

# Westbourne School

Huthwaite Road, Sutton-in-Ashfield, Nottinghamshire NG17 2EL

**Inspection dates**

12 March 2019

**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 curriculum provides balanced experiences for all pupils across each of the required areas of learning. The curriculum policy sets out a timetable which includes core learning for all pupils in key stages 3 and 4, including English, mathematics, science, computing, humanities, art and design technology, and physical education. Senior leaders have prepared schemes of work for each subject in the curriculum.
- Key stage 4 pupils will have access to a range of vocational options, including catering, hair and beauty, mechanics, construction and sport. Each pupil will have the opportunity to undertake work experience, integrated with careers advice and guidance provided by Nottinghamshire independent careers service.
- The school recognises that some pupils may not be ready to move into further education or training elsewhere at the end of Year 11. The post-16 curriculum will provide the opportunity for students to reinforce and extend learning from key stage 4. The emphasis of the curriculum will be on the development of independence skills and preparation for further education and employment.
- Planned teaching groups will generally have no more than six pupils. Additional one-to-one support will be provided for some pupils depending on the requirements in their education, health and care plans. The curriculum throughout the school will be supported by therapeutic provision, including speech and language therapy. Senior leaders are experienced in working with pupils who have a diagnosis of autistic spectrum disorder (ASD) and those who have social, emotional and mental health difficulties.
- The policy to support the provision for pupils with special educational needs and/or disabilities demonstrates how subjects will be individualised to meet the variety of learning and personal needs of pupils. Throughout the curriculum, appropriate adaptations will be made, additional support provided, and interventions planned in response to pupils' individual education, health and care plans.
- Throughout the school's policy documents, there is an appropriate emphasis on the promotion of British values, including the personal, social, health and economic

(PSHE) education programme and a range of additional subjects and experiences. Similarly, appropriate attention is given to developing pupils' understanding of the protected characteristics in the 2010 Equality Act.

*Paragraph 3, including all related sub-paragraphs, and paragraph 4*

- The school's teaching and learning policy sets clear expectations for lesson planning and structure. All pupils will be assessed on entry to the school to identify their starting points. Pupils' work in each subject will be assessed at regular intervals and progress tracked. Senior leaders will have access to software to track progress and to analyse pupils' outcomes.
- The school will provide a range of external accreditation, including functional skills and GCSE options. Additional, extended qualifications will be available on an individual basis for the most able pupils who may require level 3 vocational courses or A-level study.
- The school is likely to meet all the standards in this part.

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

*Paragraph 5 and all related sub-paragraphs*

- Senior leaders have planned appropriately for the spiritual, moral, social and cultural development of pupils. They have established policies for PSHE, citizenship and teaching British values.
- The school's planning includes a number of themed days. These include, for example, zero discrimination day, world water day, Nelson Mandela day and world refugee day. Activities in assemblies and through the curriculum will enable pupils to consider individual liberty, together with significant local and national festivals.
- School policies and planned activities demonstrate the school's commitment to promoting British values. Examples within the curriculum include topics based on crime and the law, charity fundraising, and opportunities to contribute to the local and wider community.
- The curriculum also pays regard to the protected characteristics in the Equalities Act, through the study of sex and relationships, including the variety of individual and family relationships within British society.
- Pupils will be introduced to the diversity of faiths and cultures within Britain, considering contrasting lifestyles and beliefs. They will be encouraged to respect a variety of ethnic and cultural groups and the contributions that these groups make to life in modern Britain.
- Pupils will be encouraged to develop confidence and independence to equip them to contribute effectively to the school community, by taking on responsibilities and preparing for future employment and further study.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

*Paragraph 7 and all related sub-paragraphs*

- The school's safeguarding policy has regard to the latest government guidance. The school's planned induction training for all staff includes appropriate training in

safeguarding. The headteacher is trained to fulfil the role of the designated safeguarding lead and will be supported by a deputy. They are to manage any referrals by the school. The chair of the governing body is appropriately trained and experienced to fulfil the responsibilities of the designated governor.

