

# Independent Educational Services - Central

Unit 4, Honor Built Works, 96 Central Avenue, Nuneaton, CV11 5BB

## Inspection dates

10 January 2019

## Overall outcome

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 1, 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)(c), 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 proprietary body, consisting of two directors and leaders, have ensured that an appropriate curriculum policy, schemes of work and associated planning are in place. They are designed to meet the needs of the pupils they intend to admit to the school. The schemes of work are currently being used in the proprietor's other schools in the organisation for pupils with similar needs, including those with education, health and care (EHC) plans. As a result, leaders have ensured that schemes are suited to the needs of the pupils the school is likely to cater for.
- The curriculum is likely to ensure that pupils will be provided with wide-ranging experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The proposed timetable provides a suitable balance of activities and opportunities for additional mentoring support for individual pupils.
- Leaders within the Independent Educational Service (IES) plan to enable pupils to gain accreditation in a range of subjects, well matched to their ability. Pupils who attend other IES schools can complete accredited courses from entry level 1, through to level 1 and 2 functional skills qualifications and GCSEs. Leaders plan to replicate this model in the proposed school.
- Leaders have made sure that, through curriculum plans and additional externally commissioned support, pupils will be able to receive impartial careers advice and guidance. Plans are in place to provide bespoke work experience for pupils from Year 10 onwards.
- The IES has an established cycle of monitoring in place which they plan to implement in the proposed school. Leaders intend to ensure that they will check the quality of teaching, planning and marking on a termly basis. In addition, they will monitor how

well teachers are developing pupils' speaking and listening within lessons, before analysing this information to inform further training and support. Good practice will be shared with staff on a weekly basis. The service has already established a model of performance management, matched to the Department for Education's (DfE) Teacher Standards. Leaders propose that this model will be used in the new school.

- The IES has recently reviewed and revised their assessment policy and framework so that they can check the progress pupils are making more accurately. Leaders were able to provide examples of how the framework is being used in the current setting. They talked with confidence about how this would be applied to the proposed new school.
- The proposed school's behaviour policy sets out clearly how behaviour will be managed, and how positive behaviours will be recognised and rewarded. Pupils will have an individual plan and leaders intend to incorporate strategies for positive handling, de-escalation of negative behaviours and appropriate ways of managing pupils. Leaders intend to devise and implement these individual plans once pupils have been admitted to the school. They intend to enhance the quality of these plans by consulting with parents and carers and other external agencies who know the pupils. This will enable them to gather detailed, useful information about the pupils' needs.
- 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)*

- Each subject policy makes explicit reference to the ways in which pupils' spiritual, moral, social and cultural development will be enhanced through a range of learning activities. The detailed schemes of work and accompanying planning reflect the proprietors' commitment to promoting British values across the curriculum.
- Leaders take their responsibilities under the equality duty seriously. Equality themes thread through the schemes of work in all subjects. Staff have also received additional training to enhance their understanding of the duty in areas such as transgender awareness.
- These standards are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 6, 7(b), 9(a), 9(b), 9(c), 10, 12, 13, 14 and 15*

- Leaders have ensured that their safeguarding policy is up to date and reflects the most recent guidance issued by the Secretary of State. The policy is published on the service's website. The service has a designated safeguarding lead (DSL) and two deputy DSLs. Plans are in place to train another member of staff as a deputy DSL to increase capacity within the service.

- The DSL and his deputies have completed appropriate training for their role. They have also completed additional training, specific to the setting and the likely needs of the pupils, in areas including attachment and trauma, the 'Prevent' duty, female genital mutilation, autism spectrum disorder, medical and health and safety training.
- There is a strong culture of safeguarding within the service. Clear reporting procedures are in place to enable staff to report any concerns they have about a child's welfare. A thorough staff induction process has been established, as well as planned weekly safeguarding updates for staff. Leaders intend to make sure that they have detailed information about pupils who are likely to be admitted to the proposed school so that they are fully aware of any safeguarding concerns.
- The curriculum is likely to ensure that pupils will be well supported to learn how to keep themselves safe. Leaders have identified specific risks to pupils and have planned preventative work to address the use of social media, as well as helping pupils learn how to stay safe online.
- The proprietor has ensured that a fire risk assessment of the new school has taken place very recently. The assessment did not identify any areas of risk or concern. Suitable firefighting equipment has been installed in the building and fire procedures are clearly displayed in every room, as are fire exits.
- The policy and arrangements for first aid are suitable. Leaders have decided to train every member of staff in emergency first aid at work to enhance their commitment to pupils' welfare.
- As the new school will be part of the same proprietary body as two established schools, leaders plan to draw on current staffing and expertise within the service in the short term. The proprietor wants to ensure that they are responsive to the individual needs of the new pupils, so will make final decisions about staffing details when the school is likely to open. The service's current staffing capacity allows the proprietor this flexibility. Plans are in place to appoint a centre manager and business manager to the proposed school in the near future.
- These standards are likely to be met.

