

# Build-a-Future Independent School

Main Road, West Ashby, Horncastle, Lincolnshire LN9 5PT

**Inspection date**

11 July 2022

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i), 5, 5(a), 5(b), 5(b)(v), 5(b)(vi)*

- At the last standard inspection, pupils did not receive any personal, social, health and economic (PSHE) education, other than the independent careers advice provided to older pupils. Leaders had not ensured that pupils learned to respect those with backgrounds different from their own. Pupils had not had sufficient opportunities to learn about British values and different cultures.
- Leaders have put in place an appropriate PSHE education curriculum which pupils have begun to study. The topics included in this curriculum will help to prepare pupils well for life in modern Britain. For example, pupils have recently considered multiculturalism. They have also studied the negative effects of racial intolerance as promoted by some political movements. Through such studies, pupils have learned that it is wrong to treat people differently because of their cultural heritage.
- Pupils have opportunities to celebrate different festivals, enabling them to consider different cultures and beliefs.
- Pupils learn about democracy through voting for the student council. They learn about their rights and responsibilities through their PSHE education studies.
- Through studying PSHE education, engaging in different extra-curricular activities and taking part in educational trips, including a recent visit to a local Holocaust museum, pupils learn about the need to respect those who are different to them. This includes people whose difference falls under the protected characteristics as defined in the Equality Act 2010.
- The school now meets all the previously unmet standards in these parts.

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

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

- At the standard inspection, inspectors found the school's safeguarding arrangements to be ineffective. Leaders did not act in a timely or effective manner in response to safeguarding concerns. They did not use information from pupils' previous schools to provide support to help keep pupils safe. Leaders did not maintain accurate safeguarding records. This limited the effectiveness of their oversight of safeguarding.
- Staff have received further safeguarding training. They understand the signs to look for that indicate possible welfare concerns about pupils. They have received training on how to record safeguarding concerns.
- Pupils say that they feel safe at the school because there are adults who they can speak to if they have a concern. They are confident that these adults will support them.
- Leaders consider any safeguarding information that they receive from pupils' previous schools.
- Leaders have introduced a new electronic system to record any safeguarding concerns that are brought to their attention, including the actions they have taken in response. However, leaders have not ensured that they maintain accurate records. Furthermore, they have not always precisely identified the specific safeguarding concerns that may arise from incidents that staff have reported to them. These failings limit the effectiveness of leaders' oversight of safeguarding concerns.
- This standard remains unmet.

*Paragraphs 3, 3(h), 9, 9(b)*

- At the time of the standard inspection, there were inconsistencies in the way that staff managed pupils' behaviour. For example, staff did not consistently challenge pupils when they used inappropriate or offensive language. The poor behaviour of some pupils disrupted the learning of others. Leaders did not have a precise understanding of pupils' behaviour. They did not identify any emerging patterns of poor behaviour.
- Staff have received training to help them manage pupils' behaviour. Leaders require all staff to model the behaviour they expect of pupils.
- End-of-day meetings provide staff with a daily opportunity to discuss how they support pupils to manage their behaviour. These discussions enable staff to share best practice. Leaders use these meetings to provide staff with further support and guidance in managing pupils' behaviour.
- Leaders assure themselves that staff are consistently implementing the school's behaviour policy by being present around the school site, during lessons and at social times.
- Pupils say that staff challenge inappropriate behaviour.
- These requirements are now met.

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

- At the time of the standard inspection, leaders did not routinely include any new concerns in pupils' individual risk assessments. As a result, risk assessments did not fully reflect all known risks for each pupil. Furthermore, staff had not received training to help them complete risk assessments for off-site visits. This left pupils potentially unsafe.

- Leaders have provided staff with training regarding how to draw up risk assessments for off-site trips. These risk assessments identify appropriate risks and the actions that staff should take to minimise such risks. The headteacher reviews these risk assessments to ensure that they are appropriate.
- Leaders' approach to reviewing individual pupils' risk assessments is inconsistent. They do not always update risk assessments following an incident when pupils' behaviour have either presented new risks or heightened already known risks. Some pupils' individual risk assessments provide accurate information about known risks. This is not the case for all risk assessments.
- In updating individual pupils' risk assessments, leaders have not always included what staff should do to mitigate any such risks.
- Leaders' inconsistent approach to maintaining risk assessments means staff do not always have access to the most up-to-date and accurate information about the risks associated with individual pupils. Consequently, staff do not always have accurate information about what they should do to support pupils to manage and reduce risk. This potentially leaves pupils at risk.
- This standard remains unmet.
- The school does not meet all the previously unmet standards in this part.

