

Springfield House School

Springfield House, Wheel Lane, Pilling, Lancashire PR3 6HL

Inspection date

22 July 2020

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

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)

- The school's curriculum policy details a broad range of subjects that will be studied. This is similar to the range of subjects in the national curriculum for key stage 3 and key stage 4. The focus of the school is to get pupils back into mainstream education by gaining relevant qualifications, such as functional skills awards. Detailed schemes of work, many from accredited sources, are in place to ensure that they can study up to GCSE level. Leaders have linked these published schemes to their aims for the school. The plans for pupils' learning cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- In key stage 5, the school has appropriate plans in place to provide relevant qualifications, such as GCSEs in English and mathematics, where these have not previously been achieved. The school aims to adapt their provision towards students' aptitudes by ensuring that there are opportunities for further relevant academic study alongside vocational pathways.
- There are systems in place to assess pupils' learning needs on entry to the school. These assessments combine an educational and therapeutic approach so that they are holistic in scope. Leaders aim to meet pupils' needs by diagnosing their next steps academically and in their personal and social development.
- The school's policy for assessment indicates how the school will meet the needs of pupils with special educational needs and/or disabilities (SEND). Individual plans for each pupil will help to direct their education towards studying for the qualifications that best meet each pupil's next steps in learning.

Paragraph 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)(i)

- The personal, social, health and economic (PSHE) curriculum follows a published scheme, which is structured to progressively help pupils to build their confidence and self-awareness. It is intended that units of work help pupils to learn about

fundamental British values. Pupils will also have opportunities to develop their understanding of equalities and how they can respect their own and other cultures.

- Leaders aim to meet the Gatsby Benchmarks with their careers guidance. They aim to ensure that pupils receive impartial advice by offering careers interviews with an independent company for pupils in key stage 4 and key stage 5. There is a comprehensive programme of careers activities planned for pupils in all key stages.

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

- There are arrangements in place to continually assess pupils' progress in learning through a combination of formal tests and pupils' own self-assessment.
- Resources are organised so that pupils can access the curriculum. Leaders have plans to order more resources, such as further equipment for an on-site gym. This presently has enough exercise equipment in place to enable pupils' physical development to take place.
- The proprietor has ensured that the standards in this part are likely to be met.

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 well-being programme links with subjects across the curriculum. Leaders' calendar of spiritual and cultural events will be used to help pupils to develop a strong awareness of different cultures and beliefs. There is a heavy emphasis in the curriculum of developing pupils' moral and social understanding and skills.
- The school's behaviour policy and curriculum plans show that pupils will be supported to reflect upon their own feelings and to help pupils to understand and improve their own behaviour.
- Leaders have appropriate plans in place to teach British values. For example, there are units of study on the rule of law, democracy and individual liberty for key stage 3 and key stage 4 pupils to study. The PSHE curriculum includes work to enable pupils to develop respect for others' beliefs and opinions and to value diversity.
- The curriculum for religious education shows that pupils will have opportunities to learn about other cultures and religions, such as Islam in key stage 3.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10

- The proprietor has ensured that there is an appropriate policy for safeguarding. It contains flowcharts and clear guidance for staff about the procedures that they must follow in the event of any safeguarding concerns. The policy is available to parents and carers on request. The policy is supplemented by other policies about specific issues to ensure that staff keep pupils safe from harm.

- There is also a policy in place for anti-bullying. This provides a clear definition of bullying and includes appropriate strategies to prevent it from happening.

Paragraph 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The school has a comprehensive health and safety policy in place. There is also a range of risk assessments that carefully consider how to mitigate risks to pupils and staff.
- There is an up-to-date fire risk assessment in place for the property, as staff are already working onsite. Fire equipment, fire call points and the emergency lighting system is regularly checked and maintained. Extinguishers are positioned so that they are readily available within the room or an adjacent room. Fire call points are fitted close to the fire exits. The doors in the school buildings are all fire doors that are fitted with intumescent strips to preserve the main exit point.
- Leaders have a clear policy for the administration of first aid. It is intended that there will be at least two members of staff trained in first aid when the school opens.
- Leaders have admission and attendance registers in place, ready for when pupils start at the school.
- The proprietor has ensured that the standards in this part are likely to be met.

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

Paragraph 17, 18(1), 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), 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(4), 21(6), 21(7), 21(7)(a), 21(7)(b)

- Leaders have a central register of checks that is used for all staff in the company. They check the suitability of new staff before they are employed to work with pupils. These checks are comprehensive. This record is held in an electronic format that can be printed for inspection.
 - Checks on the health and fitness of staff are undertaken before staff are appointed.
- Paragraph 19(1), 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)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3)*
- Leaders intend to use company staff to cover any absence. They do not intend to employ supply staff.
 - The proprietor has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(2)

- Pupils have their own toilet and showering facilities in the main school building and in the adjacent building, which houses other classrooms.

