

# Prism Independent School

Walker Drive, Girington, Bradford BD8 9ES

**Inspection date**

6 July 2023

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)*

- A small number of complaints against the school were received by Ofsted prior to this progress monitoring inspection. The complaints highlight concerns that pupils do not receive an adequate education at the school. In the school's most recent progress monitoring inspection, while the independent school standards (the standards) in part 1 were not in scope, the inspector found that the 'club' school site for pupils in key stage 3 was chaotic.
- Since the last inspection, school leaders have developed the school's curriculum. They have written a detailed document which states the academic offer that pupils will receive. Leaders have called this curriculum document the 'Blueprint'. This written policy covers the scope and breadth of the curriculum offer for pupils at this school. Leaders have considered the ages and aptitudes of the pupils in their care. They have maintained a strong focus on the high proportion of pupils with an education, health and care plan (EHC plan) who attend this school.
- The school's blueprint document details the teaching methods leaders expect staff to use. Leaders explained that often when pupils arrive at the school for the first time, it can be difficult to establish their starting points as the relevant documentation from their previous school does not always follow in a timely manner. To address this concern, leaders have built in additional checking processes. The overarching curriculum document explains how adults will assess pupils' various starting points to ensure their teaching builds on what pupils already know.
- These standards were met at the last inspection and continue to be met.

*Paragraph 2(1), 2(1)(a)*

- Leaders have considered the additional needs of pupils in their care. The school's curriculum explains how adults are expected to support pupil well-being so that pupils are ready to learn. Leaders acknowledge that their new curriculum documentation requires further development. They do not have precisely detailed plans and schemes of work available to underpin the overarching curriculum statements in some subjects.

- These standards were met at the last inspection but are now unmet.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)*

- The school's relationships and sex education (RSE) curriculum is delivered as part of the wider personal, social and health education curriculum. This is compliant with statutory guidance. The curriculum plan has been carefully developed. This sets out in detail what pupils need to know and in what order.

- These standards were met at the last inspection and continue to be met.

*Paragraph 2A(1), 2A(1)(e), 2A(1)(g)*

- Leaders have not ensured that the school has a written statement of its RSE policy.
- The school does not have a policy statement available to parents via the school website or upon request.

- These standards were met at the last inspection but are now unmet.

*Paragraphs 3(a), 3(b), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders have carefully considered the lesson format they would like all staff to use when teaching pupils. This includes how staff can adapt the lesson to meet the different needs of every pupil.
- In some subjects such as science, staff can explain how they will teach new learning. They have considered what knowledge comes first and how they will build upon what pupils already know.

- These standards were met at the last inspection and continue to be met.

*Paragraphs 3, 3(c)*

- Leaders do not have a monitoring system in place for learning. They do not regularly check how well staff are implementing the new curriculum.
- Lessons are not as clearly planned in all subjects. Leaders do not make sure that effective teaching methods and activities are being used.
- These standards were met at the last inspection but are now unmet.

### Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 11*

- At the previous standard inspection, inspectors found that there were numerous weaknesses in leaders' oversight of, and effectiveness in addressing, matters relating to health and safety. Following this inspection, school leaders have reviewed the school's systems and updated the processes they follow to ensure that the arrangements for safeguarding are effective.
- The school's safeguarding policy has recently been updated. Inspectors reviewed this draft policy which is waiting to be ratified by the management committee. The policy complies with statutory guidance.
- Senior leaders meet weekly. They look at any important issues or significant incidences that may have arisen. They review what has taken place leading up to this event and the action they need to take in response.
- Staff attend regular safeguarding training. Leaders regularly share updates with staff and

lead face-to-face training. Staff also attend online safeguarding training. This is monitored and recorded by leaders.

- The school's safeguarding policy contains all pertinent information, including who staff should contact if they have a concern. Important information is also displayed throughout the school building. This display includes a QR code which takes the user straight to the safeguarding information.
- Leaders have recently begun to work with an external safeguarding company. This company regularly audits the school's health and safety procedures and reviews their compliance with any relevant health and safety laws. Leaders can demonstrate the improvements they have made. Leaders complete regular safety checks. They record when these checks are completed, along with a record of any remedial work they have undertaken.
- Standards 7, 7(a) and 11 were unmet at the last full inspection and the previous progress monitoring inspection. These standards are now met.
- Standard 7(b) was met at the last inspection and continues to be met.

