

Westbourne School

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

Inspection date

19 October 2021

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- The proprietor has a suitable curriculum policy for the school. The policy is supported by appropriate schemes of work to meet the needs of pupils.
- The policy sets out how each pupil will be taught according to his or her individual needs. This includes planning for younger pupils if the material change is implemented.
- There are curriculum plans to support the development of pupils' knowledge in a range of subjects. For example, in science, plans show that pupils can progress their scientific knowledge from key stage 2 through to GCSE or vocational awards.
- Leaders prioritise the development of reading skills. The proprietor is in the process of developing a bespoke systematic approach for the teaching of reading for pupils who are at an early stage of learning to read. Leaders are working with colleagues in primary schools to develop an approach that will better support pupils with special educational needs and/or disabilities (SEND) to learn to read using phonics.
- Pupils will take part in a range of physical activities through the outdoor-based education activities. Pupils can take part in The Duke of Edinburgh's Award scheme.
- The school has an aspirational careers education programme that is planned to start from key stage 2. Pupils are prepared for their lives beyond Westbourne through focused life skills lessons.
- The proprietor has ensured that there is a relationships and sex education policy for the school. This policy is published on the school's website. Pupils learn about healthy relationships and receive sex education appropriate to their age and stage of

development. Teachers work closely with parents and carers to plan the content of lessons for individual pupils.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- There is an appropriate procedure for monitoring and evaluating pupils' performance. Leaders check pupils' individual needs when they arrive at the school. They use this information and the information contained within pupils' education, health and care (EHC) plan to determine curriculum pathways for pupils.
- Pupils are assessed frequently to make sure that they make good progress towards achieving the outcomes stated in their EHC plans. Teachers keep written records of the progress pupils make academically, socially and personally.
- The proprietor often checks the quality of education the school provides. Leaders have robust systems in place to monitor the impact of teachers' delivery of the curriculum.
- Leaders propose to increase the number of pupils from 49 to 85 and to admit pupils from eight years of age if the material change is implemented. They intend to employ extra appropriately qualified staff to accommodate these changes.
- The school is likely to meet all the standards in this part if the material changes are implemented.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The school's ethos is embedded through its 'ASPIRE' principles. These principles are threaded throughout the curriculum. Leaders want to provide pupils with the best possible opportunities to become responsible citizens. For example, in the personal, social, health and economic (PSHE) education programme, pupils learn about living in the wider world, how to establish effective relationships and the importance of good health and well-being.
- Curriculum plans show leaders' commitment to teaching pupils about fundamental British values. There is a suitable spiritual, moral, social and cultural policy in place. Weekly outdoor education provides pupils with opportunities to relate to the natural environment, experience the changing seasons and interact with a wider circle of their peers. In PSHE education, pupils learn about equal rights and financial management.
- The school's pastoral support and nurture curriculum support pupils' social and emotional development. Pupils can take part in activities such as rock climbing, mountain biking and archery. Therapeutic interventions help pupils to understand others and manage their own feelings and emotions.
- If the material changes are approved, pupils will have more opportunities to socialise and improve their communication skills. The additional site will provide a calm space for some pupils who struggle with high levels of anxiety.
- The school is likely to meet all the standards in this part if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school's safeguarding policy is up to date with the latest statutory guidance. It is published on the school's website.
- Staff are trained to keep pupils safe. Qualified designated safeguarding leads closely monitor any concerns about pupils. They work effectively with external agencies to support pupils and their families.
- Curriculum plans show that pupils learn about potential risks and learn how to keep themselves safe. They learn about online safety and the threats posed by extremism and harmful sexual behaviour.

Paragraphs 11, 12

- There is a comprehensive health and safety policy for the school. This policy is appropriate for the new site. Regular checks on the building identify promptly any maintenance work that needs to be done to keep staff and pupils safe.
- The proprietor has ensured that the new site complies with the Regulatory Reform (Fire Safety) Order 2005. Basic fire risk assessments are carried out monthly by the school's facilities manager. An external fire risk assessment is planned to take place shortly. Staff have received fire safety training.

Paragraph 14

- Supervision ratios are high. Leaders have carefully considered the individual needs of pupils. The proprietor has in place suitable arrangements for the proposed change in in age range and the increase in the number of pupils. Leaders have appointed experienced teachers for the primary age range.

Paragraph 16

- There is an appropriate risk assessment policy. The policy is suitable for the additional site. Leaders ensure that where risks are identified, suitable measures are put in place to keep pupils safe.
- The school is likely to meet the standards in this part if the material changes are implemented.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders ensure that all checks that are required to confirm that adults are suitable to work with children have taken place. They follow safer recruitment procedures when appointing new staff.