- The school's policy provides appropriate definitions and indicators of abuse, together with contact details of local services and agencies, including the local authority designated officer. The policy provides clear guidance for staff on managing any disclosures or concerns, including details of recording and reporting arrangements.
- The policy provides additional advice and guidance on managing cases of concern, including peer-on-peer abuse and bullying, children missing education, radicalisation and sexual exploitation. The policy is appropriately linked to sources of statutory guidance, which contribute to the mandatory training requirements for all staff. Guidance is also included about managing any allegations about staff.

*Paragraph 9 and all related sub-paragraphs, and paragraph 10.*

- Senior leaders have produced suitable policies for promoting good behaviour and discipline. Central to the school's approach will be a restorative justice approach, which is intended to develop pupils' understanding of the consequences of their actions and the acceptance of responsibility to contribute to reparation. The school's anti-bullying policy stresses a similar approach.
- Arrangements are in place for the recording of behavioural incidents and the evaluation of patterns of behaviour and pupils' response to reparation.

*Paragraphs 11 to 15*

- The proprietor has produced a comprehensive set of policies and procedures for managing all aspects of health and safety. The school's facilities manager has established detailed procedures for regular checks on all aspects of premises health and safety, including fire safety.
- The proprietor has ensured that a detailed premises fire-risk assessment has been completed, together with risk assessments for all aspects of the premises and related activities. The facilities manager has commenced regular checks and records related to all aspects of premises and fire safety. Arrangements are in place for regular servicing and maintenance of all services and equipment by external contractors.
- Additional policies and procedures have been produced for first aid, together with arrangements to ensure that all staff are suitably trained. Registers are in place to record pupils' admissions and attendance.

*Paragraphs 16 and all related sub-paragraphs*

- The proprietor has produced a risk assessment policy, together with templates for the assessment of risks in all areas of the premises, classroom activities and off-site activities. Risk assessments for each individual pupil will be produced at the point of admission to the school.
- The school is likely to meet all the standards in this part.

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

##### *Paragraphs 18(1) to 18(3)*

- Senior leaders are trained in safer recruitment and have produced a suitable policy for the recruitment of staff. All required checks on staff suitability, including enhanced checks with the disclosure and barring service, have been completed for staff already appointed. These include checks on identity, medical fitness and the right to work in the United Kingdom. Checks are also completed to ensure that no member of staff is barred from working with children or is subject to a prohibition order.

##### *Paragraphs 19(1) to 19(3)*

- The school's recruitment arrangements include suitable checks on any member of staff recruited through an employment agency. School leaders are aware of the recruitment information required from the agency before a member of staff commences work at the school.

##### *Paragraphs 20(6) to 20(6)(c)*

- The proprietor has completed the required checks on the suitability of members of the proprietorial body and the school's governing body. These include checks on disqualification or prohibition from management.

##### *Paragraphs 21(1) to 21(7)(b)*

- The proprietor has created a suitable template to record details of all required recruitment checks for staff, supply staff, and members of the proprietorial board and governing body. Details of existing members of the proprietorial body and staff have been entered on this single central register.
- The school is likely to meet all the standards in this part.

#### Part 5. Premises of and accommodation at schools

##### *Paragraphs 23(1) to 24(2)*

- The premises and accommodation have been refurbished to a high standard. They meet all the requirements for the provision of toilet and washing facilities, and the provision of suitable medical facilities, including accommodation for the short-term care of any sick or injured pupils.
- Physical education will be taught at local off-site facilities, which provide suitable changing rooms and showers.
- Classrooms are of a suitable size to support effective learning, including high-quality vocational workshops to support the planned curriculum. These currently include specialist facilities for catering, design technology, hair and beauty, together with specialist rooms for science and computing.
- A dedicated room is provided as the base for post-16 independent learning and group teaching. Teaching spaces are supplemented with spaces to accommodate planned therapies, a sensory room and safe spaces for pupils to self-regulate and reflect when managing individual moments of stress.

