

Hazel Cottage School

2 New Hall Cottages, Longmoor Lane, Fazakerley, Liverpool L10 1LD

Inspection date

20 December 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, 2(1)–2(1)(b)(ii), 2(2)–2(2)(e)(iii), 2(2)(h), 2(2)(i)

- The proprietor body has written an appropriate curriculum policy. Pupils will study a broad range of subjects based on the national curriculum and the requirements of the independent school standards ('the standards').
- There are schemes of work in place that specify what leaders intend pupils to learn and the order in which this knowledge will be taught. Leaders' plans show consideration for the potential needs of the pupils that the school intends to admit.
- Personal, social, health and economic (PSHE) education will be taught through timetabled lessons. The scheme of work sets out clearly what pupils will learn. Leaders have made sure that the curriculum for PSHE education provides pupils with knowledge that will be useful to them when they leave the school. For example, the signs of healthy relationships. The intended curriculum covers a wide range of topics that pay regard to the protected characteristics as set out in the Equality Act 2010.
- There are appropriate resources available to support the delivery of the curriculum in a range of subjects. Leaders have thought carefully about how pupils can be supported to learn with confidence and independence.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(1)(g), 2A(2), 2A(3)

- Leaders have taken the relevant statutory guidance into consideration when planning the curriculum for relationships and sex education (RSE) and health education. Leaders shared the policy statement with inspectors. This sets out how leaders will consult with parents and carers about the content of the RSE and health education curriculum. Parents will be offered the opportunity to withdraw their children from some or all of sex education once they have received the relevant information from the school.

Paragraph 3, 3(a)–3(j)

- The proprietor body has already recruited the number of staff on the proposed staffing structure. Leaders have recruited experienced staff who have knowledge of

how to support pupils with special educational needs and/or disabilities (SEND) to learn the curriculum.

- Leaders have given careful consideration of how the curriculum will be taught. They intend that teachers will adapt their delivery of the curriculum to the needs of the pupils. Leaders intend to develop links with similar schools to share good practice and support the quality assurance of teaching and learning.
- The school is well resourced to deliver the intended curriculum for the subjects that are on offer. The therapeutic offer is resourced to cater for the needs of pupils that the school intends to admit. There is a team of specialist staff who will work within the school to plan and deliver the support that pupils will receive, based on their needs. This team includes an art therapist and an educational psychologist.
- The proprietor body has rigorous and robust quality assurance systems in place. There are clear lines of accountability. The proprietor body has appointed leaders with the knowledge needed to make sure that pupils receive a suitable education.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils when they join the school. This assessment will include pupils' academic ability as well as their emotional needs. Pupils' needs will be assessed on an ongoing basis to ensure that the support that they receive helps them to learn well. Leaders have set out how they will communicate important information about pupils' attainment and progress with parents.
- Pupils will work towards recognised end-of-key-stage assessments.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraph 5, 5(a), 5(b)–5(b)(vii), 5(c), 5(d)–5(d)(iii)

- The proposed curriculum shows leaders' consideration for pupils' spiritual, moral, social and cultural development. Curriculum plans demonstrate how pupils will build new knowledge at each stage of their learning. The proposed curriculum sets out what pupils will learn about different faiths, cultures and religions. This includes where pupils will learn to appreciate and celebrate similarities and differences. Leaders have thought about how pupils will learn about the fundamental British values. Policies, such as the behaviour policy, show leaders' intentions for pupils to learn the importance of mutual respect and tolerance.
- Leaders' policies and plans refer to all of the protected characteristics.
- Leaders' plans set out how pupils will learn about opposing views in a balanced way.
- The standard in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

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

- Leaders have the safeguarding knowledge that they need to keep pupils safe from harm. The proprietor body has set out robust procedures for checking that there is a strong culture of safeguarding if the school opens.

- The school's safeguarding policy reflects the latest government guidance and will be published on the website. Leaders have set up systems and procedures to keep pupils safe. They have planned a comprehensive package of safeguarding training for all staff.
- The headteacher is the designated safeguarding lead. Other key staff will have safeguarding training to the same level.

Paragraphs 9, 9(a)–9(c), 10

- There is a suitable behaviour policy in place, as well as an anti-bullying policy. These policies set out with clarity how any incidents of poor behaviour or bullying will be dealt with and how they will be recorded. Leaders show consideration for the needs of pupils who may join the school. The behaviour policy is inclusive. Leaders have an appropriate system in place to record any incidents of poor behaviour or bullying.

Paragraphs 11, 12, 13, 16, 16(a)–16(b)

- The proprietor body has put a suitable health and safety policy in place. It has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. For example, it has used an external specialist to advise about fire-exit signage and to check fire-fighting equipment.
- The proprietor body has put a suitable first-aid policy in place. Leaders intend that all staff will have first-aid training prior to the school opening.
- The proprietor body ensures that leaders identify and monitor risks as set out in the risk assessment policy. Samples of risk assessments show that leaders suitably identify risks and draw up appropriate plans to mitigate them. Risk assessments show consideration for the needs of pupils who may join the school.

Paragraph 14

- The proprietor body has set out an intended staffing structure that enables a suitable level of supervision for pupils. Staff have the experience and knowledge to support pupils' needs. Leaders have identified times of the school day where additional staffing may be required, such as when pupils arrive at the start of the school day.

