

# Harlescott House School

Harlescott House, Harlescott House Lane, Shrewsbury, Shropshire SY1  
3BA

**Inspection date**

6 October 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h) and 2(2)(i)*

- The proprietor body intends for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). The intention is that most pupils will have an education, health and care plan (EHC plan).
- The proprietor has ensured that a curriculum policy and appropriate schemes of work are in place. The school intends to teach a suitably broad range of subjects, supplemented by a range of enrichment activities. The core curriculum consists of English, mathematics, science, physical education, personal, social and health education (PSHE), accessing technology and life/independence skills. In addition, there will be access to multi-sensory learning, enterprise and work-related project learning and visits to local community facilities.
- Leaders plan to adapt the curriculum to meet the individual needs, interests and aspirations of each pupil. Leaders recognise that pupils who will attend the proposed school may have experienced disruption to their education.
- Leaders will ensure that pupils have access to a range of qualifications and guidance to support their next steps in education, training and employment. A comprehensive careers education programme is planned. This will enable pupils to learn about employability skills and about how to apply for future employment, education or training.

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

- Leaders aim to provide pupils with impartial careers advice and guidance. This will enable pupils to learn about employability skills and about how to apply for future employment, education or training.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g) and 2A(2)*

- The relationships and sex education (RSE) policy covers a range of relevant areas, including healthy relationships, community cohesion and gender identity. Different

types of families, friendships and relationships are also referenced.

- The RSE policy references the right of parents and carers to withdraw their child fully, or partly, from sex education lessons.

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

- Leaders have appointed appropriately qualified teachers and support staff with experience of working with pupils with SEND. Staff have a good understanding of pupils' aptitudes and needs when preparing lessons.
- Leaders have procedures and policies in place to ensure that pupils acquire new knowledge and make good progress. Leaders will ensure that teachers have good subject knowledge, present well-planned lessons and use effective teaching methods. Leaders plan to check the quality of pupils' work and visit lessons frequently.
- The outdoor environment is extensive and includes a covered veranda, gardens, a field and a woodland area. It is intended that the school grounds will be used in a range of creative ways to support the delivery of the curriculum.
- Leaders have put in place a schedule of staff training, monitoring and review so that they will be able to assure themselves of the quality of education that pupils receive.
- The headteacher has experience in senior leadership in special schools. The director of education also has significant leadership experience in independent special schools.
- Leaders have ensured that the independent school standards in this part are likely to be met.

## 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) and 5(d)(iii)*

- Leaders have given careful thought to pupils' personal development. The curriculum is designed to support the development of pupils' self-esteem and self-respect, developing personal responsibility and a sense of morality.
- Leaders intend that pupils will be taught about a range of religions, faiths and cultures. The PSHE education curriculum includes coverage of fundamental British values and promotion of all the protected characteristics, as identified in the Equality Act 2010. Pupils will be encouraged to develop tolerance, mutual respect and appreciation of the diversity of modern society.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

*Paragraphs 7, 7(a), 7(b) and 32(1)(c)*

- The school's safeguarding and child protection policy reflects the most recent statutory guidance and is available on request. It will be made available online when the proposed school launches its website.
- Leaders have completed appropriate safeguarding and safer recruitment training. They are aware of their duties and the importance of establishing and maintaining a strong safeguarding culture. Leaders have a clear understanding of the needs and

challenges their pupils are likely to present.

- Leaders have put in place systems for recording and reporting safeguarding concerns. Leaders have planned a regular programme of training and supervision for staff to support a positive culture of safeguarding.

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

- Leaders have put together a detailed behaviour policy.
- Leaders will ensure that staff receive appropriate and regular training so that this policy is implemented as leaders intend.

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

- A detailed health and safety policy and other, related policies are in place.
- Pupils will receive any required first aid and further treatment from the qualified medical staff on site. Records will be kept of any accidents.

