

Longridge School

Levedale Road, Penkridge, Staffordshire ST18 9AL

Inspection dates

2 September 2021

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

- The proprietor and headteacher articulate their vision for the proposed school clearly. Curriculum plans reflect an ambition for pupils to be successful, both during their time in school and after.
- The curriculum offer and plans that leaders intend to implement are appropriate to the ages and needs of the pupils that the school proposes to admit. The curriculum is intended to be bespoke to individual needs. The planned curriculum aims to provide a suitably broad range of study, including English, mathematics, science, humanities, art, and physical education (PE). It is likely that these schemes will enable pupils to acquire new knowledge and understanding. The school aims for pupils to gain accredited qualifications.
- All the pupils are likely to have special educational needs and/or disabilities (SEND). The proprietor has experience of meeting the needs of pupils with SEND in their other settings. Staff with appropriate knowledge and experience have been appointed. Several prospective pupils may have experienced trauma in their lives. Staff intend to liaise with other professionals and therapists to adapt the curriculum to support these pupils.
- The proprietor has appointed a special educational needs coordinator (SENCo). The SENCo has a clear understanding of how to support the pupils that are likely to attend the school. This includes adapting curriculum plans to meet individual needs.
- Leaders have written a careers guidance policy. Like other policies, this is tailored to the needs of the pupils the school is likely to admit. Leaders plan to guide pupils towards relevant qualifications and aim to liaise with local employers and colleges as part of their work to prepare pupils for life beyond school.
- The classroom spaces are suitable for learning. There are some specialist rooms, such as a food technology room and a science laboratory, which include adjustable height

cooking surfaces and worktops. In addition, the school has a dedicated art and sensory room that are equipped with specialist equipment.

- The headteacher has planned how she will check on the quality of teaching and learning across the school. Leaders plan to carry out a range of monitoring activities, including lesson visits and pupil interviews. Staff have been trained in behaviour management and support for pupils with SEND.
- The headteacher and the other teacher who intend to work in the school have qualified teacher status. Leaders propose that pupils will be taught by suitably qualified staff with good subject knowledge. Training is in place to support this.
- Leaders plan to assess pupils' attainment and needs on entry to school. They have produced a clear policy that details how assessment will operate. The proposed school's written behaviour policy promotes constructive attitudes towards learning and respect for others.
- The proprietor has ensured that these standards are likely to be met.

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

Paragraphs 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) and 5(d)(iii)

- The personal, social and health education (PSHE) policy and scheme of work set out a programme of activities designed to give pupils important life skills and an understanding of fundamental British values. Staff plan to teach children the difference between right and wrong and build their self-esteem through lessons, assemblies and day-to-day interactions.
- The PSHE and other policies have due regard to the Equality Act 2010, in relation to staff, pupils and the curriculum.
- Leaders say that staff will take pupils on a range of visits, including to places of worship and of historical interest. They have ambitions to form a school council and to involve pupils in decision-making about aspects of school life.
- Leaders show an awareness of the dangers of extreme views and have considered suitable safeguards to detect any warning signs.
- The proprietor has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The proposed school has a safeguarding policy that is informed by current government guidance. Leaders intend to publish this policy online once the school has a live website. In the meantime, it is available to parents on request.
- There is an up-to-date behaviour policy that considers the needs of the pupils that are likely to attend, including those pupils with an education, health and care (EHC) plan. It includes the rewards and sanctions to be used. Leaders report that they will keep a record of sanctions. Similarly, leaders have drawn up a suitable anti-bullying policy.

This policy sets out the school's response to any instances of bullying and describes ways to minimise the likelihood of it happening.

- Health and safety policies are up to date. A fire risk assessment is in place and the school has a contract with a professional firm to carry out annual checks on fire safety equipment. There are sufficient fire exits and alarms around the building. The proprietor has created a suitable format to log fire drills and tests.
- There is first-aid equipment on site. Leaders propose that this equipment will be frequently checked by the school administrator. The proprietor intends to ensure that staff hold appropriate first-aid qualifications.
- The proprietor is aware of the legal requirement to record admissions and attendance. They intend to use the same format as used in other Reflexion Care Group settings.
- Cleaning chemicals and materials are to be stored in a locked cupboard.
- The staff-to-pupil ratio suggests that pupils are likely to be suitably supervised throughout the school day.
- A detailed risk assessment policy is in place.
- The proprietor has ensured that these standards are likely to be met.

