

Serenity School Crawley

Atlantic House, Hazlewick Avenue, Three Bridges, Crawley, West Sussex RH10 1QQ

Inspection date

5 December 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(2)(b), 2(2)(d)–2(e)(iii), 2(2)(h)–2A(1)(b), 2A(1)(d)–2A(2), 3–4

- The proprietor has developed a suitably ambitious curriculum that has already proved successful in its existing schools in Coulsdon and Eltham. Leaders intend to use the same curriculum model in Serenity School Crawley.
- Leaders' high expectations are clearly stated in the school's curriculum policy: 'To provide a personalised curriculum that supports pupils to achieve their full potential'. The school aims to ensure that all pupils achieve nationally recognised qualifications, including GCSEs in English and mathematics.
- Pupils will learn a suitably broad range of subjects. The academic curriculum will focus on subjects including English, mathematics and science. The vocational curriculum will include subjects such as food technology and design technology. The school will also provide a wide range of enrichment experiences.
- The school's curriculum consists of three pathways. These are based on the early years foundation stage (EYFS) curriculum, the national curriculum, or a combination of both. The curriculum is designed to be responsive to pupils' needs.
- Assessments will be used to place pupils on the most suitable curriculum pathway when they join the school. Leaders will use ongoing assessments to make sure that pupils are on the most suitable curriculum pathway. Pupils will be moved between pathways wherever appropriate.
- Teachers will tailor the content of each curriculum pathway to suit pupils' differing needs. Faculty leaders will check that the curriculum has been adapted appropriately and that suitable support is in place for each pupil. They will also maintain an overview of what is taught to ensure coverage and progression.
- The English curriculum includes a programme of carefully chosen texts. Pupils who need extra help with reading will follow carefully constructed reading programmes that will include phonics where appropriate. The school's libraries will provide pupils with a bright, welcoming and comfortable place to enjoy a book.

- The school will use local facilities to deliver its physical education (PE) programme. The recently appointed PE lead is currently reviewing opportunities in the locality to provide a range of sports. The school aims to provide pupils with opportunities to experience something new in sport wherever possible. Popular sports, such as football, tennis, basketball and badminton, will be provided on site during the lunchtime break.
- The school's personal, social and health education (PSHE) programme covers a suitable range of subjects, including statutory relationships and sex education and health education. The programme provides information about a range of career and work options. It is designed specifically to challenge assumptions and stereotypes. Leaders are developing links with local organisations and businesses and aim to develop a programme of work experience opportunities.
- Each pupil will have a 'personal development booklet', which will be used to record and track their progress against activities such as completing an application form, writing a covering letter and creating a CV. Pupils in key stage 4 will work towards an employability skills qualification.
- Pupils are likely to have had an unsettled time in education before joining the school, including periods of time out of school. The establishment and maintenance of strong relationships between staff and pupils will be a priority. Each member of support staff will be given responsibility for a small number of pupils so that they get to know them well. They will be equipped with the knowledge and resources needed to support each pupil appropriately.
- All pupils will have special educational needs and/or disabilities (SEND). Therapeutic support, including speech and language therapy, psychotherapy and play therapy, will be an important part of the school's work. The school will also provide a counselling service for its pupils and will have a specialist nurture centre. Pupils attending the nurture centre will have one-to-one support and a highly individualised curriculum.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraph 5–5(d)(iii)

- Pupils' personal development will be central to the school's work and ethos. The school uses a commercial PSHE programme that is personalised to the school's context. A comprehensive calendar of themes and events indicates suitable coverage of topics such as equalities, fundamental British values and safety.
- Pupils will learn about different faiths and religions through the school's humanities curriculum, its PSHE programme and through regular school events, such as assemblies.
- The school's values feature in displays throughout the school, underlining the priority given to preparing pupils for their lives in the future: 'We look after ourselves – We look after each other – We look after our learning – We look after our school community – We look after the world and our future'.

- The school's behaviour policy indicates appropriately high expectations of pupils. They will be encouraged to behave respectfully, to recognise when they need help, and to take responsibility for their actions. Individual behaviour plans will be used to support those pupils who need extra help.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraph 6–7(b), 9–16(b)

- Leaders intend to implement robust safeguarding procedures to ensure pupils' safety. They have developed a rigorous process of checks and counterchecks that are designed to ensure that nothing is missed.
- A secure computer programme will be used to log and monitor any safeguarding concerns. All staff will be trained in its use. The school's safeguarding team will meet regularly to maintain an overview of concerns and to make sure that appropriate actions have been taken. Regular child protection and safeguarding reports will be provided for the managing director.
- A comprehensive schedule of ongoing training will be used to ensure that all staff and governors are knowledgeable about safeguarding matters. Planned training will include key themes, such as child-on-child abuse, drug use and county lines.
- Leaders will monitor training completed to assure themselves that staff are suitably qualified to keep pupils safe. Leaders will use regular staff meetings, as well as discussions about a range of possible safeguarding scenarios, to check staff safeguarding knowledge and to ensure that they are confident about taking action when required.
- New staff will complete safeguarding modules as part of their induction. An early meeting with the designated safeguarding lead will be used to ensure that they are clear about issues such as their safeguarding responsibilities, how to spot a concern and how to report any worries.
- Robust firewalls are in place to ensure that pupils are unable to access unsuitable material on the internet. Algorithms will alert the school's safeguarding leads about any attempt to search for inappropriate content. Pupils will hand in mobile phones at the start of the school day. These will be kept securely and returned to them when school finishes.
- All those involved in staff recruitment have completed safe recruitment training, which will be supplemented with regular refresher training. The single central record is set up and complies with statutory requirements.
- The school's safeguarding policy provides comprehensive information and guidance. It includes clear procedures about what to do if a concern arises. The policy complies with statutory requirements and is published on the school's website.
- Admission and attendance registers will be maintained in accordance with paragraph 15 of the standards. Pupils will be expected to attend regularly. Leaders will monitor

their attendance closely. They intend to work constructively with parents and carers and agencies to support pupils' welfare.