*Paragraphs 7, 7(a), 11, 16, 16(a) and 16(b)*

- The proprietor has not given sufficient thought to the security of the school building and the external area. The entrance to the school is also a fire exit, which is kept unlocked. However, this can currently be accessed from outside the building, potentially by unknown members of the public, which puts pupils and staff at possible risk of harm. Once this issue was highlighted to the directors, they began to take immediate action to remedy the problem.
- Due to the poor quality of the outdoor area's paving and pupils' potential access to an adjoining wall, which is in a severe state of disrepair, the proprietor has not implemented the school's health and safety policy effectively to ensure pupils' welfare.
- The school has a suitable risk assessment policy but associated assessments do not yet identify specific risks in sufficient detail. Leaders have planned for pupils to take morning and lunchtime breaks in a local park. However, they have not assessed the suitability of this park and potential risks to the pupils. As a result, leaders are not yet able to put in place control measures to mitigate any potential risks to the pupils.

Also, they have not yet assessed potential risks at possible venues for the delivery of physical education, apart from the use of the showers at the local gym.

- These standards are not likely to be met.

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

*Paragraphs 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(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6) and 21(8)*

- The proprietor has not yet recruited new staff to the school as they plan to draw on their existing staffing capacity within the organisation. However, their single central record for the other schools in the service show that suitable pre-employment checks are carried out on new staff. Checks on the suitability of members of the proprietary body and members of staff in management positions have also been completed. All checks have been recorded accurately on the record.
- These standards are likely to be met.

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

*Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(2), 24(3), 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), 29(2), 31, 31(a), 31(b) and 31(c)*

- The single-storey premises have recently been refurbished and provide a clean, well-lit suite of five classrooms, two kitchen areas, an office space and a medical room. The external area is suitably lit. The premises are carpeted throughout which contributes to the good acoustics in the building. The classrooms are of a suitable size, given the small number of pupils that are likely to be admitted.
- Suitable toilet and washing facilities are available for the sole use of pupils, with hot water set to a temperature to avoid scalding. Drinking water is available in both kitchen areas and is clearly labelled.
- There are no on-site shower facilities, but leaders plan to deliver physical education activities offsite. One provider has been identified and use of the provision, including the showers, has been agreed in writing.
- These standards are likely to be met.

*Paragraphs 24(1), 24(1)(a), 24(1)(b) and 25*

- The outdoor area's surface is of a poor quality, with some broken slabs and uneven surfacing. Some action has been taken to fill in larger holes with newly-laid cement. However, there remains the potential for both adults and pupils to be at risk of slips,

trips and falls. During the inspection, the proprietor decided that the area would be completely resurfaced and began to take action to arrange this.

- One of the neighbouring buildings, which could potentially be accessed by pupils due to its close proximity to the proposed school, is in a severe state of disrepair and the proprietor believes it is derelict. The proprietor has begun to take remedial action to board up some of the broken windows and large holes in the brickwork, but this work has only recently begun, and the area is not currently safe for vulnerable pupils.
- The path to the entrance to the school also leads to an adjacent factory and is a shared right of way. The temporary measures to maintain pupils' safety and security are in the form of a piece of boarding, propped up and not secured. Following discussions with the directors, they decided that this area would be fully resurfaced, and suitable adaptations made to control access to the area to keep the pupils safe from harm.
- During the inspection, the directors recognised that the current provision for medical accommodation was unsuitable due to the size of the room and the lack of any facility to enable the short-term care of sick and injured pupils. They plan to relocate the medical room to a larger, adjacent room and provide additional facilities to ensure the relevant standards are met.
- These standards are not likely to be met.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g) and 32(5)*

