

Willow Park School

Willow Park School Newboldon Avon RFC, Parkfield Road, Rugby,
Warwickshire CV21 1EZ

Inspection dates

1 February 2023

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)(b)(ii), 2(2)(a), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)

- The proprietor body intends for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). Pupils will usually have an education health and care (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.
- Leaders plan to adapt the curriculum to meet the individual needs of each pupil. Leaders recognise that pupils who will attend the proposed school may have experienced disruption to their education.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2) and 2(2)(b)

- Leaders have not set out how they will prioritise the teaching of reading across year groups, including how they will facilitate catch up for any pupils who have fallen behind.
- Leaders have selected an appropriate approach to teaching phonics, but they have not completed relevant phonics training. Leaders are aware that they need this in order to be sufficiently confident in this aspect of the school's work.
- Leaders have not ensured that the independent school standards in this part are likely to be met.

Paragraph 2(2)(h) and 2(2)(i)

- The planned programme for personal, social, health and economic (PSHE) education includes suitable coverage of equality, British values and relationships. Topics include health and well-being, managing money and growing up.

- Leaders have ensured that the independent school standards in this part are likely to be met.

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

- Plans for the delivery of relationships and sex education (RSE) are in place. Leaders know what content must be taught and when. They plan to consult with parents.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 3(b), 3(d), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- 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.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 3, 3(a), 3(c) and 3(e)

- The curriculum documentation that leaders have developed for reading and phonics does not provide sufficient information needed to plan and teach sequences of lessons to meet the individual needs of the pupils the school intends to cater for.
- Leaders have not ensured that the requirements of this independent school standard 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)

- The personal, social and health education (PSHE) plans reflect the proposed school's aims and ethos. Leaders intend to use a commercial PSHE curriculum as well as adapting the curriculum to meet pupils emerging needs.
- 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 the protected characteristics, as identified in the Equality Act 2010.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b) and 32(1)(c) [Part 6. Provision of information]

- The school's safeguarding and child protection policy reflects the most recent statutory guidance and is available on the school 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 good 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 ensured that the independent school standards in this part are likely to be met.

Paragraph 9, 9(a), 9(b), 9(c) and 10

- The behaviour policy makes clear how leaders intend to manage and support pupils' behaviour. To help ensure the policy is implemented effectively, all new staff will receive an induction to introduce them to the school's behavioural approach. Ongoing training will keep staff knowledge up to date. Behavioural incidents will be recorded on the school's electronic recording system, which leaders will monitor.
- The proposed school has an anti-bullying policy. The policy contains information on types of bullying, signs and symptoms and preventative measures the proposed school will take.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 11, 12, 13, 16, 16(a) and 16(b)

- The proposed school has an appropriate health and safety policy in place. Pupils will receive any required first aid and further treatment from the trained staff on site. Records will be kept of any accidents.
- The proposed school has an appropriate risk assessment policy in place.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 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 account of how best to support the needs of individual pupils when determining the level of supervision that is required. Leaders plan to initially admit a smaller number of pupils. Leaders then plan to gradually increase staff numbers as they gradually increase 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

Paragraph 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) and 21(6)

- Leaders demonstrate 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

- *Paragraph 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 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 a purpose-built lodge in the grounds of a local rugby club. All rooms are well lit and have good acoustics. There is one main classroom and a number of smaller spaces that can be used for group work, plus a kitchen and office area. 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 a shower in the disabled toilet. The temperature of the water is suitably regulated. Both toilets are close to the medical room. The medical room includes a hand wash basin 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.
- 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)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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)

- Where relevant, policies reflect the fact that the proposed school will cater for pupils with SEND.
- 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.
- An annual written report will provide parents and carers with a range of information about their children's achievement. The report will include information about the pupil's progress and achievements, behaviour and attitudes to learning. There will also be brief termly reports to ensure that parents are kept up to date with their children's progress.
- The proposed school's website provides access to key policies and the school's prospectus.
- 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 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.
- 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) and 34(1)(b)*
- Although leaders have a clear rationale for why they want to register as an independent school they do not currently demonstrate a secure knowledge of some aspects of the quality of education, in particular, the teaching of reading and phonics.
- Leaders have not ensured that the requirements of this independent school standard are likely to be met.
- *Paragraph 34(1)(c)*
- Leaders have thought carefully about how they will actively promote the well-being of pupils.
- Leaders have ensured that this independent school standard is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have not ensured that they have a suitable accessibility plan in place that meets the requirements of Schedule 10 of the Equality Act 2010.
- Leaders have not ensured that the requirements of this part are likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	149533
DfE registration number	937/6042
Inspection number	10262801

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	Willow Park School Ltd
Headteacher	Kimberley Preston
Annual fees (day pupils)	£45,000
Telephone number	07742 793695
Website	willowparkrugby.wixsite.com/website
Email address	willowparkrugby@gmail.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not applicable
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5–11	5–11
Number of pupils on the school roll	Not applicable	20	20

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	20
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	1
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- Willow Park School intends to cater for up to 20 mixed-gender pupils between the ages of five and 11.
- The school will mainly cater for pupils with autism spectrum disorder and communication difficulties.
- It is expected that all pupils will have an EHC plan and will be placed in the school by local authorities.
- 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 both proprietors, one of whom is also 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

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

- Leaders have not ensured that they have a suitable accessibility plan in place that meets the requirements of Schedule 10 of the Equality Act 2010.

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