Paragraph 15

- Leaders have established appropriate systems to record pupils' attendance and to monitor absence effectively. Leaders' expectations for pupils' attendance will be shared with parents during the admissions process.
- There is a suitable admissions policy in place. This includes the information that leaders will collect when admitting a pupil, as set out in the Education (Pupil Registration) Regulations 2006.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraphs 18(2), 18(2)(a)–(e), 18(3), 19(2), 19(2)(a)–(d)(ii), 19(3), 20(6), 20(6)(a)–(c), 21(1), 21(2), 21(3), 21(3)(a)–(b), 21(5), 21(5)(a), 21(5)(c), 21(6)

- An electronic single central record is in place. It contains records of all of the required recruitment checks and information, as stated within statutory guidance.

- The proprietor body understands its responsibility to seek the necessary assurances relating to overseas background checks. It understands the requirement to complete the required pre-employment checks on staff before they begin working at the school.
- Leaders have completed relevant safeguarding training, including safer recruitment. There is a programme of ongoing safeguarding training mapped out for staff.
- Leaders do not intend to use agency staff. However, the single central record has been set up to record checks on these staff should they be required.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a)–(c), 24(1), 24(1)(a)–(c), 25, 26, 27, 27(a)–(b), 28(1), 28(1)(a)–(d), 28(2), 28(2)(a)–(b), 29(1), 29(1)(a)–(b)

- The proposed school accommodation includes seven main teaching spaces, a therapeutic space, a dining area, a medical room, office spaces, pupil and staff toilet facilities and changing facilities. There is a secure main entrance at the front of the school. In addition to this, there is a designated area at the rear where pupils will be dropped off and collected.
- Leaders have refurbished the building to a high standard. They have fully considered the needs of potential pupils who may attend the school. The building is fit for purpose. The classrooms are well lit and have suitable acoustics.
- There are suitable toilet facilities. Toilet cubicles are gender neutral and can be locked from the inside. Drinking water is clearly labelled, and hot water is set at a safe temperature. Pupils will have access to drinking water during the school day.
- There is a suitable medical room that contains a bed, a sink and a shower. The room is located near a toilet. There are adequate first-aid supplies as well as safe storage for medication.
- There is a large outdoor area for pupils to use during social times and for physical education. Leaders shared their plans to further enhance this area with age-appropriate fixed play equipment.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraph 32(1)–32(1)(k), 32(2)–32(2)(d), 32(3)–32(3)(g)

- The website for the proposed school has been fully constructed but is not live. The proprietor body showed the proposed website to inspectors. It is well organised and provides parents with the required information. For example, it contains contact details for the headteacher and the proprietor body.
- Leaders intend to provide parents with termly updates on their children's progress. These formal reports will be in addition to any emerging developments or concerns that may be shared. This process is set out for parents as part of the pupil induction process.
- Leaders have set up the website with pages that will include published inspection reports and the results of public examinations.

- The standard in this part is likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)–33(k)

- The school's complaints policy meets the requirements of the standards. It sets out the process for making a complaint, both at an informal and formal stage. The policy sets out appropriate timescales and what complainants can expect regarding ongoing communication.
- A copy of the complaints policy will be made available on the school website. It is available from the school on request, at this stage.
- The standard in this part is likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor body has an appropriate knowledge of the standards. They have set out how they will make regular checks to ensure ongoing compliance with the standards.
- Leaders at all levels have the knowledge and expertise that they need to ensure that pupils receive a good quality of education. They are likely to fulfil their responsibilities to promote the well-being of pupils.
- The standards in this part are likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- Leaders have written a suitable accessibility plan.
- The school is likely to meet the requirements of schedule 10 of the Equality Act 2010.

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	150480
DfE registration number	341/6029
Inspection number	10324241

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
School status	Independent special school
Proprietor	P Bloom Limited
Chair	Richard Power
Headteacher	Laura Dickinson
Annual fees (day pupils)	£65,000 to £86,830
Telephone number	07917 902680
Website	None
Email address	ann.henderson@ofgl.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4 to 11	4 to 11
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	35
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	4	4
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	4	4

Information about this proposed school

- This proposed school is located in premises at 2 New Hall Cottages, Longmoor Lane, Fazakerley, Liverpool L10 1LD. It is housed in a large, two-storey building.
- It is proposed that the school will provide full-time education for up to 35 mixed-gender pupils aged between four and 11 years. It is intended that the proposed school will cater for pupils with autism.
- All pupils at the proposed school will have an education, health and care plan.
- The proprietor body is P Bloom Ltd. This company is registered at Companies House. There are four directors. One of the directors is the chair of the proprietor body.
- The proprietor body does not intend to use any alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school would be likely to meet the standards if the DfE decides to register it.
- This was the school's first pre-registration inspection.
- The inspectors held discussions with the headteacher, the regional director and representatives from the proprietor body's central team.
- The lead inspector made a tour of the school site, both internally and externally, to check the suitability and safety of the premises.
- The inspectors scrutinised a wide range of documents provided by the school, including safeguarding information, statutory policies and curriculum plans.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Ben Hill

His Majesty's Inspector

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