

Inspection of Springfield House School

Wheel Lane, Pilling, Lancashire PR3 6HL

Inspection dates: 13 to 15 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils told inspectors that they feel safe and cared for at Springfield House School. They settle into school life quickly and form close bonds with their peers and staff. Pupils feel listened to. They know that they can talk to any member of staff if they are concerned or worried.

Pupils learn about the harm that racism, sexism, homophobia and other forms of discrimination can cause. They know that if bullying happens, staff will deal with it immediately.

Staff have high expectations of pupils' behaviour. Pupils successfully learn to manage their feelings and emotions, and to respect the opinions of others. Pupils told inspectors that they feel happy.

A range of opportunities is available for pupils to pursue their interests. These include caring for animals, writing songs and producing music. Pupils raise funds for worthy causes. They respect the school grounds and value woodland walks, baking and socialising with their peers.

Staff have high expectations of pupils' achievement. All pupils have special educational needs and/or disabilities (SEND), and an education, health and care plan. Leaders' tailored curriculum helps to ensure that pupils learn well across a range of subjects.

What does the school do well and what does it need to do better?

Leaders have crafted a logically ordered curriculum which, overtime, helps to develop pupils' knowledge and understanding of different subjects. Leaders ensure that pupils receive an appropriate focus on English, mathematics and science. Pupils also learn a suitable range of wider national curriculum subjects. In addition to the taught curriculum, teachers enhance the personal development curriculum with well-planned work experience opportunities which match pupils' interests. Overall, the curriculum is effective.

Most pupils start school with gaps in their learning. Teachers take time to assess pupils' knowledge and skills when pupils start at the school. However, leaders' assessment systems in some subjects are at an early stage of development. As a result, when pupils begin their education at Springfield House, some teachers do not have a precise understanding of exactly what pupils already know and can do. This means that, initially, some pupils repeat learning unnecessarily. Despite this, once pupils have settled, teachers quickly build a picture of how they need to adapt the delivery of the curriculum to meet pupils' needs.

Leaders ensure that teachers have the resources and training that they need to meet pupils' academic, social and personal development needs. Leaders collaborate

with different specialists, including clinical therapists, to ensure that all pupils get the support that they need. Leaders are quick to identify any additional needs that pupils have.

Reading is at the heart of the curriculum. A range of reading initiatives is in place to help pupils to expand their knowledge of the work of different authors. Pupils demonstrated that they can read fluently and with secure comprehension. Pupils explained that they enjoy reading horror, science fiction and factual books. Typically, in curriculum areas such as food technology, pupils read and follow instructions well.

Leaders ensure that teachers are well trained to understand and manage pupils' behaviour. As a result, pupils are developing different strategies to help them to regulate their own behaviour. Typically, pupils enjoy learning and are engaged. This helps to ensure that lessons are rarely disrupted by poor behaviour.

Leaders have developed a rich personal development curriculum. Teachers help pupils to appreciate British values. For example, pupils learn about the royal family, the rule of law and political institutions. During the inspection, pupils were planning a coffee and cake morning to raise money for local causes. Pupils pursue their interests in areas such as music and equine studies. In addition, pupils learn how to eat healthily. However, leaders do not place sufficient emphasis on providing enrichment activities that develop pupils' sporting skills and physical fitness.

Staff enjoy working at the school. They told inspectors that the support that they receive from leaders helps them to meet pupils' personal development needs. Staff also said that leaders are mindful of their well-being, mental health and workload.

The proprietor body works closely with senior leaders and staff to make sure that the school meets all the independent school standards. This is the school's first term. However, it has got off to a strong start. Leaders and the proprietor body are working closely with teachers to make sure that pupils are well looked after and are learning well.

Pupils receive accreditation for their work in mathematics and English. Pupils also study small units of learning, such as using kitchen equipment safely. Pupils receive awards for the knowledge and skills they acquire during work experience.

Pupils benefit from independent careers advice and guidance. Teachers review pupils' education and training interests when they start at the school. Teachers also inform pupils of the aptitudes and skills that they need for different careers.

A written risk-assessment policy is in place. The policy outlines the responsibilities of staff and leaders. It provides a suitable framework for protecting pupils from harm.

Leaders ensure that dedicated curriculum time is available for pupils to learn about relationships and sex education and health education (RSHE). The proprietor body has ensured that staff have consulted with parents and carers about the school's RSHE policy.

The proprietor body has made sure that the school's accessibility plan complies with the conditions of the Equality Act 2010. Leaders ensure that a suitable safeguarding policy is in place. This is published on the school's website.

Safeguarding

The arrangements for safeguarding are effective.

Leaders leave nothing to chance when it comes to safeguarding. Designated safeguarding leaders are trained to a high standard. All staff adhere to the school's safeguarding policies and procedures.

Staff are familiar with the government's latest guidance on safeguarding pupils in education. They know exactly what to do if they are concerned about the safety or welfare of a pupil. Leaders are quick to contact external professionals, when necessary, to ensure that pupils' welfare needs are met.

Pupils are supervised when they use the internet. Staff help pupils to understand the potential dangers of using electronic devices and computers.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders' checks on pupils' starting points when they begin the school are not as thorough as they could be. Consequently, some teachers do not have all the information that they need to adapt the delivery of the curriculum to reflect pupils' individual starting points. Leaders should refine their assessment systems to pinpoint exactly what pupils already know and can do when they start at the school.
- Leaders do not place sufficient emphasis on providing enrichment activities that develop pupils' sporting skills and physical fitness. As a result, some pupils have limited opportunities to deepen their skills and understanding in these areas. Leaders should expand and enhance the opportunities that they offer pupils and extend the curriculum to enable pupils to access sports and physical activities.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	147735
DfE registration number	888/6122
Local authority	Lancashire
Inspection number	10193365
Type of school	Other independent school
School category	Independent special school
Age range of pupils	11 to 18
Gender of pupils	boys
Number of pupils on the school roll	3
Number of part-time pupils	0
Proprietor	Your Chapter Limited
Chair	Virginia Perkins
Headteacher	Gabriella Brookfield
Annual fees (day pupils)	£31,200
Telephone number	0161 483 1505
Website	www.educ8.org.uk
Email address	Gabriella.Brookfield@care4children.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Leaders make use of two alternative providers.
- The school does not comply with its registration agreement for the following reasons: the name of the proprietor has changed; and the school now provides for a small group of boys with social, emotional and mental health needs. Inspection evidence indicates that the school has informed the Department for Education of these changes. However, they do not appear on Get Information About the School.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and regional headteacher. Inspectors also held meetings with other leaders, including those responsible for SEND and pupils' behaviour and personal development. The lead inspector held a telephone conversation with the school's clinical therapist.
- The lead inspector held meetings with the school's chief executive officer and the director of education. The lead inspector held telephone conversations with representatives of the local authorities responsible for placing pupils at the school.
- Inspectors carried out deep dives into these subjects: reading, mathematics, personal, social and health education and animal care. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with pupils to discuss their learning in some other subjects. He also spoke with staff about their workload and well-being.
- There were no responses to Ofsted Parent View, or free-text comments from parents to consider. There were no responses to Ofsted's pupil survey. The lead inspector reviewed the responses to Ofsted's staff survey.
- Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy. Inspectors spoke to safeguarding leaders about the reporting and recording of any

safeguarding incidents. The lead inspector talked with pupils about their safety and welfare.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Phill Walmsley

Ofsted Inspector

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