- Leaders have suitable plans in place for the supervision of pupils. They intend to increase the number of pupils on roll in the school gradually over time. The school is located in a large modern building. All entrances are secure. Most pupils will arrive by taxi. Leaders have planned procedures for the start and end of the school day with great care to ensure that everything runs smoothly and safely.
- Fire safety is given a high priority. A detailed external fire safety audit has been completed recently to check that all is in order. New fire extinguishers have been installed at key locations throughout the building. The school's fire evacuation plan is suitable, and fire signage provides a clear indication of procedures and exits.
- The school's health and safety and risk assessment policies are suitable. They comply with relevant statutory requirements. The proprietor has ensured the completion of a range of surveys and tests to ensure site safety, including an asbestos survey, water tests and lift maintenance.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraph 17–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(6)–21(7)(b)

- Leaders are knowledgeable about the requirements for completion of suitability checks on staff and those responsible for governance. They demonstrate understanding of the requirements of part 4 of the standards.
- The single central record complied fully with statutory requirements at the time of the inspection.
- The school is likely to meet all the requirements in this part of the standards.

Part 5. Premises of and accommodation at schools

Paragraph 22–24(b), 24(2), 25–29(1)(b)

- The proposed school is located in a modern building formerly used as an office. The building has been reconfigured and refurbished to a high standard throughout. Large windows throughout the building provide plenty of natural light, as well as providing a pleasant outlook.
- Classrooms and teaching spaces are bright, airy and well equipped. The number and size of rooms are suitable for the number of pupils that leaders intend to admit.
- The school's facilities include a purpose-built kitchen, which will be used to teach cookery and food technology, as well as a professional kitchen for preparing lunch for the pupils. Dining rooms have been designed to provide pupils with a welcoming place to enjoy lunch.
- Toilet and shower facilities are appropriate. Drinking water is clearly labelled as such, and will be made readily available to pupils.

- The medical room is fit for purpose. It is suitably equipped with a medical bed, hand-washing facilities and a lockable medical cabinet, with a toilet nearby.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraph 32(1)–32(1)(d), 32(1)(f)–32(2)(b), 32(2)(b)(ii)–32(5)

- Leaders are clear about the requirements for making information available to pupils and parents to ensure compliance with the independent school standards. The website is easy to navigate and provides a wide range of information, including policies and procedures.
- Leaders have suitable procedures in place to report pupils' progress and attainment to parents, including annual reviews of pupils' education, health and care (EHC) plans.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school's complaints policy complies with statutory requirements and is published on the school's website.
- 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.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has a successful track record in special education. The directors have expertise in a range of fields, including special education, care, law and human resources. The headteacher has a background in both mainstream and special education.
- Leaders are ambitious for pupils and have high expectations of staff. They are clear about the ethos they intend to promote: 'We are a school – not a community centre.'
- Comprehensive assessment procedures will be used to provide leaders with a raft of information about pupils' academic and personal progress.
- Procedures for recruiting staff were at an advanced stage at the time of the inspection.

- The school is likely to meet all the requirements in this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- The school has a suite of policies that emphasise its commitment to equalities, including an accessibility policy, an equal opportunities policy and an anti-discrimination and equality policy. The school is likely to meet the requirements of schedule 10 of the Equality Act 2010 if its policies are implemented properly.

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	149160
DfE registration number	938/6010
Inspection number	10242721

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 school
Proprietor	SED.Group Limited
Chair	Ebere Emezie
Headteacher	Louise Cook
Annual fees (day pupils)	£41,000 to £59,000
Telephone number	07841 591851
Website	www.serenityschool.org.uk
Email address	office@serenityschool.org.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	5–18	5–18
Number of pupils on the school roll	N/A	180	180

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	180
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	180
Of which, number of pupils with an education, health and care plan	N/A	180
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	180

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	29
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	N/A

Information about this proposed school

- Serenity School Crawley intends to cater for up to 180 mixed-gender pupils between the ages of five and 18.
- Leaders intend that the school will specialise in providing education for pupils with autism spectrum disorder. Pupils may well have associated conditions such as social, emotional and mental health needs and attention deficit hyperactivity disorder. Most will have an EHC plan, with places funded by a local authority.
- The proposed school will occupy a refurbished modern building in Three Bridges, Crawley.
- The proposed school will have a proprietorial body. The proprietor operates two registered independent schools, Serenity School Coulsdon and Serenity School Eltham.

Information about this inspection

- The purpose of the inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered. This was the first pre-registration inspection of the proposed school.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector toured the school and discussed proposals and plans for the new school with the headteacher and two directors, including the managing director. She also met with the proprietorial body's human resource lead. She reviewed a wide range of documentation before and during the on-site visit, including the single central record, policies and curriculum and assessment information.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022