- The proprietor has ensured that all the required information about the school is on the service's website. Most of the policies apply to all the schools in the service, but this is not clear on the website, or within some of the policies. Leaders began taking action during the inspection to make sure that the proposed school is explicitly referred to in all of the policies.
- Information about admissions, behaviour and exclusions is set out in the relevant policies. Additional information relating to pupils with special educational needs and/or disabilities (SEND) or who have English as an additional language (EAL) is available. The service is able to use internal expertise in EAL to provide additional help for pupils who may be in need of such provision.
- IES provides regular reports to parents of pupils who attend the other schools in the group. The proprietor intends that this practice will be extended to pupils likely to attend the new school.
- The proprietor intends to admit pupils with SEND from neighbouring local authorities. Directors have already established good working relationships with several authorities who place pupils at the two other schools in the group.
- Subject to the amendments of some policies, 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 school's complaints policy required a minor amendment to ensure that all the standards were adhered to. The policy now states explicitly the role of the independent person and parents' route of redress, if they are not satisfied with the informal stage of the complaints process. This was completed on the morning of the inspection and as a result the policy is now fully compliant.
- 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 is clear about the rationale and purpose of the proposed new school. They have good experience of working with pupils with SEND and demonstrate suitable knowledge about the needs of these vulnerable pupils. They intend to provide a nurturing environment for pupils with SEND, many of whom are likely to have had difficult experiences in previous educational settings. The proposed curriculum is suited to the needs of the pupils they plan to admit to the school.
- The proprietor's experience in running two other schools in the service is demonstrated through many of the established systems that they plan to replicate in the running of the proposed new school. This is likely to ensure a consistency of approach and high expectations.
- Resources for the school have either already been sourced or have been ordered from suppliers. Information technology equipment is in place to enhance pupils' learning experiences.
- The proprietor's swift response to the unmet standards identified during the inspection showed that the issues were taken seriously. Directors recognise where the unmet standards have a negative impact on pupils' well-being. They demonstrated their commitment to further improvements to the school to ensure that the standards will be met as soon as possible.
- Due to the unmet standards in previous sections, these standards are unlikely to be met.

## Schedule 10 of the Equality Act 2010

- The school's policies demonstrate the proprietor's understanding of their responsibilities under the Public Sector Equality Duty and the 2010 Equality Act.
- The school's accessibility plan identifies specific actions which the proprietor and leaders plan to take to improve the learning environment for pupils, such as using symbols to enhance signage in the school. The proprietor has already made sure that a ramp is available at the new school to enable those with limited mobility to access

the small number of steps at the school entrance.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	146659
DfE registration number	937/6022
Inspection number	10086975

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	Special school
School status	Independent special school
Proprietor	Independent Educational Services Ltd
Chair	Leanne Beardmore and Shaun Major
Headteacher	To be confirmed
Annual fees (day pupils)	£55,000
Telephone number	02476 329584
Website	independenteducationalservices.com
Email address	info@independenteducationalservices.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	0	11-17	11-17
Number of pupils on the school roll	0	6	6

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory	0	6

school age		
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	6
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	6
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	0	6

## Staff

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

## Information about this proposed school

- The proposed school is situated in a self-contained building, previously used as a church, in a residential area of Nuneaton, adjoining a small factory. The school is managed by Independent Educational Services, a proprietary body, consisting of two directors.
- The proposed school intends to provide for six pupils aged 11-17 years. It is likely that all the pupils will have SEND and an accompanying EHC plan.
- It is proposed that neighbouring local authorities will place pupils at the school.
- The school does not have a religious character.
- The school intends to offer pupils a full-time education. They will be able to access a range of qualifications matched to their needs and abilities.

## Information about this inspection

- This was the proposed school's first pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008.
- The inspector met with the directors, the centre manager and the special educational needs coordinator from one of the other schools within IES to discuss their application for registration. The inspector conducted a tour of the new premises, accompanied by one of the directors.
- The inspector reviewed a range of documentation including school policies, health and safety documentation including risk assessments, safeguarding information, schemes of work and associated planning. The pre-employment checks the service make for staff recruitment were considered and the single central record was scrutinised.
- The inspector met with the DSL and his deputies to discuss safeguarding arrangements for the proposed school.

## Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to meet the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

- 34(1)(c) actively promote the well-being of pupils.

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