

Papworth Hall School

Papworth Everard, Ermine Street South, Cambridge CB23 3RD

Inspection date

3 August 2023

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)(a)–(b), 2(2), 2(2)(a)–(i)

- The proposed school aims to educate pupils with a range of special educational needs and/or disabilities (SEND). Many prospective pupils have missed significant periods of their earlier education. Leaders are mindful of the need to provide a highly personalised curriculum for each pupil. It will be based on pupils' own needs, interests and abilities. This will be achieved through leaders' plans to identify each pupil's starting points, informed by education, health and care (EHC) plans, previous settings, and information from pupils and their families. Leaders possess a secure understanding of how to support pupils with gaps in their education. They have identified an appropriate range of teaching and learning strategies that will meet pupils' individual academic, social and emotional needs.
- Leaders have in place a wide range of detailed plans of learning and schemes of work. Each pupil will follow a pathway. The 'semi-formal pathway' is designed to provide pupils with the key knowledge and skills to build their confidence and independence. Through planned academic and therapeutic activities, pupils will have opportunity to develop their skills of communication and interaction. In the 'formal pathway', leaders' learning programmes are more subject based. Pupils will work towards achieving qualifications at all stages. This will support preparation for their next stages of learning.
- Leaders' curriculum plans place an appropriate focus on teaching pupils how to read. For instance, leaders have identified a validated phonics programme to support those who are at an early stage of reading. The enjoyment of reading is planned through the provision of a wide range of reading texts that appeal to the interests of pupils.
- Leaders plan to make use of a careers adviser to provide impartial advice to pupils. Pupils will have opportunity to explore the world of work through workplace visits and planned enterprise activities.

- The personal, social, health and economic (PSHE) programme will thread throughout the curriculum as well as being taught in separate PSHE lessons. Leaders' plans show that pupils will be taught about the importance of physical and mental well-being.

Paragraph 2A(1)(a)–(g), 2A(2)

- As part of PSHE education, pupils will be taught about healthy lifestyles, relationships and sex education (RSE) appropriate for their age. The proposed RSE policy is available and accessible for parents. Leaders understand their responsibility to review this in consultation with parents once pupils are admitted to the school.

Paragraph 3, 3(a)–(j), 4

- The proposed school has successfully recruited senior staff, a qualified teacher and teaching assistants. Staff have the appropriate knowledge and experience to deliver leaders' curriculum plans. The proprietor body will put in place a planned programme of professional development to train new staff. Leaders will make use of professional expertise from schools belonging to the same proprietor body to provide ongoing training for staff.
- Leaders have a developed system for tracking and recording pupils' progress. This links to what pupils will learn, taking into account their academic and social and emotional development. Information from these systems will be used to adjust curriculum programmes to ensure that teaching is tailored to each pupil's needs. Leaders intend to provide termly reports for parents.
- The standards in this part are likely to be met.

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

Paragraph 5, 5(a)–(d)

- Leaders have developed comprehensive plans to promote the spiritual, moral, social and cultural development of pupils. These plans are a central component of the proposed school's curriculum. For example, curriculum plans identify links and opportunities to develop an understanding of the local community and different cultures across Britain and the wider world.
- Leaders plan to enrich the curriculum by taking pupils on trips to places of worship and cultural significance. As part of the PSHE programme, pupils will study different faiths and beliefs to promote respect and tolerance.
- Leaders plan to provide pupils with leadership opportunities. Pupils will have a 'voice' by establishing a school council. Pupils will be supported to develop ways of expressing ideas and opinions and to listen to the views of others. Pupils will develop their knowledge of democracy and the rule of law.
- This independent school standard is likely to be met when the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- There is a detailed policy for safeguarding and child protection. The policy follows the most up-to-date guidance contained in 'Keeping children safe in education 2023'. The policy provides information to staff about recognising signs of abuse and how to raise any concerns.

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

- Leaders have a secure understanding of their responsibilities in managing pupils' behaviour. Their behaviour strategies link to the use of therapeutic approaches. This is underpinned by a priority for promoting secure relationships between staff and pupils. The behaviour policy has been developed with consideration for the specific needs of pupils the school is likely to admit. There are appropriate exclusion and anti-bullying policies in place.
- Leaders have systems in place to record behaviour incidents and monitor any trends or patterns in pupils' conduct.

Paragraph 11–16(b)

- Policies are in place for the welfare, health and safety of pupils. These include information that identifies how health and safety, fire safety and first-aid requirements will be met. The proprietor body ensures there is compliance with the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has been undertaken. Signage and lighting ensure that escape routes are marked around the school. All firefighting equipment has been serviced in line with requirements.
- Leaders have put in place an electronic system for the management of admissions and attendance registers. These registers include all the required information that needs to be recorded as pupils join and leave the school.
- There is a policy that provides clear direction for the assessing and management of risks. This includes specific information for identifying risks associated with managing the safety of pupils both inside and outside of the school.
- The standards in this part are likely to be met.

