

Hampton Bridge School

Barrack Road, Northampton, Northamptonshire NN2 6AF

Inspection date

12 February 2025

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)(g) to 2(2)(i)

- The proposed school has devised a suitable curriculum that consists of three phases, each with its own 'pillars' of knowledge that incrementally develop over time. Pupils' interests will shape the curriculum content, allowing them to gain the knowledge needed over time. The school will ensure that every pupil acquires knowledge from a range of different subjects.
- The curriculum will be adapted to meet the needs and aptitudes of pupils and address any gaps in their learning.
- The proposed school will weave the outcomes stated in pupils' education, health and care plan (EHC plan) through the whole curriculum.
- Pupils will complete a period of induction when they join the school. This will support them to engage with education and understand the school's routines. It will also allow the school to carry out suitable assessments so each pupil follows an appropriate curriculum pathway.
- Pupils will be encouraged to work alongside 'industry experts' to apply their learning in a meaningful way. This will help them to rehearse and apply the key knowledge in a workplace context.
- The proprietor body recognises that some pupils who join the school will be at the early stages of learning to read. It has ensured that an appropriate phonics and reading programme are in place. Staff will be trained to deliver these programmes. Pupils will also have opportunities to read texts from different genres that are linked to their specific interests.
- The proposed school will enhance pupils' understanding of modern Britain through its personal, social, health and economic (PSHE) education lessons and curriculum enhancements.

Paragraphs 2(2) to 2(2)(e)(iii)

- Pupils will study a broad range of subjects. Staff will assess pupils' readiness for the

next stage of learning in each subject.

- The 'community ready' phase of the curriculum will provide pupils with the opportunity to follow their own interests and gain accreditations and qualifications alongside vocational experience.
- The proposed school has a clear pathway for pupils' careers education, linked closely to pupils' interest. It will also ensure that pupils receive independent, accurate and up-to-date careers guidance through an external organisation.

Paragraphs 2A(1) to 2A(1)(b), 2A(1)(d) to 2A(2)

- The proposed school has considered the statutory guidance when deciding what pupils will learn about in relationships and sex education (RSE) and health education.
- Pupils will access an age-appropriate RSE and health education curriculum. The school recognises that pupils will need to understand risks that are appropriate to their context and chronological age. The school will adapt the curriculum to help pupils understand and manage these risks.

Paragraphs 3 to 3(j)

- The proposed school will ensure that staff have the expertise to meet pupils' needs. It will implement rigorous systems to train new staff, ensuring the consistent application of procedures. This includes training on the school's approach to the curriculum, safeguarding and behaviour.
- The proprietor has used research-based approaches to consider how the school's environment and teaching strategies can be used to meet the needs of its pupils.
- The school will enhance its resources to support each pupil's personalised curriculum, such as by providing photography and media equipment.
- Leaders will continuously review how well the curriculum meets pupils' needs. The school will use information gathered from its checks on the curriculum and pupils' learning to inform staff training.
- Additional staff will support pupils' mental health, well-being and personal development, alongside their academic learning.

Paragraph 4

- The proposed school has clear systems in place to assess pupils' knowledge and progress. The proprietor has developed software to monitor pupils' academic and wider development. Parents and carers will be kept informed of their child's achievements.
- 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)(ii)

- The proposed school prioritises building strong relationships between staff and pupils. The curriculum will have a strong focus on developing pupils' self-esteem, confidence and preparation for their next stage in education, training or employment.

- The proposed school will provide pupils with opportunities to learn about the rights and responsibilities of being a British citizen.
- Pupils will have opportunities to self-reflect and learn the importance of making the right moral choices. Staff will model positive behaviours. Following an incident, staff will help pupils understand what happened and how they might respond differently next time.
- The proposed school's curriculum will include visiting speakers from public institutions, such as the police force. This will help pupils understand and develop respect for public institutions and services in England.
- The school recognises its responsibility to present pupils with balanced views. Pupils will learn the importance of showing respect and tolerance for different viewpoints and communities.
- The 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 proprietor body has clear policies and processes in place to establish a strong safeguarding culture at the school. During the induction period, staff will receive specific safeguarding training, including how to use the school's electronic system for recording safeguarding concerns.
- The proprietor body employs a central team that will have an overview of safeguarding in the school. The school, alongside the central team, will analyse safeguarding trends and patterns. The proprietor body will check that the school has acted appropriately when managing safeguarding incidents.
- Leaders will collect information about any existing safeguarding concerns when a pupil joins the school. This information will be used to inform each pupil's risk assessment.
- Suitable systems are in place to monitor and filter pupils' use of online systems.
- Leaders will take appropriate and timely action if a pupil does not attend school and the reason for the absence is unknown.
- The school's curriculum provides pupils with opportunities to understand safety in different contexts, including online.
- Leaders are aware of their responsibilities should an allegation be made about the behaviour of an adult towards a pupil.

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

- The behaviour policy recognises the needs of the pupils who will attend the school. Each pupil will benefit from an individualised approach that is designed to meet their needs. Staff training to manage pupils' behaviour will focus on building positive relationships and on the use of de-escalation strategies.
- The school's online management system will be used to record any incidents of poor behaviour, including bullying.
- Pupils will learn about different types of bullying through PSHE lessons. The school

will help pupils to develop empathy and understanding. Staff will support pupils to reflect and learn about different social situations.

Paragraphs 11 to 13

- Leaders have put suitable policies in place for health and safety, managing fire risk and first aid. They carry out suitable health and safety checks and fire safety checks. Appropriate records of these checks will be kept and reviewed by the group's central team so that any issues identified can be dealt with quickly. External professionals will complete some of these checks to ensure that there are no issues.
- Staff will complete health and safety, fire safety and first-aid training as part of their induction when they join the school.
- The school's buildings and the outside spaces are well maintained. Leaders have made significant improvements to the accommodation to make sure that it is suitable.
- 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 through agreed systems.