*Paragraphs 9, 9(b), 9(c), 10*

- Expectations of pupils' behaviour were not consistently understood by pupils and staff during the school's last standard inspection. Inspectors found that the behaviour policy was not as effective as it could be in helping to manage pupils' behaviour. Inspectors observed challenging behaviour from pupils.
- Since the last inspection, leaders have set up several electronic systems to record any instances of poor behaviour. The separate records include the date of the incident, the event(s) that took place and the action taken by staff. On a small number of occasions, the action taken by leaders has not been recorded. Leaders acknowledge the importance of keeping a comprehensive record of the actions taken following any serious incidents.
- Leaders have put in place a system for recognising positive behaviour. Leaders use an early intervention approach to reduce the incidences of poor behaviour. They recognise the importance of de-escalation if an incident does occur. Leaders have created a flow chart demonstrating the consequences of poor behaviour. They have shared a list of possible sanctions and when these may be appropriate for different types of behaviour.
- Leaders and teachers review behaviour records regularly. They work with various external agencies, as well as with the families of the children in their care. Leaders recognise the importance of understanding any underlying concerns for the pupils in their care. They consider all the information they have for each pupil so that appropriate and well-considered support is provided.
- Pupils and staff spoke positively of the behaviour strategy followed in school. The behaviour of pupils throughout this progress monitoring inspection was calm. Pupils each have a trusted adult they can speak to if they have any concerns.
- School leaders have an anti-bullying policy in place. Any incidents of bullying are carefully tracked and appropriate action is taken. Incidents of poor behaviour are responded to promptly in order to prevent these from escalating into bullying behaviour.
- Standard 9(b) was unmet at the last full inspection and the previous progress monitoring inspection. This standard is now met.

- Standards 9 and 9(c) were unmet at the previous inspection and remain unmet.
- Standard 10 was met at the last inspection and continues to be met.

#### *Paragraph 14*

- At the school's previous progress monitoring inspection, there was insufficient adult supervision of pupils at the end of the school day. Pupils were able to run in and out of the school and tamper with cars parked on the street.
- Leaders have put clear procedures in place for the beginning and the end of the school day. Staff stand at the school gate in high-visibility clothing, so they are easily seen. Staff meet the taxi and then radio into the school building to request the pupil they need. A further member of staff then escorts the pupil to the school gate where they are taken to their taxi ready to return home. This system ran smoothly during the inspection, and all pupils left the school premises in an orderly manner.
- Leaders demonstrated an appropriate adult-to-pupil ratio of support throughout the school day. This ratio matches the recommendations of pupils' EHC plans in order to meet pupil need.
- This standard was unmet at the previous progress monitoring inspection and is now met.

#### *Paragraph 15*

- The admissions and attendance register were not compliant at the previous inspection. There were several omissions from the admissions register. Daily attendance registers did not meet statutory guidance. Absence codes were used that were not in line with guidance. School staff used a written signing-in sheet for pupils which did not provide leaders with an accurate record of which pupils were in school at any time.
- School leaders have reviewed and formalised their admission and attendance procedures. The admissions register is now compliant with regulations. All pupils on site at the time of this inspection had their attendance marked using the appropriate codes on the school's register. Registers are taken twice a day and correct codes are used. The class lists and class registers match.
- This previously unmet standard is now met.

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

*Paragraphs 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(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), 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)(3), 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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The single central record is compliant with the relevant legislation and guidance. It records the recruitment checks made on staff, is up to date and is completed accurately.
- Leaders carry out all required recruitment activities before new staff commence work at the school wherever possible. Adults are unable to work unsupervised with pupils prior to these checks being received.

- The standards in this part were met at the previous inspection and continue to be met.

## Part 5. Premises of and accommodation at schools

### *Paragraph 25*

- At the previous progress monitoring inspection, the farm site of this school was found to meet this standard. However, at the 'club' site, the premises were found to not be maintained well enough. Inspectors found that damage done by pupils had not been repaired, such as holes in the walls. The grounds of the 'club' site building were also found to be scattered with litter and debris, and there was offensive graffiti on classroom doors.
- During this inspection, the school premises at the farm site were maintained to a reasonable standard. The concerns regarding debris and offensive graffiti at the lower site had been resolved. The lower ground floor at the 'club' site had recently flooded. This area contained a breakout space and music rooms for pupils. The lower ground floor is currently out of bounds as it is unsafe. Work to renovate this area has commenced and will continue over the summer. Various other classrooms have been re-appropriated for pupil use until the lower ground floor is available again.
- There are plans in place to further improve both school sites over the summer. Builders are currently on site at the 'club' building, improving the entrance to the school as part of these plans.
- Standard 25 was unmet at the previous inspection and is now met.

