

SENDSCOPE

The Pavillion, St Francis Xavier's College, Woolton Hill Road, Woolton,
Liverpool L25 6EG

Inspection date

25 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(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. The policy outlines a sufficiently broad range of subjects for pupils to study. The details in the policy emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to provide a flexible and personalised education for each pupil. The details in the policy also show that the active promotion of fundamental British values will lie at the core of pupils' education. 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 appropriate schemes of work for each subject. The schemes of work, and the examples of how the different elements of the curriculum are designed, are thorough. Leaders have thought carefully about what they want pupils to learn during their time at the school. Curriculum design considers the specific and individual needs of pupils, many of whom will be pupils with special educational needs and/or disabilities (SEND).
- Suitable importance will be placed on speaking and listening, reading, writing and mathematics within the curriculum offer. Additionally, there will be an appropriate emphasis on pupils studying the full range of national curriculum subjects, such as science, art and design, religious education, history and geography. The subjects on offer will also include information and communication technology 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 curriculum. Leaders consider the development of pupils' life skills, and their emotional and well-being skills, as an essential part of the curriculum. The topics to be covered are suitably wide-ranging and include all those that pay regard to the protected

characteristics as set out in the Equality Act 2010.

- Pupils will receive careers education. Leaders are using the Gatsby benchmarks as their framework to encourage pupils to reach their potential. 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 promote and develop 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 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 any new teachers and other staff.
- Appropriate templates have been created for short-term curriculum design. The two principals will be teaching in the first instance. All other teachers will be expected to match their subject teaching methods to the needs of the pupils.
- The school is appropriately resourced with a range of suitable educational books and equipment. These are relevant to the age range of the pupils that the school will serve.
- The proprietor body is committed to providing a good-quality education for pupils. They have suitable plans in place to provide training, guidance and support to teachers. This is to ensure that teachers have sufficient knowledge, skills and experience to provide 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 range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Where appropriate, pupils will complete national end-of-key-stage assessments. Although, it is likely that the age range of pupils that leaders are intending to admit will not require this. Similarly, older pupils will have access to a range of academic and vocational qualifications according to their ability and need.
- All 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)

- A review of documentary evidence shows that pupils' SMSC development is a thread that runs throughout the curriculum for the proposed provision. SMSC development is central to the school's aims, policies and plans for enrichment activities.
- SMSC aspects of learning are woven through schemes of work and these show 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 activities.
- Schemes of work cover how pupils' wider personal development will be promoted. They show that pupils will have the opportunity to discuss local and national events. Pupils will experience a balance of opposing and contrasting views. Pupils will be encouraged to put into practice the values fundamental to living in modern Britain.
- The school's policies include reference to all the protected characteristics set out in legislation.
- All 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 policy is in place. Leaders have introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- The two principals will be the designated safeguarding leads (DSLs). All new staff will receive appropriate induction, safeguarding training and regular updates on 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 appropriately detailed behaviour and exclusion policies in place. There is also a suitable anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with other concerns so that 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. Both principals have undergone first-aid training. It is intended that any new staff will also undergo first-aid training before the school opens.

- A written risk assessment policy is in place. The risk assessments already completed show that leaders are taking appropriate actions to minimise any risks to pupils. This includes risk assessments for the school building, including the classroom; risk assessments for moving around the host school site; and risk assessments for individual pupils with specific needs.
- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place to assure pupils' safety when they are working online.

Paragraph 14

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

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and to allow them to monitor any pupil absences. Leaders will report on attendance on a regular basis to the governing body.
- 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 appointment.
- Records relating to the proprietor body are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of a school, have also 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, and related training, upon appointment.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff. This is 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 in a former sports pavilion on the grounds of a secondary school. The small building has been refurbished by the proprietor body to a good standard. The accommodation comprises a large teaching room, a kitchen and a toilet for the sole use of pupils.
- There are appropriate toilet facilities. These can be secured from the inside. There is hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is not suitable for drinking. However, 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, built into the contract, which the proposed school has agreed with the host secondary school, is the use of separate changing and shower facilities. The proposed school intends to make full use of these for their weekly PE sessions. The inspector saw evidence to confirm that the school will have access to and sole use of these facilities.

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

- There is no medical room on the school site. However, access and use of a medical room have been agreed upon between the proposed school and the host school. There are 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 host school, at the time of the inspection.

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

- Accommodation throughout is of an appropriate standard and meets all requirements for health, safety and the welfare of pupils. This includes appropriate acoustics and lighting. The teaching room has a suitable source of natural light. The exterior and interior lighting is of an appropriate standard.

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 in when not in lessons. PE activities are regularly timetabled in accordance with the school's curriculum requirements. The proprietor body has arranged for pupils to access the host school's extensive sports facilities for PE sessions. The inspector saw evidence to confirm that the agreement and arrangements to use these facilities are in place. Leaders will have risk assessments in place to ensure pupils' safety when moving to and from, and when using, these facilities.
- All 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 and safeguarding. All documents will be made available to parents on request from the school, as well as being 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 need to be made available once released.
- All 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 the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed. It ensures the transparency of leaders' intended complaints procedure.
- All 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 set up and run this independent school successfully. They have experience of, and a commitment to, providing an effective quality of education for pupils. They are likely to fulfil their responsibilities to promote the well-being of pupils.
- All 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 meets 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	149377
DfE registration number	341/6026
Inspection number	10249571

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	Independent special school
Proprietor	SENDScope Ltd
Chair	Natalie Walsh and Jacqueline Bebbington
Principal	Natalie Walsh and Jacqueline Bebbington
Annual fees (day pupils)	£26,000 per annum
Telephone number	07951 942587
Website	www.sendscope.co.uk
Email address	office@sendscope.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 to 13	11 to 13
Number of pupils on the school roll	Not applicable	16	16

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	16

Number of part-time pupils	Not applicable	Not known
Number of pupils with special educational needs and/or disabilities	Not applicable	16
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	2	2
Number of part-time teaching staff	0	1
Number of staff in the welfare provision	0	1

Information about this proposed school

- This proposed independent school is in Liverpool. It is housed in a small repurposed and refurbished school building situated within St Francis Xavier's College site.
- It is proposed that the school will provide full-time education for up to 16 mixed-gender pupils, aged between 11 and 13 years. It is intended that the proposed school will cater for pupils who are struggling to cope with the move from primary to secondary education and would benefit from a longer period of transition. This may include some pupils with education, health and care plans.
- The school will work closely with the secondary schools that pupils will eventually transition to and attend full time.
- Referrals will mainly be from Liverpool local authority and its surrounding schools. Although some referrals may come from neighbouring local authorities and schools.
- Some of the pupils who will attend this school may have an education, health and care plan for a range of SEND needs including for social emotional and mental health.
- The proprietor body has a limited company called SENDSCOPE Limited. The two directors are also the chairs of the proprietor body. They are also the joint principals of the school. The proprietor body intends to develop a governing body to have oversight

of the school when it opens. To this end, a chair of governors has already been appointed and other suitable governors have been identified.

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 prior to opening as a registered school.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the proprietors, who are also the principals of the school, 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 documentation and policies, including those relating to the curriculum, behaviour and health and safety. She also checked documentation relating to safeguarding.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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