## Part 5. Premises of and accommodation at schools

### *Paragraph 23(1), 23(1)(a), 23(1)(c)*

- At the time of the standard inspection, there were no suitable shower or changing facilities at either of the school's sites. The boys' toilets at one site were poorly maintained.
- Leaders have resolved these issues. On the West Ashby site, pupils have access to a shower. At the Kirton site, while a shower is not available, pupils can use a nearby gym which has showers. A suitable risk assessment is in place for the use of this facility.
- The boys' toilets are appropriate. At the time of the progress monitoring inspection the boys' toilets on the West Ashby site were out of order due to a water leak. However, leaders had provided suitable alternative facilities. They had drawn up suitable plans to resolve the leak.

### *Paragraphs 24(1), 24(1)(a), 24(1)(b), 28(1), 28(1)(d)*

- At the standard inspection, inspectors found that the school's two medical rooms were not in an appropriate, hygienic state. One room did not have running water. In the other, the hot water was too hot.
- Both medical rooms are now appropriately maintained. Leaders have resolved the issues related to the supply and temperature of water in these rooms.

### *Paragraph 25*

- At the previous inspection, inspectors identified numerous health and safety concerns relating to the premises. For example, heaters in some rooms were too hot. They posed a risk to pupils. Leaders' health and safety checks had not identified these issues.

- Leaders have now resolved these health and safety concerns. Both sites are maintained to an appropriate standard. For example, all radiators have now been replaced.
- The school now meets all the previously unmet standards in this part.

#### Part 6. Provision of information

##### *Paragraph 32(1), 32(1)(c)*

- The school's safeguarding policy is available on the school's website.
- The school meets the requirement of this standard 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)*

- At the time of the standard inspection, leaders did not demonstrate the necessary knowledge of all the independent school standards. Leaders had failed to ensure that the school consistently met all the standards, including those related to keeping pupils safe.
- The proprietor has not ensured that leaders have acted appropriately to resolve all the issues identified at the standard inspection. Leaders have resolved failings related to: the curriculum; pupils' spiritual, moral, social and cultural development; behaviour; and the school's premises. However, standards related to safeguarding and risk assessment continue to be unmet.
- The school does not meet all the previously unmet standards in this part.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	145932
DfE registration number	925/6009
Inspection number	10246173

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent special school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	69
Number of part-time pupils	0
Proprietor	Keys Group
Chair	Nicola Kelly
Headteacher	Adam Webb
Annual fees (day pupils)	£19,552 to £35,682
Telephone number	01507 524015
Website	<a href="http://www.keys-group.co.uk">www.keys-group.co.uk</a>
Email address	<a href="mailto:admin.buildafuture@keys-group.co.uk">admin.buildafuture@keys-group.co.uk</a>
Date of previous standard inspection	30 November to 2 December 2021

## Information about this school

- Build-a-Future Independent School is an independent special school that is registered to provide full-time education for up to 125 pupils aged 11 to 16 years. There are currently 69 pupils on the school's roll.
- Pupils attending the school have social, emotional and mental health needs. Many pupils have an education, health and care plan.
- The school is situated on two sites, which are: Main street, West Ashby, Lincolnshire, LN9 5PT and Far Drove, Kirton, Boston, Lincolnshire, PE20 3QT. The school will no longer use

the Far Drove site as of the end of this academic year. Leaders informed the Department for Education (DfE) of this decision during the progress monitoring inspection.

- The school does not use any alternative providers.
- The school's last standard inspection took place on 30 November to 2 December 2021.
- At the time of the progress monitoring inspection, the substantive headteacher and the substantive deputy headteacher were absent from the school.

## Information about this inspection

- This inspection was carried out at the request of the DfE in its capacity as registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards that it was judged to not comply with at its previous inspection.
- Previously, the school was inspected on 30 November to 2 December 2021. This was a standard inspection, combined with a progress monitoring inspection. At this inspection, the school was judged not to be meeting multiple independent school standards related to: the curriculum; pupils' spiritual, moral, social and cultural development; pupils' welfare, health and safety; the school's premises; and leadership and management.
- This was the school's first progress monitoring inspection since the combined standard and progress monitoring inspection of 30 November to 2 December 2021.
- The DfE required the school to submit an action plan. Ofsted evaluated this action plan on 4 April 2022 and deemed it to be not acceptable. The DfE rejected the action plan on 15 June 2022.
- The progress monitoring inspection was conducted without notice.
- The inspector met with the school's leaders, staff and some pupils. He spoke with representatives of the proprietor.
- The inspector visited lessons and observed behaviour during pupils' social time.
- The inspector conducted a tour of both school sites, to check the premises against Part 5 of the independent school standards.
- The inspector considered the school's PSHE education curriculum plans. He also considered work that pupils have completed in this subject.
- The inspector considered documents related to safeguarding, risk assessment and school improvement.

## Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

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

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

### **The school now meets the following requirements of the independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(d) personal, social, health and economic education which–
  - 2(2)(d)(i) reflects the school’s aim and ethos; and



- 2(2)(d)(ii) encourages respect for other people, paying particular regards to the protected characteristics set out in the 2010 Act;
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which–
  - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
- 9(b) the policy is implemented effectively.

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

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
- 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
- 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
  
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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