# Intuition Holistic Education

20 Rosslyn Road, Longton, Stoke-on-Trent, Staffordshire ST3 4JD

Unique reference number (URN): 145950

## Progress monitoring inspection report: 10 March 2026

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

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards (the standards) and other requirements that it was judged to not comply with at its previous inspection.

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

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the standards first. Under part 8, the proprietor is required to ensure that the school consistently meets all the standards. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

At the time of the school's last standard inspection, it was found that those responsible for governance and leadership did not work effectively to ensure that all standards were consistently and securely met.

Since that inspection, the proprietor and leaders have taken determined and effective action to address the weaknesses identified at the previous inspection. They have substantially strengthened the curriculum across subjects, ensuring that plans are now coherent, sequenced and ambitious. They have also introduced more robust systems for checking teaching, reviewing pupils' work and monitoring assessment information. These developments demonstrate leaders' improved skills, knowledge and understanding of what is required to meet the independent school standards.

Safeguarding arrangements continue to be secure and reflect a strong, proactive culture. Leaders ensure that staff are well trained, that recruitment checks are thorough, and that safeguarding practice is regularly reviewed. They also work constructively with external agencies and maintain open, transparent communication. These actions show leaders' capacity to prioritise pupils' welfare effectively.

The proprietor has ensured that internal quality assurance has become more systematic. Leaders now consistently use learning walks, book looks, progress meetings and curriculum reviews to strengthen consistency across subjects. Staff understand expectations clearly and speak positively about the more structured guidance they receive. Leaders have also made purposeful use of external support and networking to refine curriculum quality and raise expectations.

However, the significant improvements have not yet been in place long enough to demonstrate that the independent school standards can be met consistently over time, which is required for this standard to be judged as met.

## Part 1. Quality of education provided

### Curriculum

At the last inspection in September 2025, inspectors found variability in how well the school's curriculum was sequenced and delivered. In several subjects, leaders had not identified the essential knowledge pupils needed or ensured learning was built securely over time. In English, the curriculum lacked ambition and did not develop pupils' reading or writing effectively.

Since the previous inspection, the school has implemented a substantially strengthened curriculum policy supported by detailed, long-term and medium-term plans. These are now in place across all subjects sampled, including English. The plans set out coherent, sequenced learning that builds pupils' knowledge in a logical manner and reflect a significant improvement from the last inspection.

The curriculum now takes clear account of pupils' ages, aptitudes and needs, including those with education, health and care plans. Adaptations are systematically built into planning and align with personalised support plans. These include differentiated pathways, scaffolded tasks, sensory and regulation strategies, and clearly specified expectations for pupils working at different stages. Curriculum documentation and observed lessons show that these adaptations are planned proactively rather than reactively.

Implementation of the curriculum is now evident in classrooms. Sampling of pupils' books across subjects shows that teachers follow the curriculum structure with fidelity, and that pupils are building knowledge over time. This consistency demonstrates that curriculum plans are not only written but are being used effectively in day-to-day practice.

## Teaching

At the time of the last inspection, in subjects with less precise curriculum content, lessons often did not align with intended learning, leaving pupils completing tasks that were either too simple or not well understood. Targets for pupils with special educational needs and/or disabilities (SEND) were too broad to guide effective teaching adaptation, and leaders' quality assurance processes failed to identify these weaknesses, resulting in unmet independent school standards.

Since that inspection, considerable work has been done to refine and improve the quality of teaching. Teaching now enables pupils to acquire new knowledge and make progress in line with their abilities. In the lessons observed, teachers began by revisiting prior learning, used structured routines, and helped pupils build increasingly complex knowledge, including in English and mathematics. Pupils demonstrated growing confidence, and staff provided appropriate support to pupils with social, emotional and mental health needs, enabling them to engage with the learning.

Lessons are now planned in line with the improved curriculum. Evidence from books shows well-sequenced learning and clear progression over time. Teaching methods, including modelling, structured questioning and scaffolded activities, are used effectively. Staff manage class time well and create calm, purposeful environments in which pupils feel secure.

