

OEA Education

1 Faulkner Lane, Sandown PO36 9AZ

Inspection date

20 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

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

- The curriculum policy makes clear the school's aim of meeting the needs of pupils who have been unable to access a mainstream provision successfully. The intention is to create a 'nurturing' environment and give pupils opportunities to develop social, emotional and 'life' skills, as well as make academic progress. Leaders see all of these things as 'crucial' to pupils' future.
- The school's sole director (who acts as the proprietor) and the head of school are both knowledgeable about the different special educational needs and/or disabilities (SEND) of the pupils likely to attend. They are able to draw on extensive experience from working across a range of settings.
- Leaders intend to make sure that the curriculum is personalised and flexible according to the particular needs of pupils. Documents to support this curriculum planning draw on a range of published schemes that align with the national curriculum, as well as programmes of study associated with specific accreditations. The curriculum is likely to provide pupils with the required breadth of experience.
- Pupils who join the school will likely have significant gaps in their learning. Leaders' proposals take full account of the importance of narrowing the probable gaps between where pupils are and age-appropriate standards, prioritising English and mathematics. Leaders recognise the need for a high-quality reading programme for those at the early stages of learning to read. The intention is to follow this rigorously on a daily basis. Leaders have chosen a commercial programme to form the basis of this work. They intend that staff will have specialist training in order to deliver the programme effectively.
- The head of school and the teacher already recruited have mathematics, science and arts specialisms between them. The process of recruiting an English specialist as well as teaching support staff is under way, pending approval of the school. The proprietor has extensive experience in outdoor education, which will form the specialist part of the school's curriculum. Plans for these aspects are detailed and thorough. They break down clearly the component knowledge likely to lead to in-depth knowledge and

understanding for pupils. Only suitably trained and insured/licensed teachers will teach and lead the specialist outdoor education curriculum and associated activities.

- In addition to English, mathematics and the specialist curriculum, the greatest priority in the proposed curriculum is given to personal, social and health education (PSHE). PSHE schemes of work include coverage of fundamental British values and important content such as teaching about the protected characteristics and relationships and sex education. A careers policy and pathway show this area of the school's work.
- In addition to assessing pupils' progress against the school's curriculum, leaders propose to use externally validated and standardised assessments to compare pupils' attainment with national norms.
- It is likely that all the relevant independent school standards (the standards) in this part will be met.

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

Paragraph 5–5(d)(iii)

- The personal, spiritual, moral, social and cultural development of pupils will likely be promoted well through the proposed curriculum.
- Leaders intend to thread 'Tolerance, Honesty, Initiative, Nurture, Knowledge (THINK)' targets through the school's work. For example, within lessons, teachers will be charged with highlighting relevant examples of these values and their application. Leaders plan to use reward systems where these targets are demonstrated or met.
- Policies and plans pay suitable attention to the protected characteristics. For instance, although the school's curriculum does not include religious education, leaders intend to raise pupils' knowledge about a range of faiths through 'drop-down days'. Leaders are convincing about arrangements to ensure that input from external speakers is suitable, and they have thought about how to respond should any issues arise.
- Leaders have already begun to develop links with local businesses and community groups for the benefit of pupils' learning and experiences.
- The head of school is a holistic integrated creative arts therapist and will take a therapeutic approach to the creative arts curriculum.
- It is likely that the standards in this part will be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 9–16(b)

- The school's amended safeguarding policy is fit for purpose and published on the website. The head of school will act as the school's designated safeguarding lead. Current leaders have completed or are about to complete appropriate safeguarding training to carry out their roles should the school's registration be approved.
- Leaders are realistic and well informed about the contextual safeguarding challenges, both in terms of the type of pupils for whom the school will provide and the locality. Plans prioritise training for staff, including first-aid training and ongoing safeguarding updates. Leaders are clear about how they will know that agreed policies and practices are being followed.

- The behaviour and anti-bullying policies are grounded in the context within which the school will operate. The policies set out clear aims and a positive approach and framework for meeting those aims. The sanctions listed for poor behaviour are all reasonable. Proposed ratios of staff and pupils, and supervision arrangements, are likely to be sufficient for the safety and welfare of pupils.
- There are suitable health and safety, first-aid and risk assessment policies in place. Risk assessments carried out so far are fit for purpose. Suitable admissions and attendance registers are ready to be populated once the school is operating.
- The proprietor has sought and acted on advice from external fire safety experts who have visited the site. A fire risk assessment is in place. Remedial work identified by the latest fire risk assessment has been completed.
- It is likely that the relevant standards in this part will be met.