*Paragraphs 14 and 15*

- There are currently no pupils attending the school. The information that the proposed school plans to include on the admissions register is in line with Department for Education (DfE) guidance.
- Leaders are taking into account how best to support the needs of individual pupils when determining the level of supervision that is required. An appropriate number of staff have been appointed to support the number of pupils who will be admitted to the school initially. Leaders have planned a gradual increase in staff numbers together with their plan for gradually increasing the number of pupils who are admitted to the school.
- Leaders have ensured that the independent school standards in this part are likely to be met.

#### 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6), 21(7)(a) and 21(7)(b)*

- Leaders are knowledgeable about requirements for completion of suitability checks on staff. Leaders demonstrate an understanding of the requirements of part 4.
- The format of the single central record contains the full range of pre-employment checks. It is stored centrally in an electronic format.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c),*

24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The proposed school is located in premises previously used as a children's home. Leaders have plans to open a children's home on the premises. A purpose-built lodge will be used for the school. All rooms are well lit and have good acoustics. There are two classrooms. A dining room is located in another building. There is suitable space for the proposed number of pupils to learn.
- There are two separate unisex toilets available to pupils, with hot and cold running water and handwashing facilities. There is also a newly installed shower room. The temperature of the water is suitably regulated. Both toilets are close to the medical room. The medical room is spacious and well resourced, including a washbasin and a bed.
- There is an outdoor area that can be used for pupils to play and socialise. The area is suitably secure and well lit. Staff are keen to utilise the outdoor space and develop the wooded area.
- Leaders have ensured that the independent school standards in this part are likely to be met.

#### 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(2), 32(2)(a), 32(2)(b), 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) and 32(3)(g)*

- All policies, documents and information required for the pre-registration inspection were provided in a timely manner. Policies reflect the fact that the proposed school will cater for pupils with SEND where relevant.
- Leaders are clear about the range of information they are required to make available to pupils and parents or carers to ensure compliance with the independent school standards.
- Termly written reports will provide parents and carers with information about their child's achievement. The reports will include information about the pupil's progress and achievements, behaviour and attitudes to learning.
- Leaders have ensured that the independent school standards in this part are likely to be met.

#### 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) and 33(k)*

- The school's complaints policy complies with statutory requirements and is available on request.
- The complaints policy gives clear timescales for the management and consideration of any complaint. It includes the opportunity to consider any complaints informally in the first instance.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders have a clear rationale for why they want to register as an independent school.
- Leaders demonstrate a secure knowledge of how to cater for the wide and varied needs of pupils with SEND.
- All leaders demonstrate a good understanding of the independent school standards.
- Leaders have ensured that the independent school standards in this part are likely to be met.

### Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The proposed school considers and plans for the needs of pupils with SEND.
- Leaders have ensured that the independent school standards in this part are likely to be met.

## **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	149268
DfE registration number	893/6047
Inspection number	10249352

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	Other independent special school
School status	Independent special school
Proprietor	Aspiration House Limited
Headteacher	Kirsty Treherne
Annual fees (day pupils)	£38,500 to £55,450
Telephone number	07584167323
Website	None
Email address	Linzi@vals-place.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	8 to 17	8 to 17
Number of pupils on the school roll	Not applicable	14	14

## 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	14
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	14
Of which, number of pupils with an education, health and care plan	Not applicable	14
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	14

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	To meet pupil needs
Number of part-time teaching staff	0	To meet pupil needs
Number of staff in the welfare provision	1	To meet pupil needs

## Information about this proposed school

- The proprietor body is Aspiration House Ltd.
- The proposed school intends to cater for boys and girls from Year 4 to Year 13.
- It is expected that all pupils will have an EHC plan. Pupils will be placed in the school by local authorities.
- The proposed school will have a proprietor body. The school will also have a governing body.
- The proposed school will not have a religious denomination.



## Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, as well as safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector met with the proprietor body, the director of education and the headteacher.
- The inspector visited all parts of the proposed school premises, including outdoor areas.

## Inspection team

Emma Gater, lead inspector

His Majesty's Inspector

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