- There is a dedicated room for the medical treatment of pupils, which also has a washing facility and is located close to a toilet.

Paragraph 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), 31, 31(a), 31(b), 31(c)

- The premises are maintained to an excellent standard, which ensures the health, safety and welfare of pupils and staff. The classrooms and corridors are uncluttered and tidy.
- In each room, there is suitable lighting and all buildings have exterior lighting fitted. The lighting outside the art room is triggered as part of the fire emergency system and is only triggered when the alarm is activated. Regular checks by professionals show that this system is regularly maintained and kept in good working order.
- Drinking water is clearly signed. The hot water in the shower rooms and toilets do not pose a scalding risk.
- There is suitable outdoor space in the garden area and grounds for pupils' physical education and for them to use during breaktimes. Leaders also plan to make good use of the on-site gymnasium.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The school does not have a website. The information required by the independent school standards, including the school's schemes of work, is available in printed format or can be emailed to parents and other agencies on request.
- Leaders have already got a system in place to account for any income and expenditure for each pupil that is funded by a local authority as part of an education, health and care (EHC) plan. This model is used successfully in the business' other schools. The school will support pupils who have behavioural and social needs, including pupils who are looked after. The school is well placed to be able to provide comprehensive information on pupils' progress and development to the responsible local authority.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(c), 32(2)(d), 32(3)(b)

- The school brochure includes the school's address, phone number and information about the proprietor's registered office. The proprietor has also prepared a statement about how the information required in the independent school standards is met. This also contains a statement about the school's aims.
- The admissions policy is clear about the characteristics of pupils that the school will cater for. The school's policies are clear on how the provision at the school will be adapted for pupils with an EHC plan.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h) 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The school's complaints policy matches all the requirements of the independent school standards and is available on request. It contains clear guidance on how complaints will be handled and sets out clear timelines for each stage of the process.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor described in detail the process of quality assuring the work of the school. It is intended that regular meetings with the headteacher and the regional headteacher will focus on ensuring that pupils progress well.
- Leaders intend to validate their work by using external consultants to quality assure their work. There is a clear focus on ensuring that the quality of education at the school is as strong as possible.
- Leaders have designed a well-being programme that has been linked to subjects so that it can be continually reinforced through the subjects that pupils study. There is a strong focus on ensuring the well-being of pupils at the school.
- The proprietor has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- There school has policies that recognise and value diversity, both within the curriculum and for the appointment of staff at the school. The school's equality policy details how the school will ensure that they promote diversity in a range of aspects of the school's work.
- There is an accessibility plan in place, which includes details of how pupils will be able to access the curriculum as well as any adaptations for accessibility to the school site.
- The proprietor has ensured that the requirements of the Equality Act 2010 are likely to be met.

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	147735
DfE registration number	888/6122
Inspection number	10146996

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
School status	Independent school
Proprietor	Care 4 Children Residential Services Ltd
Chair	Kamran Abassi
Headteacher	Gabriella Parkinson
Annual fees (day pupils)	£31,200
Telephone number	01614831505
Website	None
Email address	kamran.abassi@care4children.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11-18	11-18
Number of pupils on the school roll	Not applicable	8	8

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	8
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	8
Of which, number of pupils with an education, health and care plan	Not applicable	8
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	4

Information about this proposed school

- Springfield House is a school located in two adjacent buildings on an estate in Lancashire.
- The school intends to cater for vulnerable pupils between the ages of 11 and 18 years, many of whom will have an EHC plan. The long-term aim for pupils in key stage 3 and 4 and for students in key stage 5 is for them to return to mainstream education, employment or training.
- The school will support pupils who have behavioural, emotional and social needs.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (Coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. I visited the school site for a limited time to carry out a check of the school premises and safeguarding arrangements. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- Evidence was gathered remotely by telephone conversations that I had with the proprietor's representative, the regional headteacher and the headteacher. I also scrutinised documents that were shared electronically to check whether the school is likely to meet the independent school standards.
- This inspection was commissioned by the DfE to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's first pre-registration inspection.
- I met with the headteacher, regional headteacher and director for Care4children to scrutinise the single central register of checks and to check on different aspects of the curriculum, pupils' welfare and personal development.
- I looked at the plans for the education of pupils at the school and the assessment arrangements.
- I also scrutinised a broad range of policies, risk assessments and documentation about safeguarding.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

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