### *Paragraph 29(1), 29(1)(a), 29(1)(b)*

- The school has a multiple-use games area that is currently out of bounds. This requires remedial work for it to be safe for pupil use. Pupils are unable to access this part of the school grounds. Leaders have submitted a funding bid so they can renovate this area.
- Pupils have access to various indoor spaces for sports and physical education. Pupils also use a local public park for outdoor sports sessions. Every Friday morning, pupils take part in various sporting events that are run by external providers.
- Pupils have outdoor space on both school sites that they can use at breaktimes and lunchtimes. Leaders shared their plans for how this space will be updated over the summer. This work has begun.
- These standards were met at the previous inspection and continue to be met.

## Part 6. Provision of information

### *Paragraph 32(1), 32(1)(c)*

- The school's website is currently being updated. While the website is not fully live, there is a facility for parents and carers to record any safeguarding concerns.
- The school's website also provides a number to call to request a copy of the school's safeguarding policy.
- These standards were met at the previous inspection and continue to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1) 34(1)(a) 34(1)(b), 34(1)(c)*

- At the previous standard inspection, all the standards in part 8 were not met. This was

due to the weaknesses in leaders' oversight of, and effectiveness in addressing, matters relating to health and safety. In the subsequent progress monitoring inspection, the inspector found that leaders had made a number of improvements. However, the procedures for holding leaders to account were in their infancy.

- The proprietor, school leaders and management committee have continued to meet regularly since the previous inspection. They work together to review any actions they have undertaken and plan the work they still need to complete. Leaders have a clear vision of where they want their school to be.
- Since the previous inspection, leaders have put clear systems in place to address many of the previously unmet standards. Leaders and managers acknowledge that they have further work to complete to meet all the standards consistently.
- Standard 34(1), 34(1)(a) and 34(1)(b) were unmet at the last full inspection and the previous progress monitoring inspection. These standards remain unmet.
- Standard 34(1)(c) was unmet at the previous inspection and is now met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	137785
DfE registration number	380/6001
Inspection number	10284719

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	43
Number of part-time pupils	12
Proprietor	Katie Corfield
Headteacher	Katie Corfield
Annual fees (day pupils)	£105
Telephone number	01274487633
Website	<a href="http://www.prismindependentschool.co.uk">www.prismindependentschool.co.uk</a>
Email address	<a href="mailto:katie.corfield@prismyouthproject.org">katie.corfield@prismyouthproject.org</a>
Date of previous standard inspection	9 to 11 March 2022

## Information about this school

- This school last received a full inspection on 9 to 11 March 2022. This was a standard inspection carried out under section 109(1) and (2) of the Education and Skills Act 2008. At this inspection, the school was graded requires improvement for overall effectiveness.
- The school subsequently received a progress monitoring inspection on 4 November 2022. This was at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school had made towards meeting the standards. The school did not meet all of the standards that were checked during this inspection.
- Information about this school that is held on the government website Get Information



about Schools (GIAS) is not up to date. No proprietor is currently listed on this website. The headteacher is currently the proprietor of the school. This information has been shared with GIAS. School leaders are awaiting confirmation that this change has been updated on the government website.

- The school operates on two sites that are a short walk away from each other: the main site, known as the 'club', where key stage 3 provision is mostly housed, and the 'farm'. Courses in construction, land-based studies and animal care are held at the 'farm'.
- Most of the pupils are single registered at the school. These pupils are placed at the school by their local authority. In almost all cases, this is Bradford local authority.
- All pupils who are single registered at the school have an EHC plan. In most cases, this is for social, emotional and mental health needs.
- The small number of pupils who attend without an EHC plan attend this setting as an alternative provider. These pupils are dual registered with their home school.
- The school does not use any alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- Following the previous full inspection, the Department for Education (DfE) required the school to produce an action plan, which was subsequently rejected by the DfE.
- This inspection was carried out without notice.
- The inspectors toured both sites and held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, several teachers and pupils from key stages 3 and 4.
- Inspectors met with the proprietor and made calls to the chair of the management board and the local authority.
- During the inspection, the inspectors reviewed documents linked to the standards that were checked.

## Inspection team

Zoe Lightfoot, lead inspector

His Majesty's Inspector

Matthew Vellensworth

His Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **Part 3. Welfare, health and safety of pupils**

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

#### **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.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

#### **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.
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
  - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(c) involves well planned lessons and effective teaching methods, activities and

management of class time.

## **The school now meets the following requirements of the independent school standards**

### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

### **Part 8. Quality of leadership in and management of schools**

- 34(1)(c) actively promote the well-being of pupils.

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