- Leaders keep a single central record to record the checks carried out on staff, governors and members of the proprietorial body. They ensure that appropriate checks are also made on supply and agency staff.
- The school is likely to meet all the standards in this part if the material changes are implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proprietor has purchased a building previously used as a school. The proprietor proposes to use this building as an additional site for Westbourne School. The building has been decorated and furnished to a good standard. It is fully accessible.
- The proprietor has designed the interior of the additional site to reduce pupils' levels of anxiety. For example, sensory rooms have been decorated and lit with controllable lighting to provide pupils with safe spaces where they can feel calm.
- The proposed site has adequate internal and external lighting. Classrooms are spacious and have good acoustic conditions. Furniture is appropriate for the use of pupils of primary age and above.
- There is a room for the short-term medical care of pupils. The room has washing and toilet facilities, a bed and first-aid provision.
- There are separate toilet and washing facilities provided for pupils. These have an adequate supply of hot and cold water. Leaders ensure that the hot water does not pose a risk from scalding. The toilet facilities are suitable to accommodate the proposed change in age range and the increase in pupil numbers.
- Water suitable for drinking is clearly labelled as such. It is accessible for pupils at different points throughout the building.
- There is suitable outside space for pupils to play. The grounds are secure.
- In addition to outdoor education, leaders also use the next-door leisure centre for pupils' physical education. There are showers available for use within the school and at the leisure centre.
- The school is likely to meet all the standards in this part if the material changes are implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders demonstrate a thorough understanding of the independent school standards. The new headteacher has relevant expertise. The proprietor maintains diligent oversight of the work of the school. There is a robust system in place to ensure that leaders are held to account for the progress and well-being of pupils.

- Leaders are ambitious for the quality of education they can provide for pupils. They have requested the proposed changes in response to a growing demand for special-school places for pupils with increasingly complex needs. The proposed site, which is located a short distance from the main school site, will provide more space for pupils.
- The school is likely to meet the standards in this part if the material changes are implemented.

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 that are relevant to the material change.

School details

| | |
|-------------------------|----------|
| Unique reference number | 146288 |
| DfE registration number | 891/6041 |
| Inspection number | 10207239 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

| | |
|--------------------------------------|--|
| Type of school | Other independent special school |
| School status | Independent school |
| Proprietor | Acorn Care and Education Ltd |
| Chair | Richard Power |
| Headteacher | Darren Harte |
| Annual fees (day pupils) | £55,000 to £70,000 |
| Telephone number | 01623 392430 |
| Website | www.westbourneschool.org |
| Email address | info@westbourneschool.org |
| Date of previous standard inspection | 8 to 10 June 2021 |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 11 to 18 | 8 to 18 | 8 to 18 |
| Number of pupils on the school roll | 27 | 85 | 85 |

Pupils

| | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Mixed | Mixed |

| | | |
|--|----|----|
| Number of full-time pupils of compulsory school age | 27 | 85 |
| Number of part-time pupils | 0 | 0 |
| Number of pupils with special educational needs and/or disabilities | 27 | 85 |
| Of which, number of pupils with an education, health and care plan | 27 | 85 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 27 | 85 |

Staff

| | School's current position | School's proposal |
|---|----------------------------------|--------------------------|
| Number of full-time equivalent teaching staff | 35 | 42 |
| Number of part-time teaching staff | 0 | 0 |

Information about this school

- Westbourne School received a standard inspection on 8 to 10 June 2021.
- The school caters for pupils with autism spectrum disorder and social, emotional and mental health difficulties. All pupils have an EHC plan.
- The school uses two alternative providers: West Nottingham College in Mansfield, which is a registered provider, and Blend Youth Project in Alfreton, which is an unregistered provider.

Information about this inspection

- The Department for Education commissioned Ofsted to carry out this inspection because the proprietor had applied to make material changes to the school's registration. The proprietor proposes to lower the age at which pupils may be admitted to the school to eight years old. The proprietor proposes to use a second premises for the school and increase the maximum number of pupils from 49 to 85. The additional premises are located at Church Avenue, Lammas Road, Sutton-in-Ashfield NG17 2EB.
- The inspector met with the headteacher and the primary specialist leader. She held a telephone conversation with the chair of the governing body, who is a regional director of education on behalf of Acorn Care and Education Ltd. The inspector also met with the designated safeguarding lead.
- The inspector undertook a tour of the proposed additional school site with the headteacher and facilities manager.
- The inspector scrutinised a range of documentation, including policies and procedures relating to safeguarding, health and safety, and curriculum planning.
- The inspector checked the school's single central record and the information provided on the school's website.

Inspection team

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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