

Hinckley House

Rectory Lane, Market Bosworth, Nuneaton CV13 0LS

Inspection date

16 October 2024

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) to 2(1)(b)(ii), 2(2)h to 2(2)(i)

- The proposed school will provide education for pupils with special educational needs and/or disabilities (SEND). These pupils will have a primary diagnosis of social, emotional and mental health needs, autism or attention deficit hyperactivity disorder.
- The proposed school aims to provide its pupils with a multi-layered and tailored educational programme. It plans to offer an academic curriculum that will prepare pupils for their next stages in education. Alongside this, pupils will receive a personalised plan linked to their SEND needs. Pupils will also receive therapeutic support to meet their social and emotional and mental health requirements.
- Pupils will be assessed when they first join the proposed school. The proposed school will use this information, as well as outcomes stated in pupils' education, health and care (EHC) plan, to decide on the most appropriate curriculum to meet each pupil's individual needs.
- The proposed school has produced a well-considered curriculum policy. Pupils will study a broad range of subjects. Each subject is supported by logically sequenced curriculum plans. These plans will be adapted to meet the needs and aptitudes of pupils and to address any gaps in their learning.
- Pupils will have opportunities to learn about fundamental British values. They will learn about difference and diversity, actively participate in the local community and be taught about the laws of modern Britain.
- Frequent checks will highlight if pupils' knowledge is secure. Teachers will use this information to adapt learning and modify the curriculum, when necessary.

Paragraphs 2(2), 2(2)(d) to 2(2)(d)(ii), 2A(1) to 2A(1)(a), 2A(1)(c) to 2A(2)

- The schemes of work for personal, social, health and economic (PSHE) education and relationships and sex education (RSE) are suitable for pupils with SEND. These schemes reflect the aims and ethos of the proposed school. The curriculum encourages respect for protected characteristics and diversity in modern Britain.

- The RSE policy is available on the school's website. Clear plans are in place for the proposed school to consult regularly with parents and carers about this policy. They will be able to view the resources used to teach the RSE curriculum.

Paragraph 3 to 3(g), 3(i) to 3(j)

- Teachers and therapists will work together to assess pupils' needs and gaps in their learning. This is to ensure that pupils' aptitudes, needs and prior attainment are considered when staff teach the school's curriculum.
- The proposed school has ensured that there will be a strong focus on reading. All pupils will complete daily reading activities. An appropriate phonics programme is in place for pupils who are at the early stages of learning to read. Staff have received training in how to implement the programme. The school has purchased suitable books that will be matched to pupils' stages of reading development.

Paragraph 4

- The proposed school intends to provide parents with a written report every term. It will contain information about pupils' academic achievements and their personal, emotional and social development. It will also include information about the impact of the therapy work that pupils will undertake. This information will contribute towards the annual reviews of pupils' EHC plans.
- The proposed school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraphs 5 to 5(d)(iii)

- Pupils will learn about people who are different to them, including those whose differences are covered by the protected characteristics, as defined by the 2010 Equality Act.
- Checks will be made to ensure that the school's curriculum, resources, teachers and visitors present balanced views that uphold the values of modern British society.
- Pupils will have opportunities to hold positions of responsibilities within the proposed school. For example, the school council will gather information to consider pupils' viewpoints. This will help pupils to understand processes such as democracy and to develop their self-esteem and confidence.
- The proposed school plans to invite visiting speakers from public institutions to talk to pupils. This will ensure that pupils develop a knowledge of, and respect for, public institutions and services in England. Staff, alongside the proprietor body, will make checks on resources, materials and lessons to ensure that pupils are presented with fair, balanced viewpoints that reflect British values.
- The proposed school intends to provide pupils with opportunities to visit places and events of interest within its locality and beyond. This will help to support pupils' social and cultural development.
- The proposed school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- The proposed school has prioritised safeguarding the pupils in its care. It is aware of the increased safeguarding vulnerabilities that pupils with SEND may face. It also understands the potential safeguarding risks that may arise with pupils travelling into the school from several different local authority areas.
- The safeguarding policy reflects the latest national guidance. It provides useful information about local safeguarding partners. It clearly sets out that safeguarding is everyone's responsibility.
- It is proposed that the proprietor body will work with staff to ensure that all systems and procedures for safeguarding are implemented and embedded effectively. The proprietor body will keep close oversight of the checks on the school's single central record.
- The designated safeguarding lead and other senior staff of the proposed school have undergone appropriate safeguarding training, in line with national guidance. All staff employed to work at the proposed school have received safeguarding training. The proprietor body will ensure that staff training is kept up to date.
- The proposed school has appropriate systems in place to record any safeguarding concerns. Plans are in place to ensure that all staff understand how to record these concerns and any subsequent actions. Staff with oversight for safeguarding in the school will liaise with external agencies, including social care, to make sure that the right support is put in place for pupils.
- Pupils will be taught how to keep themselves safe, including when online. The school's PSHE curriculum will also help pupils to know more about a wide range of relevant issues, including healthy relationships, diet, exercise and mental health.
- The proposed school has ensured that appropriate filtering and monitoring systems are in place for the school's computer systems.

