

Graduately Developing Futures

Valley View Farm, Castle Farm Road, Lytchett Matravers, Dorset BH16 6DA

Inspection date

9 March 2023

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2, 3 and 4

- Leaders have written a detailed curriculum policy. The policy includes relevant information relating to the proposed increase in the school's age range. Leaders have considered how they will meet the needs of pupils with education, health and care (EHC) plans for their social, emotional and mental health (SEMH) needs. Leaders' plans and policies are likely to be appropriate.
- The planned curriculum for Years 7 to 9 covers all the required areas of learning. This includes academic and vocational learning. Pupils placed at the school have significant gaps in their learning. Assessment of pupils' achievement on entry to the school is used by staff to adapt learning to meet their needs well.
- An appropriate personal, social, health and economic education curriculum is proposed. The carefully sequenced schemes of work include citizenship and career guidance. Leaders have adapted their relationships and sex education policy and plan to ensure that all the requirements for key stage 3 pupils are likely to be implemented.
- Leaders intend to use the school's current assessment policy and procedures. Staff will assess pupils' learning and development during lessons and at social times. The school's curriculum includes information for staff about how learning can be adapted and resources used to meet pupils' EHC plan targets.
- Leaders will use the assessment information to inform governors of the school's work and share pupils' achievements and individual targets with parents and carers.
- Training to implement the school's behaviour policy forms part of the induction process for new staff. Leaders and staff use the school's curriculum and behaviour policy to help pupils understand their own and others' feelings and emotions. Pupils are given strategies to help themselves self-regulate.

- The standards in this part are likely to be met if the request for the material change is approved.

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

Paragraph 5

- Leaders see pupils' social and emotional development as essential to successful academic learning. Staff are experienced in working with pupils with complex SEMH needs. When pupils first join the school, staff work with pupils to build their self-esteem and resilience. They ensure pupils are 'ready to learn'.
- Through the curriculum and a planned programme of enrichment events, trips and therapies, the school is likely to actively promote the spiritual, moral, social and cultural development of pupils.
- The promotion of British values is woven through the curriculum. For example, in English lessons, pupils learn about tolerance and respect for people's views and lives that are different from their own. They regularly debate and discuss a wide range of topics from books and current news.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 11, 12, 14, 16

- The school has a comprehensive safeguarding and child protection policy in place. The policy is in line with current statutory guidance.
- Leaders and staff receive regular safeguarding training and updates. They know how to identify and report concerns regarding pupils' welfare. Leaders are quick to follow up and manage safeguarding concerns. They work with a wide range of external agencies to help keep pupils safe.
- There is a health and safety policy in place. Leaders train staff about health and safety as part of the induction process. This includes procedures when working with farm animals kept at the school.
- Leaders have appropriate systems in place to record incidents relating to health and safety or accidents and illness.
- Leaders ensure that the necessary checks take place frequently, for example checks on fire safety equipment, such as fire extinguishers. Leaders plan regular fire drills and record identified actions that need to be rectified.
- The level of supervision required to keep pupils safe is determined by the number on roll and pupils' individual needs. Leaders have plans in place so that supervision remains effective. This includes consideration of car parking and safe drop-off spaces to ensure pupils are transported safely.
- The proprietor has ensured that staff know how to identify, assess and reduce risks around the school. There are risk assessments in place for each pupil and all educational activities, including off-site visits. Leaders intend to use the procedures already in place to mitigate risk to staff and pupils.

- The standards in this part are likely to be met if the request for the material change is approved.

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

Paragraphs 18, 19, 20 and 21

- The school has a thorough approach to the recruitment of staff. A detailed checklist ensures that the necessary checks are undertaken and recorded. Leaders involved in appointing staff have had appropriate training. All checks are completed before staff begin working at the school.
- The single central record (SCR) contains all the required information about appointed staff and governors. The proprietor ensures that confidential information about staff is stored securely.
- Newly appointed staff complete a detailed induction process. This ensures their knowledge of how to safeguard pupils while maintaining leaders' expectations for pupils' behaviour and the quality of education provided at the school are understood well.
- Leaders do not employ supply staff at present. However, they are aware of the required checks on the suitability of supply staff should they use them in the future.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 5. Premises of and accommodation at schools

All paragraphs

- The current premises are large enough to accommodate the proposed new maximum number of pupils. Hard-standing bases are already in situ for yurts that will provide additional therapy spaces.
- The school provides separate toilet facilities for girls and boys. There are suitable hand-washing facilities for pupils' use. The hot water is at a suitable temperature and does not pose a scalding risk. Credible plans are in place to provide shower facilities.
- Appropriate accommodation is available for the medical examination and treatment of pupils. Toilets and handwashing facilities are nearby.
- Learning zones are spacious and have suitable light and ventilation. The acoustic conditions in the learning zones are suitable to ensure effective learning.
- External lighting is in place to provide safe access and exit from the school's site during the hours of darkness.
- Pupils have access to fresh drinking water throughout the day.
- The outdoor space available to pupils is large. The area has a boundary fence and designated areas in which pupils can play and learn. The school's outdoor space will easily accommodate the increased numbers of pupils.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 6. Provision of information

Paragraph 32(1)(c)

- The school's safeguarding and child protection policy is published on the school's website and is available to parents in hard copy should they request it.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders know and understand the independent school standards. They have created an appropriate curriculum with a suitable balance of academic, technical and vocational provision.
- Leaders intend to use the effective assessment procedures already in place to check what pupils know and can do. They will use this information to meet the needs of individual pupils to prepare them for the future, both academically and personally.
- The safeguarding of pupils remains a priority for leaders and staff.
- Leaders promote the welfare, health and safety of pupils effectively. They are mindful that any changes to capacity do not have an adverse effect on pupils currently at the school. Therefore, leaders propose to increase the school's capacity slowly.
- The standards in this part are likely to be met if the request for the material change is approved.

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	148046
DfE registration number	838/6013
Inspection number	10276767

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 special school
Proprietor	GDF Consultancy.com Ltd
Chair	Trystan Williams
Headteacher	James Gregory, CEO
Annual fees (day pupils)	£85,000
Telephone number	07854 434 575
Website	www.graduatelydevelopingfutures.co.uk
Email address	jag@gdfconsultancy.com
Dates of previous standard inspection	8 to 10 November 2022

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 11	6 to 14	6 to 14
Number of pupils on the school roll	7	24	24

Pupils

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

Number of full-time pupils of compulsory school age	7	24
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	7	24
Of which, number of pupils with an education, health and care plan	7	24
Of which, number of pupils paid for by a local authority with an education, health and care plan	7	24

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	8
Number of part-time teaching staff	2	3
Number of staff in the welfare provision	2	2

Information about this school

- Gradually Developing Futures and Consultancy Limited is the proprietary body.
- The school opened in September 2021. It provides places for pupils with social and communication needs in receipt of an EHC plan.
- Pupils from Dorset and Bournemouth, Christchurch and Poole counties attend the school.
- The school's first standard inspection took place in November 2022, when it was judged good.
- The school do not use alternative provision.

Information about this inspection

- This inspection was commissioned by the Department of Education in response to the proprietor's request to increase the age range of pupils from 6 to 11 to 6 to 14. This was the first material change inspection in relation to the school's registration.
- The inspector met with the proprietor, director of leadership and learning, teachers and teaching assistants.
- The inspector reviewed and evaluated documents provided by the school, including curriculum plans, policies and safeguarding information.
- The inspector carried out a learning walk across the school and visited learning zones.
- The inspector observed pupils during breaktimes.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

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