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

Paragraph 18(2), 18(a)–(e), 19(2), 19(2)(a)–(d), 20(6), 20(6)(a)–(c) 21(6)

- Leaders understand the importance of safer recruitment. They understand the checks that need to be made before any person is employed at the school.
- The single central register is maintained electronically. It contains all the required information for vetting any new staff. Relevant checks have been completed for the headteacher and governors.
- It is unlikely that the school will make use of supply staff. However, leaders understand the checks that are required should they choose to make use of supply staff.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–24(1)(b), 24(2), 25–29(1)(b)

- The proposed school is a grade II listed, detached, two-storey building. The building has been refurbished and decorated to create light and airy spaces appropriate for the purpose of educating pupils in small groups. There are an appropriate number of classrooms for teaching. They are well-lit and provide suitable acoustic conditions for the intended purpose. Two classrooms have been purposed for art activities and

delivering food technology lessons. A large dining area can be quickly rearranged to create an additional indoor play space.

- There are enough toilets for the proposed number of pupils, each with running water for handwashing. There are separate toilet facilities for staff and visitors. The school has a good-sized medical room with a bed and first-aid equipment. It is close to toilet facilities. There is one on-site changing facility and shower that can be used by all pupils. Alternative changing facilities are available at the local leisure centre, where most of the PE curriculum will be delivered.
- Drinking water is provided through the use of water coolers located around the school building.
- The outdoor space is limited and will require a staggered timetable to ensure that the maximum of 30 pupils are able to use it safely. The play area has an all-weather surface and contains gym trail equipment, swings and a sensory garden for pupils who wish to access a quieter space during these times.
- There is controlled access to the building to ensure that the site is secure. There is suitable external lighting.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a)–(c), 32(1)(f)–(j), 32(2), 32(2)(a)–(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a)–(f)

- Leaders were able to provide the inspector with all the information required by the standards stated above. There is a school website under construction, in which key information is currently being added and will be made available if the DfE gives permission for the school to open. Leaders intend that all required information will be available to parents on the school website.
- This part of the independent school standards is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)–(k)

- Leaders have put in place a suitable written policy for handling complaints. It provides clear guidance regarding the graduated approach to resolving any complaints raised.
- Leaders have set up a system for the recording of any complaints made and the corresponding records of follow-up actions in dealing with them.
- The independent standard is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a)–(c)

- The proprietor body and school leaders have extensive experience and expertise gained from operating several similar schools nationally. They have a secure understanding of the independent school standards. They have the knowledge and skills to hold leaders to account to ensure that the independent standards are consistently met.

- Leaders' experience of working with pupils with SEND ensures that there is a strong commitment to providing a well-matched curriculum to meet each pupil's needs. They have appropriate policies and procedures in place to keep pupils safe.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has a suitable accessibility plan in place that meet the requirements of Schedule 10 of the Equality Act 2010.
- These requirements 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	149845
DfE registration number	873/6062
Inspection number	10290436

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	Independent
School status	Independent special school
Proprietor	P Bloom Ltd
Chair	Richard Power
Headteacher	Paul Sanderson
Annual fees (day pupils)	£64,000 to 76,500
Telephone number	07966 270 005
Website	www.papworthhallschool.org
Email address	nicholas.simpson@ofgl.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	5 to 16	5 to 16
Number of pupils on the school roll	Not applicable	30	30

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	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	Not yet determined
Number of part-time teaching staff	0	Not yet determined
Number of staff in the welfare provision	3	Not yet determined

Information about this proposed school

- Papworth Hall School is owned by Options Autism. It is one of over 50 other schools situated around the country.
- The proposed school is seeking registration with the Department of Education (DfE) as an independent special school to cater for 30 pupils between the ages of five and 16. The intention is to admit pupils from September 2023. Pupils coming to the school are likely to come from several local authorities.
- The proprietor body intends to admit no more than six pupils in their first term of the school's operation.
- All pupils who attend the school will have an EHC plan. The school intends to admit pupils with autism, communication and associated complex needs.
- The proposed school has no plan to make use of any alternative provision.

Information about this inspection

- The pre-registration inspection 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.
- This was the first pre-registration inspection of the proposed school.
- The inspector met with the headteacher, the governing body, including the chair and held a discussion with a representative of the proprietor body.
- The inspector visited all parts of the proposed school's premises, including outdoor areas. The inspector scrutinised school documentation relating to safeguarding, curriculum, health and safety, fire safety and the single central record, alongside other policies and procedures.

Inspection team

Steve Mellors, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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