Paragraphs 3, 3(h), 9 to 9(c), 10

- Appropriate behaviour and anti-bullying policies are in place. Staff will use these policies to ensure that expectations for behaviour and routines are implemented consistently. The policy has a focus on establishing positive behaviour and appropriate routines.
- The proposed school recognises that the pupils it plans to admit may need specialist help. The school employs several therapeutic services that will provide appropriate support for pupils with their social, emotional and mental health needs. This will form part of the personalised behaviour curriculum for each pupil.
- All staff have received training relating to the specific needs that pupils at the school may present with. They also receive training in how to use de-escalation and intervention strategies.
- An online management system will be used to record any incidents of poor behaviour, including bullying. The proposed school has robust incident logging procedures to track pupils' behaviour. The proprietor body will also use this information to support and challenge the school.

- Pupils will be taught what bullying means and the impact that it has on others. When it happens, staff will provide both the perpetrator and the victim with the support that they need.

Paragraphs 11 to 15

- The proposed school has put in place suitable policies and checks for health and safety, managing fire risks and first aid. Appropriate records of these checks will be kept and reviewed by the proprietor body's central team so that any issues are identified and dealt with quickly. The school will also use some external professionals to complete some of these checks.
- Staff will complete health and safety, fire safety and first-aid training as part of their induction when they join the school.
- Fire risk assessments of the site and buildings have been completed recently. Procedures to evacuate the buildings are secure.
- The room set aside for administering first aid is well equipped. First-aid kits are accessible and well stocked. Medication will be stored appropriately. Any accidents or incidents needing first aid will be recorded.

Paragraphs 16 to 16(b)

- The risk assessment policy outlines how staff will assess and evaluate hazards. It also sets out who is responsible for checking these processes and how often risk assessments should be reviewed. Appropriate risk assessments are in place for the school site, educational trips and visits, and for individual pupils.
- Risk assessments will be updated whenever necessary to ensure that they remain relevant and reflect the current circumstances.
- The proposed school is likely to meet all the standards in this part.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(6)

- Senior staff at the school, including the proprietor, have undertaken training in safer recruitment. They understand their duty to carry out the necessary recruitment checks to ensure that new staff are suitable to work with children. They know they must complete these checks before staff begin to work at the school.
- Recruitment checks are appropriately recorded on the single central record. The record includes checks on members of the proprietor body.
- The proposed school does not intend to use supply staff. However, the school understands the checks and information they will require should they need to do so.
- The proposed school is likely to meet the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 28(1), 28(1)(b), 28(1)(d)

- There are suitable toilets and handwashing facilities for the sole use of the pupils. The toilets have an adequate supply of hot and cold water. There are appropriate changing facilities and a shower for pupils, should this need arise.
- There is an accessible toilet that can also be used by staff and visitors.

Paragraphs 24(1) to 24(1)(b), 24(2)

- The medical room is well equipped to care for pupils who require first-aid treatment. The room has suitable washing facilities and there is a toilet nearby.

Paragraphs 25 to 27(b)

- The proposed school building and the outdoor spaces have undergone significant improvements. The work completed is of a good standard. There is a programme of checks to ensure the site continues to be well maintained.
- The teaching spaces are well lit, mostly with natural light. In addition to this, most rooms are equipped with controlled lighting to support pupils who have specific sensory needs. There are external lights provided so that people can safely enter and leave the premises.
- The ceiling height of the main building has been lowered, in line with building requirements. This has enhanced the acoustics of the building.
- There are sufficient indoor and outdoor spaces to provide education for the proposed number of pupils. As the school reaches capacity, the school will seek to provide physical education using local sports facilities.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2) to 28(2)(b)

- Taps providing pupils with drinking water are clearly marked. Pupils will be given water bottles to refill during the school day.

