

Journey Education Group

Oak Tree Lodge, Tickhill Road, Balby, Doncaster, South Yorkshire DN4 8QN

Inspection dates

10 December 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(2)(i)

- The proposed curriculum intends to match the ambition of the national curriculum. The proposed school has made effective use of commercial curriculums and its own plans to develop an ambitious curriculum. Curriculum maps outline a broad range of subjects for pupils to learn across key stages.
- The school has developed well-thought-out schemes of work for all subjects that will be delivered. These include English, mathematics and science, as well as wider curriculum subjects such as art and the humanities.
- The proposed school intends to admit pupils with special educational needs and/or disabilities (SEND). Leaders have considered how the proposed school curriculum will be adapted to meet the needs of pupils.

Paragraphs 2A(1) to 2A(3)

- The school has considered statutory guidance when deciding what pupils of different ages will learn in the sex, relationships and health education curriculum. The school has thought about how it will inform parents and carers of the content of the curriculum, and parents' right to withdraw their child from these lessons.
- Relationships and sex education (RSE) will be taught in 'growth' lessons. These are designed for pupils' personal development. Aspects of the curriculum for RSE will also be woven into the wider curriculum. Relationships education and RSE themes will increase in complexity and maturity as pupils move through the proposed school.

Paragraphs 3 to 3(j)

- The school intends to provide an adapted curriculum offer for each pupil. It knows how to adapt curriculum planning to meet the individual needs of pupils. The curriculum will include different approaches to support pupils' personal and emotional development alongside academic learning.

Paragraph 4

- Leaders knowledgeably describe the proposed school's assessment procedures. These are supported by a clear curriculum and assessment policy. In addition, the policy outlines provision to measure pupils' wider development and personal progress.
- Staff of the proposed school will use pupils' education, health and care (EHC) plan targets in their overall assessment of pupils' academic and personal progress. This will support pupils in achieving the targets outlined EHC plans.
- The independent school standards ('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

Paragraphs 5 to 5(d)(iii)

- The proposed school has thought carefully about the curriculum for pupils' spiritual, moral, social and cultural (SMSC) development. This is supported by a well-considered SMSC policy. The school recognises the importance of developing pupils' self-knowledge, self-esteem and self-confidence.
- The SMSC curriculum aims to support pupils to meet the targets set out in their EHC plans. In addition, curriculum plans for a range of subjects make links to pupils' SMSC development.
- Pupils' understanding of fundamental British values will be actively developed through the curriculums for personal, social and health education (PSHE), RSE for older pupils and relationships education for younger pupils. British values are woven through aspects of the academic curriculum. This includes the development of pupils' understanding of the protected characteristics.
- Educational visits and learning experiences are planned to enable pupils to learn about their locality. For example, leaders will make regular use of a nearby forest school to learn about the outdoors and develop pupils' understanding of the environment.
- The standards in this part are likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 6 to 7(b)

- The proposed school's safeguarding and child protection policy is comprehensive. It is available on the proposed school's website.
- The school understands its statutory responsibilities to safeguard and promote the welfare of pupils. It has developed well-thought-out procedures to report, record and monitor any concerns about pupils' welfare.
- Appropriately trained staff will take the designated safeguarding lead (DSL) role. There are similarly trained staff to be deputy DSLs.
- All staff will receive safeguarding training during their induction. This will be regularly updated in weekly staff development sessions.

Paragraphs 9 and 10

- The school uses expert knowledge of behaviour management to set high expectations. This will be utilised when opening the new school to ensure that it is calm and orderly.
- The behaviour policy aims to promote positive behaviour through a 'growth tracker'. This ensures that pupils will focus on individual targets that they will own. Staff will log any behavioural concerns, including bullying, and plan a whole-school response of support and/or intervention if needed.
- The proposed school intends to keep electronic records of any behaviour incidents. These records will be analysed to spot patterns and trends in pupils' behaviour. Appropriate support and intervention will then be put in place.
- All teaching and teaching support staff have received positive handling training.

Paragraphs 11, 12, 13, 14 and 15

- Appropriate health and safety policies and procedures are in place. The school understands the importance of these procedures to keep pupils, staff and any visitors to the proposed school safe. The proposed school has a detailed health and safety policy. This documents leaders' roles and responsibilities and how the school will comply with relevant health and safety laws.
- The school complies with the Regulatory Reform (Fire Safety) Order 2005. The proprietor has acted comprehensively to address recommendations from the most recent fire risk assessment to ensure that this standard will be met. This includes, for example, the installation of additional fire signage and strengthening fire marshal responsibilities.
- Regular fire drills will be undertaken. Each fire drill will be appropriately recorded.
- The school knows how to maintain admission and attendance registers. It has developed an electronic system of recording pupil absences and daily attendance. This is supported by a paper back-up system.

Paragraphs 16 to 16(b)

- The proposed school has developed an effective risk assessment process. This includes a risk register and a wide range of individual risk assessments. Risk assessments follow a consistent format. They identify potential risks and hazards in and outside the various parts of the proposed school. Risk assessments also detail the actions that will be taken to mitigate risk. This includes considering pupils' specific SEND.
- 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(1) to 18(2)(e), 18(3) to 18(4)(c), 19(1) to 19(2)(d)(ii), 19(3) to 19(4)(c), and 20(1) to 21(8)

- Recruitment procedures are rigorous. The school will use an appropriate range of checks to ensure that adults are suitable to work with children.