Teachers show a secure understanding of pupils' aptitudes, needs and prior attainment. Adaptations are particularly strong in mathematics and increasingly evident in other subjects. Staff use personalised strategies such as sensory tools, chunked instructions and targeted support. Pupils with anxiety or regulatory needs are supported consistently in lessons.

Teachers demonstrate secure subject knowledge. Curriculum plans in English, science, mathematics and humanities show ambitious content, including challenging texts, analytical concepts and age-appropriate scientific enquiry. This is reflected in teaching and in pupils' books.

## Assessment

At the last inspection, the school's assessment framework was not consistently developed across all subject areas. As a result, teachers were not consistently using assessment to inform next steps in learning. This meant that, in some subjects, the school had designed coherent sequences of learning that enabled pupils to build their learning over time, but this was not the case in all subjects.

Since that inspection, a clear assessment framework is now embedded. Pupils' work is marked regularly and thoroughly with explicit criteria. Staff use assessment checklists, skills ladders and moderated judgements to plan next steps. Leaders now routinely review assessment information through book looks, lesson visits and data discussions.

The proprietor has now ensured that these standards are met.

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

### Safeguarding

Safeguarding arrangements continue to be effective. The school has a suitable, up-to-date safeguarding policy and follows statutory guidance. Staff know how to report concerns and receive regular training. The safeguarding culture is consistently strong, with leaders demonstrating vigilance and professional curiosity. Pupils report feeling safe, listened to and well supported.

Record-keeping is secure and well organised. Case files sampled show timely decision-making, appropriate referral to external agencies, and consistent multi-agency working. The school's use of digital reporting systems supports rapid information-sharing and accurate chronologies.

Safeguarding practice is embedded across the school day, including through trauma-informed approaches, strong relationships, regulation strategies and proactive adaptations in lessons. Staff understand their roles and take appropriate action to keep pupils safe.

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

### The recruitment checks made on staff, supply staff and the proprietor

Since the last inspection, there have been staff appointments at the school. Leaders continue to carry out thorough pre-employment checks, including enhanced DBS checks, identity verification, right-to-work and qualification checks. There is clear evidence of safer recruitment practice at each stage, including consistent application forms and structured interviews. Records are updated without delay and subject to internal quality assurance. Induction procedures ensure that new staff understand safeguarding responsibilities from the outset. This includes policy training and guidance on reporting concerns.

### The single central record of these recruitment checks

The school's single central record is complete and complies with requirements.

## About this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection was conducted without notice. This was the school's first progress monitoring inspection. The DfE required the school to produce an action plan following the standard inspection in September 2025. Ofsted evaluated the school's action plan on 4 December 2025 and found it acceptable.

The school's last standard inspection took place in September 2025, during which it was judged to require improvement.

Inspectors spoke with the principal, assistant principal and school business manager during the inspection. The lead inspector met with the school's proprietor. The inspector visited lessons, sampled pupils' work and spoke to pupils about their experiences at the school.

The inspectors confirmed the following information about the school:

The school caters for up to 12 pupils with special educational needs and/or disabilities. Pupils who attend the school have complex social, emotional and mental health needs, including anxiety resulting from trauma faced in education and life in general. A range of local authorities place pupils in the school.

There has been one change to the teaching staff group since the last inspection.

The school currently uses one unregistered alternative provision for a small number of its pupils.

| **Lead inspector** | |
|---|---|
| Chris Pollitt | His Majesty's Inspector |

## About this school

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|---|---|
| Proprietor | Emma Shutt |
| Headteacher | Mrs Amy Clewlow |
| Type of school | Other independent special school |
| Capacity | 12 |
| Number of full-time pupils of compulsory school age on roll | 10 |

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|---|---|
| Number of part-time pupils of compulsory school age on roll | 1 |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Annual fees for day pupils | £49,000 |
| Email address | office@intuitionschool.co.uk |

## Annex. Independent school standards and national minimum standards

**Independent school standards that the school does not meet**

**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;

**Independent school standards requirements that the school now meets**

**PART 1: Quality of education provided**

- 1. The standards about the quality of education provided at the school are those contained in this Part.
- 2. (1) The standard in this paragraph is met if—
  - (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; and
  - (b) the written policy, plans and schemes of work–
  - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught; and
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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