close to the pupils' toilets.
- Drinking water is readily available in the dining area. Leaders intend to label suitable drinking water as part of ongoing refurbishment work.
- *Paragraph 29(1), 29(1)(a), 29(1)(b)*
- The school grounds are suitably lit. There are extensive garden areas where pupils can play and socialise. Leaders have plans to develop a sensory garden and wooded area for outdoor learning.
- The site perimeter is currently being made secure with temporary fencing. Leaders have plans to replace this with local authority planning approved fencing and gated access. The instalment of permanent fencing has been delayed due to the availability of contractors due to the pandemic.
- The school is likely to meet all of the standards checked in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(b)(i), 32(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)

- Leaders have produced a school website that includes the school's aims and ethos. Other available information includes the school's address, and names and contact details of directors and the headteacher.
- All policies are available in electronic and paper form, including the safeguarding policy. Many policies are published on the school's website. All policies are available on request.
- Leaders have appropriate procedures to submit financial information to local authorities and to share EHC plans at annual review meetings with relevant agencies. They have a suitable method for reporting to parents about pupils' achievements.
- The school is likely to meet all of the standards checked in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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)

- Leaders have written a complaints policy. This policy is available on request. The policy clearly sets out the process leaders follow when investigating complaints. The policy outlines the various stages of the formal and informal complaints procedures. It includes a suitable timeframe for managing complaints. The policy explains how information regarding the complaint will be stored and how the outcome will be communicated to the complainant.
- The school is likely to meet all of the standards checked in this part.

Part 8. Quality of leadership in and management of schools

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

- Members of the proprietor body and leaders have given careful thought to the proposed school.
- Leaders demonstrate the knowledge required to make sure that the independent school standards will be securely and consistently met over time.
- Leaders are focused on providing a quality curriculum that is well matched to pupils' needs. There is a strong focus on providing for pupils' welfare, personal development and well-being.
- The school is likely to meet all of the standards checked in this part.

Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan.
- The school is likely to meet the regulation in this part.

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	149382
DfE registration number	891/6049
Inspection number	10246824

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
School status	Independent special school
Proprietor	Polaris Children's Services
Chair	Joanne August
Executive Headteacher	Catherine Beard
Annual fees (day pupils)	£50,000 to £55,000
Telephone number	0115 697 7975
Website	www.easthorpeschool.co.uk
Email address	tom.harrup@polariscommunity.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	7 to 18	7 to 18
Number of pupils on the school roll	Not applicable	80	80

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	80
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 80
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 80
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 80

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	16
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	22

Information about this proposed school

- Easthorpe School is part of Polaris Children's Services. The school intends to open on 1 September 2022. The proposed school is located in Ruddington, Nottinghamshire.
- The school proposes to cater for up to 80 pupils aged seven to 18 years. Most are likely to have a range of educational needs, including: cognitive and learning needs; speech, language and communication needs; social, emotional and mental health difficulties; and autism spectrum disorder. Most are likely to have EHC plans.
- Pupils will be supported with therapeutic, welfare and well-being provision as part of a broad and balanced curriculum. Pupils might stay at the school until the age of 18, to complete their key stage 4 qualifications.
- The proprietor intends to build the number of pupils on roll gradually over the next three years to reach its capacity of 80 pupils.
- The school is not likely to use the services of alternative providers.

Information about this inspection

- The inspection was commissioned to determine whether the proposed school is likely to meet the independent school's standards if it is given permission to open.
- This is the school's first pre-registration inspection.
- The inspector met with the executive headteacher. He met with the chair of trustees.
- The inspector toured the school site to check on the suitability of the premises. He reviewed communication with contractors related to commissioned work to be completed within the next few weeks.
- The inspector reviewed various documents, including curriculum plans. He reviewed various policies, including health and safety, risk assessments, complaints and admissions policies. He reviewed various safeguarding documents, including policies, school procedures and proposed ways of recording safeguarding information. He reviewed the single central record.

Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

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