

Elland House School

Unit 7, Roman Road, Royton, Lancashire OL2 5PJ

Inspection date

13 October 2022

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)–2(2)(b), 2(2)(h), 2(2)(i)

- The curriculum policy and the related schemes of work are suitable. They contain the knowledge and skills that leaders want pupils to acquire. Pupils will experience a broad range of subjects, including the areas of learning prescribed in the independent school standards (the standards). All pupils who will attend the school if the proposed changes are implemented will have special educational needs and/or disabilities (SEND). Leaders have appropriate strategies in place to help pupils to access the curriculum. The schemes of work and the curriculum policy help to promote fundamental British values.

Paragraph 2(2)(d)–2(2)(d)(ii)

- The scheme of work for personal, social, health and economic (PSHE) education is reflective of the school's values and ethos. It contains a suitable range of topics such as living in the wider world and health and well-being. Leaders promote pupils' understanding of the protected characteristics set out in the Equality Act 2010.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(2)

- Leaders have a suitable relationships and sex education (RSE) policy in place. This sets out the arrangements for providing RSE for all pupils, including pupils in key stage 2. Leaders have consulted with parents about this policy. Leaders have also made provision for parents to request that their child be wholly or partly excused from sex education. The scheme of work for PSHE education includes relevant topics such as consent and healthy relationships.

Paragraph 3–3(j)

- Evidence from curriculum documents and samples of teaching plans suggests that teaching is likely to enable pupils, including those with SEND, to make good progress in their learning. Classrooms in the proposed new premises are well furnished and suitably equipped. Leaders provided evidence of a range of good-quality resources in use at the school's current site which will be used in the new building.

Paragraph 4

- There is a suitable policy in place which explains leaders' approach to assessing pupils' progress. Leaders describe a range of strategies which will inform teachers how well pupils are attaining and enable them to ensure that their teaching meets pupils' needs. The policy also considers pupils with SEND and how staff will take pupils' needs into account when assessing their progress.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

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

Paragraph 5–5(d)(iii)

- Leaders have a detailed policy on how they promote pupils' spiritual, moral, social and cultural development across the curriculum. Lessons in religious education, for example, enable pupils to learn about other faiths. Leaders also organise activities outside curriculum time to support pupils' development in this area. These include assemblies, which give pupils opportunities to explore aspects of fundamental British values, such as democracy and tolerance.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy is up to date and comprehensive. It refers to current guidance from the government. The policy is published on the school's website. All staff have received appropriate safeguarding training. Leaders keep detailed records of any safeguarding concerns about pupils. They respond to these promptly.

Paragraphs 11, 12, 16, 16(a), 16(b)

- The range of policies examined concerning matters of health, safety and welfare indicate that pupils are likely to be safe in school if the material changes are applied. These include appropriate measures to ensure fire safety. Leaders have a clear risk assessment policy. They also have risk assessments covering a broad variety of activities that take place in and out of school. Leaders identify hazards effectively and ensure that there are suitable control measures in place.

Paragraph 14

- Leaders have established a ratio of staff to pupils that indicates that the supervision of pupils is likely to be appropriately organised if the material change is implemented. Individual risk assessments of each pupil also include information about situations where one-to-one supervision may be required, depending on the pupil's needs.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

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

Paragraphs 18(2)–18(2)(d), 18(3), 20(6)–20(6)(b)(ii), 21(1)–21(3)(b), 21(6)

- Leaders' existing processes for checking the suitability of staff and members of the proprietor body are effective. The single central record contains all relevant information for the proprietor body and employees. Leaders do not engage supply staff. Leaders retain copies of all appropriate documentation that they have requested to check the credentials of staff.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- Toilet facilities are suitable, with an appropriate supply of cold water for toilets and hot and cold water for hand-washing. The water temperature for handwashing does not present a scalding risk. These facilities are very well maintained. There are also showers and changing areas for pupils in key stage 3 and key stage 4 who receive physical education (PE).
- There is a medical room which is appropriately equipped and is near a toilet.
- The proposed new premises have recently been refurbished, and leaders maintain them to a high standard. Pupils' health, safety and welfare are assured. The inspection of the premises demonstrated that leaders are likely to implement their policies on health and safety, fire safety and risk assessment effectively.
- Classrooms and other areas are spacious and have suitable light and acoustic conditions. Classrooms are easily capable of containing the proposed new maximum number of 50 pupils.
- Drinking water will be readily available to pupils throughout the day. Sources are suitably labelled and separate from the toilet areas.
- The outdoor area is suitable for play and the provision of PE. External lighting is provided to ensure that people can enter and leave the building safely during hours of darkness.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders show good knowledge and understanding of the independent school standards. They are likely to fulfil their responsibilities to ensure that the relevant standards are met consistently if the Department for Education (DfE) grants the proposed material changes.
- Leaders are likely to ensure that pupils' welfare is secured, as they have a range of supportive and appropriate policies and procedures in place.
- Leaders have ensured that all the standards in this part are likely to be met if the material changes are approved and implemented.

Schedule 10 of the Equality Act 2010

- Leaders have a suitable accessibility plan in place for pupils with disabilities. Actions include providing pictorial communication resources to support pupils' access to the curriculum and ensuring that Braille translations are available for providing information if required.
- Leaders have ensured that this requirement is likely to be met if the material changes are approved and implemented.

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.

School details

Unique reference number	131751
DfE registration number	353/6019
Inspection number	10258432

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent special school
Proprietor	Timeout Children's Homes Limited
Chair	Dominic Macauley
Headteacher	James Docherty
Annual fees (day pupils)	£54,000
Telephone number	0161 628 3600
Website	www.timeouthomes.co.uk
Email address	james.docherty@timeouthomes.co.uk
Date of previous standard inspection	4 to 6 June 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	7 to 16	7 to 16
Number of pupils on the school roll	14	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	14	50
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	14	50
Of which, number of pupils with an education, health and care plan	14	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	14	50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	18
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this school

- The date of the school's previous standard inspection was 4 to 6 June 2019.
- The school caters for pupils with social, emotional and mental health needs.
- Leaders do not make use of alternative provision.
- Leaders are in communication with the DfE about changing the details of the proprietor. A director of the proprietor body, Janet Lumb, is currently recorded on the government's 'Get Information about Schools' website as the proprietor.

Information about this inspection

- The DfE commissioned Ofsted to carry out this inspection because the proprietor body applied to make a material change to the school's registration. This is the first material change inspection that the school has received.
- The proprietor body requested: a change to the school's age range from 11 to 16 to seven to 16; an increase in the school's maximum capacity from 20 to 50; and a change of premises from the school's current location to 13 Newhey Road, Milnrow, Rochdale, OL16 3NP. Leaders also wish to change the name of the school to Brookland School. If these changes are applied, they are unlikely to have a detrimental effect on the educational provision at the school.
- The inspector met with the chair of the proprietor body, the headteacher and the lead teacher. He undertook a tour of the proposed premises. He analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and matters of health and safety.

Inspection team

Mark Quinn, lead inspector

His Majesty's Inspector

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