Paragraph 14

- Staffing levels will allow for the appropriate supervision of pupils, both during the school day and when pupils take part in off-site visits. Pupils will be linked to a 'base group'. A team of staff will have oversight to meet the needs of each pupil in the group.

Paragraph 15

- The admission register will contain all the information required about pupils who are on the school's roll. A system is in place to record and track pupils' attendance.

Paragraphs 16 to 16(b)

- The risk assessment policy outlines the school's expectations for managing various risks, including site safety, trips and visits. It explains how to assess and evaluate risk, who is responsible for these processes and how often risk assessments should be reviewed. Pupils will also have individual risk assessments.
- Risk assessments will be updated whenever necessary to ensure that they remain relevant and reflect the school's and pupils' current circumstances.
- The 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), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)

- Appropriate staff, including representatives of the proprietor body, have undertaken training in safer recruitment. They understand their duty to carry out the necessary recruitment checks to ensure new staff are suitable to work with pupils.
- Appropriate recruitment checks are undertaken on members of the proprietor body.
- The school does not intend to use supply staff. However, the school understands its responsibilities should it need to use the services of a staff supply agency.

- Recruitment checks are appropriately recorded on the single central record.
- The school is likely to meet all 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)

- The proposed school is located in a listed building. This means that some adaptations to the building have been restricted due to building regulations, including changes that would further support accessibility arrangements.
- The school has ensured that pupils will have sole access to an appropriate number of toilets in the proposed premises. Some of these facilities will be for mixed use. These toilets can be secured from the inside and are intended to be used by one pupil at a time. Appropriate washing facilities are close to the toilets.
- The school will use local recreational facilities to provide a bespoke physical education (PE) curriculum for its pupils. The school will access showers and changing rooms facilities at these venues. Appropriate supervision ratios and risk assessments are in place for their use.

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, with a toilet nearby.

Paragraphs 25 to 27(b)

- The school site and the buildings are secure so that pupils will be kept safe.
- The school has ensured that the acoustics in each room are suitable.
- The rooms are decorated to reflect the school's educational philosophy. Teaching spaces are appropriately lit and have access to natural light.
- Exterior lighting operates automatically when activated.

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

- Each 'base room' contains a kitchenette area. The water in these areas is clearly marked as suitable for drinking. Some rooms have a water dispenser. Hot water is accessible for handwashing. The temperature of this hot water does not pose a scalding risk to users.

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

- A courtyard to the rear of the building will provide an outdoor space. This area is secured with fencing and a gate. Should the school admit young pupils, this space will also be used to deliver the PE curriculum.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(c), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii), 32(2)(d)

- The proposed school has a website. This contains all the information necessary,

including the behaviour policy, the complaints policy and information about the ethos and values of the school. It also contains contact details for the proprietor and the governing body.

- There is a system in place that will provide parents with an annual written record of each registered pupil's progress.
- The school understands and will keep annual accounts showing the income and expenditure incurred by the school when a pupil is wholly or partly funded by a local authority.
- The school is likely to meet the standard in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 33 to 33(k)

- The school's complaints policy is available on the school's website and on request.
- The policy outlines what parents should do if they have a concern about any aspect of the school's work. Each stage for dealing with complaints is clearly explained and the timeframe for each step is provided.
- The proprietor recognises that it will need to retain a written record of all complaints and the subsequent actions that came from them.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(c)

- The proprietor body has a proven track record in the leadership and management of independent special schools. It has an extensive support team that brings expertise to areas such as health and safety, recruitment and facilities management. The proprietor body has established a local governing body to aid checks on the school's work. Governors have a comprehensive understanding of the standards.
- Staff have a broad range of experience in special school settings. The proprietor body has systems to monitor the school's work. The proprietor will make checks to support the school and hold it to account, ensuring that it keeps improving.
- The school can demonstrate how it will actively promote the well-being of pupils. This is evident through the work already done in readiness for the proposed school opening.
- The standards in this part are likely to be met if the proposed school opens.

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 special educational needs and/or disabilities (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	151237
DfE registration number	941/6003
Inspection number	10363262

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 category	Independent day school
Proprietor	Spaghetti Bridge Ltd
Chair	Stephen Bradshaw
Headteacher	Kim Duff
Annual fees (day pupils)	£64,763
Telephone number	01604 215152
Website	www.hamptonbridgeschool.co.uk
Email address	admin@hamptonbridgeschool.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	6 to 18	Not applicable
Number of pupils on the school roll	Not applicable	70	Not applicable

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	70
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	70
Of which, number of pupils with an education, health and care plan	Not applicable	70
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	70

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	19
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	1	23

Information about this proposed school

- The proposed independent school is located in central Northampton on the site of a former college and convent. The school building is listed. It has been suitably adapted for its proposed use.
- The proposed school will provide full-time education for pupils with SEND, aged between six to 18 years.
- Pupils who will attend this school will have an EHC plan. Some of these pupils may be in the care of the local authority.
- The proposed school will provide education for pupils with needs related to speech, language and communication and social, emotional or mental health. Pupils are likely to have a diagnosis of autism and/or attention deficit hyperactivity disorder.
- The proposed school is not likely 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 to determine whether the 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 director of service development and staff with oversight of education and safeguarding.
- The inspector conducted a tour of the proposed site to check the premises against part 5 of the standards.
- The inspector met with staff who have oversight of the school's health and safety arrangements.
- The inspector scrutinised a wide range of documents, including policies, curriculum plans and information on 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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