

Esland Daven School

Unit 2, Dane Valley Mill, Havannah Street, Congleton CW12 2AH

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)(g)–2(2)(i)

- The proprietor body has an appropriate curriculum policy in place. Pupils, and students in the sixth form, will receive experience in a broad range of subjects. These include linguistic, mathematical and technological education. Students aged over 16 years will only be those who are continuing their studies from key stage 4 because of their specific needs. The curriculum policy is supported by suitable schemes of work. Leaders intend to adapt the teaching of the curriculum to enable pupils and students with special educational needs and/or disabilities (SEND) to learn as effectively as possible. This curriculum policy and the supporting schemes of work are likely to help with the promotion of fundamental British values.

Paragraphs 2(2)(d)–2(2)(e)(iii)

- The scheme of work for personal, social, health and economic (PSHE) education reflects the proposed school's values. There is a variety of suitable themes that are likely to enable pupils to learn about matters such as respect and mental health. Leaders plan to promote pupils' understanding of the protected characteristics set out in the Equality Act 2010.

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

- Leaders have drawn up an age-appropriate relationships and sex education (RSE) policy. It is available on the proposed school's website. Leaders have produced documentation that they will use to consult with parents and carers about this policy when the proposed school is open. There will also be arrangements for parents to request that their child be withdrawn from sex education if desired. Leaders plan to deliver the scheme of work for RSE through PSHE education. The scheme of work meets the government's requirements. It includes appropriate themes, such as consent and healthy relationships, that are likely to enable leaders to provide RSE effectively.

Paragraphs 3–3(j)

- Leaders have organised suitable learning resources, and classrooms are well furnished. Evidence from the proposed school’s curriculum documents indicates that teaching is likely to enable pupils and students, including those with SEND, to make good progress.

Paragraph 4

- There is a detailed policy that describes leaders’ intended approach to assessment. The document explains the purpose of assessment in the school. Leaders propose to use assessment to inform the planning of teaching and to check how well pupils and students are achieving. There is also information in the policy about how leaders will keep parents up to date with their child’s progress.
- Leaders have ensured that all the independent school standards (the standards) in this part are likely to be met when the school opens.

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

Paragraphs 5–5(d)(iii)

- Leaders have devised a range of approaches through which they intend to promote pupils’ and students’ spiritual, moral, social and cultural development. For example, they propose to develop pupils’ confidence and independence through the overall curriculum. PSHE education will afford pupils opportunities to understand fundamental British values, such as tolerance. Leaders plan to set up a pupils’ parliament, which will enable pupils and students to take on responsibilities and increase their appreciation of democracy and aspects of public institutions. Teachers will be trained to engage pupils and students in balanced discussions about political topics as these arise.
- Leaders have ensured that the standard in this part is likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b)

- The proprietor body has ensured that there is an appropriate safeguarding policy in place for the proposed school. It contains clear information about leaders’ intended approach to managing a range of safeguarding issues, such as child-on-child abuse and the misuse of mobile telephones and cameras. The policy takes into consideration the needs of pupils and students with SEND. It also reflects the most recent guidance from the government.
- There is a suitable programme of training in a variety of pertinent safeguarding matters that is ready to be delivered to staff when the school opens. The proprietor body has developed an appropriate system that it intends staff to use for reporting and recording concerns about pupils’ and students’ welfare. Leaders know how they will give help to pupils, students and their families when needed, including making referrals to outside agencies when necessary.

Paragraphs 9–10

- Leaders have an appropriate policy in place that describes how they will manage pupils' and students' behaviour. The policy describes the rewards and sanctions that leaders will use. Leaders have designed a template on which they intend to record any serious incidents of misbehaviour and how they have responded to them.
- The intended bullying policy is suitable. It contains information about how leaders define bullying and how they propose to manage it. The policy explains how leaders intend to prevent bullying and how they will record and respond to any incidents.

Paragraphs 11–13, 16–16(b)

- There are suitable policies and other documents in place for health and safety, fire safety, first aid and risk assessment. These policies are likely to be implemented effectively when the school opens. For example, the proprietor body has ensured that the premises are well maintained and that fire exits are clear of obstructions. Leaders have a system in place that they intend to use to record accidents and first-aid treatment.

Paragraph 14

- Leaders propose to employ enough staff to ensure a typical ratio of one member of staff to every two pupils. It is therefore likely that there will be effective supervision of pupils.