- The school knows how to manage a single central record (SCR). The SCR will be recorded using an electronic system.
- The school understands the importance of ensuring that checks on adults are carried out with rigour and that these are appropriately recorded on the SCR.
- 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) to 23(2), 24(1) to 24(1)(b), 24(2), 28 to 28(2)(b)

- The school has ensured that pupils will have sole access to an appropriate number of toilets in the proposed premises. These will be for mixed use with floor-to-ceiling doors. Appropriate washing facilities will be in place.
- Pupils will have access to showers and changing rooms to facilitate physical education (PE) lessons.
- The school will have a medical room for the short-term use of pupils with injuries or medical needs. It will contain a first-aid kit and fold-away bed. The room is located near to the pupil toilets, with hot and cold water available.
- There will be a cold-water dispenser that provides clean drinking water. The dispenser will be clearly marked as drinking water. There will also be hot water for hand washing. The temperature of hot water at the point of use will not pose a scalding risk to users.

Paragraphs 25, 26, 27 to 27(b)

- The premises are already presented to a high standard. They will be well maintained. There is adequate external lighting to ensure that people can safely enter and leave the premises.
- The property is bright, engaging and with adequate room for small groups of pupils to work in suitable acoustic conditions. It includes space for staff and pupils to work one-to-one.

Paragraphs 29 to 29(1)(b)

- Outside areas provide sufficient space for pupils to play and learn. There is ample green space to cover aspects of the PE curriculum and to offer a range of outdoor curriculum activities.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraphs 32(1) to 32(5)

- The website for the proposed school contains links to the required policies mandated in 'the standards'. These include the proposed school's safeguarding and child protection policy, behaviour policy, health and safety policy and admissions policy.

- The proposed school's website is being further developed. It will provide information about the care and support the school proposes to offer. It contains the contact details of the proprietor and identifies the headteacher.
- The school is aware of the requirement to publish inspection reports and examination results on the school website when they become available.
- The school plans to account for the funding it will receive for pupils to relevant local authorities. The current fee structure includes the cost of therapies and interventions that will be provided through the school.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has a complaints policy. It is published on the proposed school website. It clearly sets out how complaints will be handled and the timescales for resolution. The policy includes the option of a panel hearing for parents. It includes information about how to make informal and formal complaints through a three-stage process.
- The school is aware of the requirement to record and store complaints. The complaints policy details procedures for securely keeping copies of complaints and chronology records.
- The standards in this part are likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(2)

- The proprietor will also lead the proposed school. They are recruiting volunteers with a range of educational and financial backgrounds selectively to support them. This board, while not a governing body, will provide governance for the proposed school.
- The director of education has a secure knowledge of the proposed school. They are actively involved in developing SEND provision, curriculum design and staff development.
- Leaders of the proposed school demonstrate that they will actively promote the well-being of pupils. This is evident through their current work as an AP.
- Leaders have established systems and processes that promote pupils' safeguarding, SMSC development and relationships education. Independent careers advice and guidance will be offered to pupils.
- The standards in this part are likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proposed school has a written accessibility policy and action plan in place. The accessibility policy and action plan demonstrate effectively how the proposed school will meet its statutory responsibilities under 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	151242
DfE registration number	371/6016
Inspection number	10368901

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	Journey Education Group
Headteacher	Angela Cousins
Annual fees (day pupils)	£380 per day
Telephone number	01302 492239
Website	www.journeyeducationgroup.co.uk
Email address	hello@journeyeducationgroup.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	27
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	22
Total hours operating as a school per week	22
Total hours of teaching provided per week	19

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	8 to 17	5 to 18	5 to 18
Number of pupils on the school roll	27	28	28

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	28
Number of part-time pupils	27	0
Number of pupils with special educational needs and/or disabilities	27	28
Of which, number of pupils with an education, health and care plan	22	28
Of which, number of pupils paid for by a local authority with an education, health and care plan	27	28

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	1	1

Information about this proposed school

- The proposed independent school is located in Balby, Doncaster. The premises are on the site of Tickhill Road Hospital. The proposed independent school occupies part of the first floor of one of the former hospital buildings. The premises are maintained by NHS England.
- At present, leaders are operating an alternative provision (AP) on the premises of the proposed independent school. If the proposed school is successful in the application to become an independent school, leaders will close the AP and operate solely as an independent special school. Leaders expect that some pupils attending the AP will move into the independent school if registration is successful.
- The proposed school intends to be an independent special school for pupils with a range of SEND, including social, emotional and mental health and autism. Most pupils will have an EHC plan. Places will be commissioned by the local authority in which the pupil lives.
- It is proposed that the school will provide full-time education for up to 28 pupils aged between 5 and 18 years.

Information about this inspection

- This is the school's first pre-registration inspection, commissioned by the Department for Education to evaluate the provider's readiness to open as a school.
- Inspectors checked whether the provider is likely to meet the standards. The inspectors evaluated a range of evidence, including policies and plans relating to each part of the standards.
- The inspectors held discussions with the proprietor, who will also be undertaking the role of headteacher, the director of education, the designated safeguarding lead, the curriculum leader and some members of the newly appointed governing body of the proposed school.
- Inspectors scrutinised health and safety documentation, including the safeguarding and child protection policy. An inspector also checked the school's staff recruitment and vetting processes, and the single central record.
- An inspector undertook a tour of the proposed school building as well as the outside areas to evaluate the suitability of the premises for the purposes of being an independent special school.

Inspection team

David Mills, lead inspector

His Majesty's Inspector

David Penny

Ofsted Inspector

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