*Paragraphs 25 to 28(2)(b)*

- Good attention has been given to health and safety requirements throughout the premises, including in specialist teaching rooms and vocational workshops. Acoustics and lighting are suitable to enable effective learning.
- External lighting has been provided to ensure safe access to and from the premises. Appropriate emergency lighting is in place.
- Water supplies meet requirements for temperature control of hot water and labelled drinking water in suitable locations.

*Paragraphs 29(1) and all related sub-paragraphs*

- The external boundaries of the school are securely fenced. The outside space has been suitably surfaced to provide appropriate external areas for play and recreation.
- There is a suitable range of facilities for safe and effective learning.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

*Paragraphs 32(1), 32(b) and all related sub-paragraphs*

- The school's website, which is under construction, will provide parents and carers with access to all required school policies and information. The proprietors and headteacher have a secure understanding of the requirements within the independent school standards in relation to the provision of information.
- All school policies, including that regarding safeguarding, are currently available on request. Senior leaders have plans to ensure that details of pupils' academic performance, and the report of any Ofsted inspection of the school, are provided to parents. A template has been constructed to provide termly progress reports to parents. They also have clear plans to provide an account of income and expenditure to placing authorities.
- The 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 proprietors have created a complaints policy and procedures which take full account of the requirement for informal, formal and appeals stages to the investigation and resolution of any complaints. They have taken full account of the requirements of the independent school standards, including those for appropriate record-keeping, confidentiality and timelines.
- The complaints policy and procedures will be available to parents through the school's website, which will be completed before the school opens. It is currently available on request.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1) and all related sub-paragraphs*

- The school's proprietors and senior leaders are very experienced in establishing and

operating schools catering for pupils in the proposed age range with similar learning needs and personal characteristics. They understand the requirements for successful provision for pupils with ASD and/or social, emotional and mental-health difficulties. They have applied their experience effectively to the production of policies and the creation of appropriate systems and procedures for Westbourne School.

- The prospective headteacher has appropriate experience of senior leadership in a similar setting. He has worked closely with the proprietors and contractors to ensure that the development of the premises and accommodation meets the needs of prospective pupils. He has led the production of extensive policies, procedures and records tailored to the requirements for high-quality education in this setting.
- The proprietor and senior leaders have ensured that all the independent school standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The school is likely to fulfil its 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	146288
DfE registration number	891/6041
Inspection number	10093628

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 special school
School status	Independent school
Proprietor	Acorn Care and Education
Chair	Lynette Edwards
Headteacher	Leo Guy
Annual fees (day pupils)	£55,417 to £81,861
Telephone number	01623 392 430
Website	<a href="http://www.westbourneschool.org">www.westbourneschool.org</a>
Email address	<a href="mailto:info@westbourneschool.org">info@westbourneschool.org</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	49	49

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	Up to 49	Up to 49
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	49	49
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	49	49
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	49	49

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	13
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this proposed school

- Westbourne School is located in Sutton-in-Ashfield in Nottinghamshire. This new school occupies premises previously used as a college of further education. The internal spaces have been reconfigured and refurbished to provide full-time education for up to 49 pupils in the age range 11 to 18 years.
- The school is due to open once registration is approved by the Department for Education.
- Westbourne School is seeking registration as an independent school for pupils with ASD and/or social, emotional and mental health difficulties. The proprietor is Acorn Care and Education, which provides residential care and education for pupils across the country.
- The school does not propose to use the services of any additional external providers.

## Information about this inspection

- This inspection was commissioned by the Department for Education to assess whether the school is likely to meet all the independent school standards if registered as an independent school. This is the school's first pre-registration inspection.
- The inspector met with the prospective headteacher together with the acting assistant director, who is also the chair of the governing body for the school. He also conducted a telephone call with the chair of the proprietorial body.
- The inspector toured the premises and accommodation. The premises are ready for occupation once registration with the Department for Education has been approved.
- The inspector scrutinised several school policies, procedures and records to check the school's likely compliance with the independent school standards. He discussed all aspects of policy implementation with the headteacher and the chair of the governing body.

## Inspection team

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David Young, lead inspector
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Ofsted Inspector
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