Paragraph 15

- The admissions register that the proprietor body intends to use will contain all the required information. The attendance register will use recognised codes to indicate attendance and absences, and is suitable. Leaders propose that both registers will be in electronic form.
- Leaders have ensured that all the 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)(d), 18(3), 19(2)–19(2)(a)(i)(cc), 19(2)(a)(ii)–19(2)(d)(ii), 19(3), 20(6)–20(6)(b)(ii), 21(1)–21(3)(a)(vii), 21(3)(b), 21(5)–21(5)(a)(ii), 21(5)(c), 21(6)

- The system of checks for ensuring the suitability of staff and members of the proprietor body is likely to be effective. The proprietor body has already appointed a small number of staff using this system in anticipation of the school's opening. Leaders intend to adopt the same checking processes for future appointments. The record of checks on staff that leaders will use is thorough and detailed. It currently contains all relevant information for members of the proprietor body, governors and recently appointed staff, including the headteacher. The same document will be used to record checks on future staff. Leaders have made arrangements in their systems to log the checks that they will need to make on supply staff.
- Leaders have ensured that all the 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)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- Toilet facilities consist of single cubicles that can be locked individually from the inside. There is hot and cold water for washing. The temperature of the hot water does not present a risk of scalding. The toilets have a suitable supply of cold water for flushing and are in good condition.
- There are no facilities in the school for pupils from Year 7 upwards to shower and change when receiving physical education (PE) lessons. Leaders intend to provide PE at a local leisure centre, which has changing and showering areas. Leaders have drawn up detailed risk assessments to ensure pupils' and students' safety while they are using these facilities.
- Drinking water will be available for pupils and students throughout the day. Sources of drinking water are appropriately labelled and are separate from toilet facilities.
- The proposed school has sufficient classroom space for the proposed maximum number of pupils and students. Classrooms are well furnished and leaders have provided good-quality resources, such as computers and a small library area. All classrooms have suitable lighting and acoustic conditions. There is also external lighting to allow safe entry to, and exit from the building when it is dark.
- There is a suitable room where staff may look after sick or injured pupils. It contains a bed and washing facilities. There is a toilet nearby.
- The premises have recently been refurbished and are well maintained. Leaders are likely to be able to ensure pupils' and students' safety and welfare.
- There is very little space for pupils and students to play outside. Leaders intend to use a nearby park for this purpose. They have devised a suitable risk assessment to ensure that pupils and students are safe and well supervised when using the park.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraphs 32(1)–32(1)(d), 32(1)(f)–32(1)(i), 32(2)–32(2)(b), 32(2)(b)(ii)–32(3)(e), 32(3)(g)

- The proposed school has a website. This already contains all the information required by the standards, including the school's safeguarding policy and its proposed RSE policy. There are also other policies published there relating to the health, safety and welfare of pupils. Leaders propose to make available on request all policies and other information that are not on the website.
- Leaders have ensured that the standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraphs 32(3)(f), 33–33(k)

- The proprietor body has drawn up a suitable complaints policy for the proposed school. Its content reflects the requirements set out in the standards. For example, it allows for an initial informal stage and contains suitable timescales for responses at each phase of the management of a complaint. The proprietor body has already published this policy on the school's website.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1)–34(1)(c)

- The proprietor body is likely to have suitable systems for checking on the work of school leaders and for holding them to account. Leaders have a secure understanding of the standards and are likely to ensure that these are met consistently.
- The proprietor body's proposed systems and procedures related to safeguarding and health and safety are likely to ensure that pupils' and students' safety and welfare are assured.
- Leaders have ensured that the standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- Leaders have suitable actions in place to ensure accessibility for pupils with disabilities who may attend the school. Leaders plan to provide a portable ramp for wheelchair access to the premises. They also intend to provide pupils with information using large print, for instance, as required.
- Leaders have ensured that this requirement is likely to be met when the school opens.

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	149448
DfE registration number	895/6025
Inspection number	10265616

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	Esland North Limited
Chair	Jill Palmer
Headteacher	Kelly Pope
Annual fees (day pupils)	£53,850
Telephone number	07826 999224
Website	www.eslandcare.co.uk
Email address	KellyPope@eslandcare.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 18	8 to 18
Number of pupils on the school roll	Not applicable	35	35

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	23
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	35
Of which, number of pupils with an education, health and care plan	Not applicable	35
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	18
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- Esland Daven School is proposed to be an independent special school based in the town of Congleton. The school will admit pupils from Cheshire East local authority.

- The proposed school will operate from premises at Unit 2, Dane Valley Mill, Havannah Street, Congleton CW12 2AH
- The proprietor body intends to cater for pupils with social, emotional and mental health difficulties. Many pupils are likely to have missed substantial periods of education before they join the proposed school.
- It is not proposed that the school will cater for pupils with complex needs.
- The proprietor body is considering using Stoke-on-Trent College, Cauldon Campus, Stoke Road, Shelton, Stoke-on-Trent ST4 2DG as a registered alternative provision.
- Leaders have allowed for up to 12 post-16 students, but do not anticipate there being a large number of these. Leaders intend only to admit students over 16 years of age who are continuing their studies from key stage 4 because of their specific needs.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent special school registered for 35 pupils aged eight to 18 years.
- The inspection was the proposed school's first pre-registration inspection.
- The inspector met with the chair of the proprietor body and a member of the governing body. The headteacher was unavailable during the inspection. The inspector also met with other leaders from the proprietor body's existing education team. The inspector analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and health and safety. He carried out a tour of the premises.

Inspection team

Mark Quinn, lead inspector

His Majesty's Inspector

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