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)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)

- A single central record of employment checks that meets legal requirements is in place. The proprietor states that they will update the register as new members of staff are recruited, and it will be checked by the headteacher and the proprietor.
- The headteacher and other leaders have completed safer recruitment training.
- The school does not intend to use supply staff, but if it does, the headteacher is clear about the checks and procedures that would need to be followed.
- The proprietor has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 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) and 29(1)(b)

- The proposed school building has been newly refurbished. It is suitable for its intended purpose. It is located adjacent to a proposed children's home. There is

internal access between the two buildings, but this is secured by a locked door. Rooms are well lit, with adequate ventilation, and are well maintained.

- Classroom spaces are fit for purpose. Corridor areas are uncluttered and there is a lift between the ground and first floors. The school has large grounds, which are currently being cleared to provide space for outdoor learning and play. There is adequate external lighting.
- There are dedicated toilet and washing facilities for pupils, which can be secured from the inside when in use. In addition, there are separate toilets for disabled use. The building has a medical room, which includes a wash basin, toilet and shower. Drinking water is available in various places throughout the building and is labelled as such.
- All opening windows can be locked. They are fitted with securing devices that prevent them from opening too wide when unlocked.
- Current arrangements for changing and showering are not ideal but do meet the minimum standard. There are rooms to change in and pupils can shower in the medical room. In the short term, the school intends to take children to a local sports centre for PE. This has appropriate changing and shower facilities. In the longer term, leaders intend to improve the changing and showering facilities in the school building.
- The proprietor has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e) and 32(3)(f)

- The proposed school does not currently have a website but intends to publish one in line with the format used by other schools run by the same proprietor. It does have a prospectus that includes all the necessary information. During this inspection, the headteacher confirmed that paper copies of policies and other documents will be available to parents on request.
- Leaders have made appropriate arrangements for reporting on pupils' progress. They intend to produce brief termly written reports to provide parents with information about their children's effort and achievement. A more detailed annual report is planned for the end of each academic year.
- Suitable arrangements are in place to provide information about income and expenditure to local authorities commissioning places at the school.
- The proposed school's policies for attendance, misbehaviour, exclusions and English as an additional language are fit for purpose.
- The proprietor has ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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) and 33(k)

- The proposed school has a comprehensive complaints policy. It sets out the processes for informal and formal complaints, along with the timescales. It outlines the procedure to be followed if a complainant remains dissatisfied with the school's response. The arrangements for including an independent person on any panel hearing are less clear.
- Leaders are aware of the need to keep a written record of any complaints.
- The proprietor has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The proprietor and headteacher are clear about why they want to register as an independent school. They have a passion for supporting pupils who may have had difficulty accessing education in mainstream schools. Their intention is to support and educate pupils so that they can contribute to society in the future.
- School leaders have an informed understanding of the independent school standards. They show an awareness of the range of special educational needs and how these may affect the pupils they intend to admit. Their plans for the school show a good awareness of pupils' likely academic, social and pastoral needs.
- Leaders have paid close attention to the refurbishment of the building and the preparation of documents and plans that support the proposed school's operation.
- The proprietor's experience of running other similar settings is apparent in their preparations for the opening of this school. Leaders' work so far indicates that the independent school standards are likely to be met.
- The proprietor has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have written a suitable accessibility plan that meets the requirements of Schedule 10 of the Equality Act 2010. It is designed to meet potential pupils' needs and improve the accessibility of information provided by the school to parents and others. It is clear that the plan has been devised specifically for the proposed school.
- The proprietor's actions mean that the school is likely to fulfil its responsibilities under Schedule 10 of 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	148734
DfE registration number	860/6087
Inspection number	10203759

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 school
School status	Independent special school
Proprietor	Reflexion Care Group Ltd
Chair	Amanda Clarke
Headteacher	Carol Harvey
Annual fees (day pupils)	£54,600
Telephone number	01785 556710
Website	Not applicable
Email address	enquiries@longridgeschool.org.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	7 to 18	7 to 18
Number of pupils on the school roll	Not applicable	20	20

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	20

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 20
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	9
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	5	12.5

Information about this proposed school

- The proposed school is located on a site that was formerly an adult care home.
- Leaders propose that the school will cater for pupils with SEND. Most pupils are likely to have an EHC plan.
- Leaders say that a high proportion of the pupils may be children looked after.
- The proposed school does not intend to use alternative provision.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first pre-registration inspection.
- The inspection was conducted on site.
- The lead inspector reviewed a range of documents and policies provided by the proprietor and other leaders.
- During the on-site visit, inspectors met with the headteacher and SENCo. They also met with one of the proprietors.
- Inspectors discussed the school's plans and proposals. This included the proposed curriculum; health, welfare and pastoral arrangements; safeguarding; admissions procedures; and arrangements for communicating with parents and local authorities.
- Inspectors toured the premises with the headteacher and checked the single central record of employment checks on staff.

Inspection team

Eve Morris, lead inspector

Her Majesty's Inspector

Martin Pye

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2021