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

Paragraphs 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 21(1)–21(3)(b), 21(5)–21(5)(c)

- Leaders have a good understanding of the different types of checks required about the suitability of adults. Additionally, leaders are employing a specialist recruitment company to carry out the specialist checks required by part 4.
- The single central record makes provision to record all of the necessary information. Leaders have also chosen to record other relevant information, such as references, all together in one place on the record.
- All relevant standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

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

- The proposed school is situated in a self-contained unit within a small industrial estate. The accommodation comprises a hallway, separate staff and pupil toilet facilities, an office, a large common room, two classrooms and a large workshop. Pupil toilets are both single rooms, each with an internal sink.
- There is sufficient electric lighting throughout the building, although most rooms have no natural light. The premises are clean, tidy and appointed according to their intended use.
- Outside space for breaktimes on site is very limited. Leaders plan to take pupils off site daily for outdoor education and enrichment. These opportunities are timetabled. The proprietor states that there is an agreement with a local leisure centre for use of shower facilities if necessary.
- The proprietor proposes to use the office for the temporary accommodation of sick or injured pupils. A new washing facility with plumbed hot and cold running water has recently been installed. All hot water taps throughout the school have temperature control valves to limit the risk of scalding.
- Arrangements have been made that are likely to meet the other requirements of this part, such as access to clearly labelled drinking water.

- All relevant standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(d), 32(1)(f)–32(2)(b)(i), 32(2)(d)–32(4)(c)

- The proprietor has published or has available all information required by this part of the standards. Much of the information is already published on the school's website. Leaders are also well informed about the information that must be produced once the school is operational, such as reports to parents and carers about pupils' progress.
- All relevant requirements in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school has a suitable written complaints policy and procedure. The thoroughness of this document indicates that concerns and complaints will be taken and treated seriously. Should the need arise, arrangements for an independent complaints panel are plausible and likely to be workable.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The sole director and the head of school offer a convincing account of their plans and proposed arrangements for the intended school. They have made the necessary adjustments to ensure that the proposed school is now likely to meet the relevant independent school standards required, having fallen short at the previous pre-registration inspection.
- Leaders are clear in their rationale for the school. They have plans to increase the age range of pupils in the future but want to grow the school slowly and surely. They understand the requirements for applying for a material change inspection if they wish to do so.
- In terms of sustainable leadership, the proprietor is in the process of securing expertise at trustee level. The aim is to strengthen the leadership of the school through appointing a local governing board. Prospective trustees are already acting informally in a 'critical friend' role.
- Through his alternative provision work, the proprietor has established links with other professionals, for example a speech and language therapist and an educational psychologist. He is currently developing links with an occupational therapist. Leaders are committed to providing staff with any necessary specialist SEND training, for example around autism spectrum and sensory needs.
- The standards in this part are now likely to be met.

Schedule 10 of the Equality Act 2010

- There is a suitable plan in place aimed at increasing accessibility to information, the curriculum and the premises. The requirements of Schedule 10 of the Equality Act 2010 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	149563
DfE registration number	921/6005
Inspection number	10266285

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	Outdoor Education and Adventure Ltd
Chair	Owen Burson
Headteacher	Nicola Peace
Annual fees (day pupils)	£56,000
Telephone number	01983 640 630
Website	www.oeaprovision.org.uk
Email address	nicola@oeaeducation.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	Not applicable	11 to 14	11 to 14
Number of pupils on the school roll	Not applicable	8	8

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	8

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	8
Of which, number of pupils with an education, health and care plan	Not applicable	8
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	1

Information about this proposed school

- The proposed school is located in a suite of rooms on an industrial estate on the outskirts of Sandown.
- The proposed school is owned and run by a sole proprietor who is the single director and chair of Outdoor Education and Adventure Limited, a company registered at companies house.
- There are no plans at present to use alternative providers.
- The school proposes to cater for pupils with the following SEND:
 - social, emotional and mental health needs
 - cognitive learning needs
 - speech, language and communication needs
 - autism spectrum disorder.

Information about this inspection

- The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014 if the DfE decides to register it. It was the school's second pre-registration inspection under this application. The first inspection took place on 12 September 2022.
- The inspector toured the premises and held extensive discussions with the proprietor and the head of school. He reviewed a wide range of documentation, including the single central record, policies and curriculum and assessment information.
- The proprietor also operates alternative provision, Outdoor Education and Adventure, at another location. This provision was visited by Ofsted's unregistered schools team in July 2021 and was found not to be operating as an independent school.
- The proprietor intends to keep his existing and proposed provisions entirely separate. While he will continue to oversee both, neither staff nor pupils will work across both provisions.

Inspection team

Clive Close, lead inspector

His Majesty's Inspector

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