Paragraphs 29(1) to 29(1)(b)

- There is a suitable and secure outside area where pupils can play, exercise and socialise. This will also be accessible for pupils during breaktimes.
- The proposed school is likely to meet all the standards in this part.

Part 6. Provision of information

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

- The proposed school's website contains all the required information, including the behaviour policy and complaints policy, and details about the school's ethos and values. It also contains contact details for the proprietor body and the headteacher.
- There is a system in place to provide parents with an annual written report about their child's progress.

- The school understands its responsibilities to provide information to the local authority about pupils who are looked after and those with an EHC plan. The school will work with the local authority to facilitate this.
- The proposed school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The complaints policy outlines the procedures to follow should a parent wish to make a complaint about the school. The policy summarises the process for both informal and formal complaints. The precise timing and steps that the school will take at each stage of the complaint are detailed.
- The proposed school will keep confidential records of any complaints received and any subsequent actions taken by the school as a result of the complaints.
- The proposed school is likely to meet the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor body leads with a strong moral purpose. It has experience of operating independent special schools. It aspires for all pupils, regardless of their barriers, to receive the best possible education, in readiness for their next stages.
- The proprietor body has a comprehensive understanding of the standards. It has already demonstrated good knowledge and skills that will allow it to fulfil its role. Staff who are employed by the proprietor have experience of working in a special school setting.
- The proprietor body provides substantial expertise to the school. This includes in areas such as health and safety, safeguarding, recruitment and facilities management. This will help the proposed school be compliant in meeting all the standards.
- Staff from the proprietor body will make ongoing checks to ensure that all the standards will be met consistently.
- The policies, planned curriculum, safeguarding arrangements and the quality of the proposed school's site provide confidence that the proprietor will actively promote pupils' well-being.
- The proposed school is likely to meet the standard in this part.

Schedule 10 of the Equality Act 2010

- The accessibility plan explains how the proposed school will ensure that the site, the curriculum and any documents will be made accessible for pupils with SEND.
- The proposed school is likely to meet the regulation in this part.

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	151122
DfE registration number	855/6062
Inspection number	10356314

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	Witherslack Group Ltd
Chair	Richard Wilkins
Headteacher	Paul Jones
Annual fees (day pupils)	£87,755
Telephone number	07703677894
Website	www.witherslackgroup.co.uk/our-locations/our-schools/hinckley-house-school
Email address	Hinckley-house@witherslackgroup.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	5 to 11	5 to 11
Number of pupils on the school roll	Not applicable	42	42

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	42
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	42
Of which, number of pupils with an education, health and care plan	Not applicable	42
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	42

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	6	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	7	7

Information about this proposed school

- The proprietor of the proposed school is Witherslack Group. This company currently runs a number of independent special schools and children's homes across the country.
- The proposed school is located in Market Bosworth, Leicestershire. The main school building is Grade II listed. It has been suitably adapted for its proposed use. The two other buildings in the school grounds have been purpose-built. The new buildings will house the classrooms for pupils in key stage 1 and therapy spaces.
- The headteacher, the deputy headteacher and several other staff have already taken up their posts at the proposed new school.

- The proposed school will provide full-time education for pupils between the ages of five and 11 years. All of the pupils will have an EHC plan.
- The proposed school intends to admit pupils with primary needs of social, emotional or mental health, autism and attention deficit hyperactivity disorder.
- On opening, the proposed school intends to gradually increase its pupil numbers. It expects to be at capacity within one year of opening.
- The proposed school is unlikely to use the services of any alternative provisions.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education (DfE) to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- The inspector met with representatives of the proprietor body, the headteacher, the deputy headteacher and a range of staff.
- The inspector conducted a tour of the proposed school site to check the premises against part 5 of the standards.
- A meeting was held to consider the proposed school's arrangements for health and safety, including safeguarding the pupils in its care.
- The inspector scrutinised a wide range of documents, including policies, curriculum plans and the school's website.
- The inspector checked the arrangements for safeguarding and staff recruitment.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

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