

# Hopefields Education CiC

Hopefields House, 16 High Force Road, Riverside Park, Middlesbrough  
TS2 1RH

## Inspection dates

9 June 2022

### 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 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)(g), 2(2)(h), 2(2)(i)*

- A policy has been written to guide the work of the teachers in delivering the curriculum. It sets out what the curriculum comprises and how it is organised. The policy is on the school's website so that it is accessible to parents.
- The curriculum is planned to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative subjects. The curriculum includes a broad range of subjects and meets the requirements of the independent school standards.
- Pupils can gain qualifications to prepare them for their next stage of education. Entry level and GCSE accreditation is available in English, mathematics and science. An arts award and certification in equine studies are also offered, in addition to an employability and personal development qualification.
- The curriculum has been designed to build on pupils' knowledge across each key stage. Schemes of work for each subject are planned around termly themes. The proprietor is committed to providing a bespoke package of education for the young people who will attend the school. Work will be planned around the ability and interests of each pupil.
- Pupils in the sixth form will prepare for the responsibilities of adult life through the opportunity of taking up a supported internship.

*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)*

- The ethos of the new school will feature respect and kindness. Pupils will be taught about the protected characteristics, such as marriage and civil partnerships and gender reassignment. Pupils will be encouraged to be tolerant and respectful towards each other.

- Pupils at the new school will receive up-to-date independent careers guidance. The careers adviser will meet with pupils to help them to plan their next steps in life. This will include career planning and applying for college and work placements.
- The proprietor has forged links with local employers. Pupils will visit organisations to explore the different types of jobs that people do. Visiting speakers will talk to pupils about careers and the local labour market.
- Students in the sixth form have the opportunity to achieve a level 1 qualification in equine studies. This course is taught at a farm which is owned by the proprietor.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(1)(2)*

- The proprietor has prepared a sex and relationships statement, which is provided to parents, on the school's website. The details of the relationships and sex education policy are set out clearly. Pupils will learn about families, being safe, respectful relationships and online safety.
- The statement provides details of how sex and relationships will be planned and taught across the key stages. Leaders have considered carefully how they will deliver the content in an age and developmentally appropriate way.

- Parents can request that their child is wholly or partly excused from the sex education elements of relationships and sex education lessons.

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

- The proprietor and director have a comprehensive understanding of the needs of the pupils who will be attending the school. They are currently running an alternative provision on the same site as the proposed school.
- Baseline assessments on entry to the school will give staff detailed knowledge of pupils' abilities and understanding in mathematics, English and reading. Staff will plan work to match each pupils' ability and address any gaps that they have in their knowledge.
- Staff will combine their thorough knowledge of the pupils with their strong subject knowledge, so that pupils get off to a good start in their new school.
- Instilling in pupils a strong sense of British values is a high priority for the proprietor. The proprietor believes that an understanding of democracy, the rule of law and mutual respect and tolerance to those of different faiths and beliefs is important. This understanding helps pupils to be successful citizens.
- 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)*

- Plans show that the proprietor intends to actively promote fundamental British values across many aspects of the curriculum. Pupils will learn about democracy through talking about school rules and visiting the law courts to meet a magistrate. British values are included in schemes of work for every subject. In daily 'join up' sessions

staff will talk to pupils about a variety of topics, such as the royal family and what it means to have free speech.

- Respect and tolerance will be nurtured through understanding different cultures. Pupils will visit the MELA festival in Middlesbrough and help to cook dishes with the community at the local mosque.
- The proprietor intends to invite local police officers to lunch so that positive relationships can be built with the pupils. Civilians from the police force will talk to pupils about different jobs that are available, such as call handling. Visiting speakers will inform pupils of the range of opportunities that are possible in the community. There is a code of conduct for visitors to ensure that they present a balanced view to the pupils.
- The standards in this part are likely to be met.

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

#### *Paragraph 7, 7(a), 7(b)*

- The proprietor has ensured that a safeguarding policy is in place. The policy is available to parents on the school's website. It reflects the guidance issued by the government.
- A designated safeguarding lead and a deputy safeguarding lead have been trained and are already established. Both leaders know how to refer any concerns that they have about a pupil or a member of staff to the local authority.
- Staff will receive regular updates and information about how to keep pupils safe. Daily staff meetings will provide the opportunity for the safeguarding of the pupils to be a high priority.

#### *Paragraph 9, 9(a), 9(b), 9(c), 10*

- A behaviour policy is in place. It is available on the school's website.
- The policy sets out what is expected of pupils and staff. It describes the strategies that the school will use to encourage positive behaviour and the sanctions that are used as a last resort.
- The school follows a restorative approach to understanding a pupil's behaviour when they are upset or angry.
- The proprietor has ensured that there is an anti-bullying policy in place. The school aims to prevent bullying by providing pupils with strategies to deal with bullying incidents. The school's approach to responding to concerns is set out for parents.

#### *Paragraph 11, 12, 13, 14, 15*

- The proprietor has written a health and safety policy. The policy explains how staff will keep themselves and the pupils safe. The policy details the arrangements for fire evacuation procedures, the maintenance of equipment, accident reporting and the safety of the premises.
- The proprietor has employed an external company to undertake a fire risk assessment of the building and check the fire safety equipment. Fire extinguishers are positioned

around the proposed school, evacuation routes are clearly signed, and regular fire drills are planned. A risk assessment for the farm includes fire evacuation.

- The first aid policy explains what first aiders must do if there is an accident. Accidents will be reported in an accident book. All staff have received training in first aid. First aid boxes are positioned around the proposed school and at the farm.
- The proprietor plans to have a ratio of four pupils to one member of staff if the school is given permission to open. These ratios should be sufficient to supervise the numbers of proposed pupils safely. The proprietor has given careful thought to the recruitment of staff.
- An admissions register is in place and includes the appropriate information to be recorded. Attendance registers will be held electronically. The proprietor is aware of the correct codes to use when completing attendance registers.

*Paragraph 16, 16(a), 16(b)*

- The proprietor has ensured that there is a risk assessment policy in place. A risk assessment procedure helps staff to identify hazards and the control measures to put in place. One of the directors is responsible for writing risk assessments for the premises, the farm and for educational visits.
- All pupils will have a risk assessment when they join the school.
- The standards in this part are likely to be met.

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

*Paragraph 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(7), 21(7)(a), 21(7)(b)*

- The proprietor has put in place a single central register of the checks that are carried out on newly appointed staff. A range of pre-employment checks will be made in line with current government guidance.
- Leaders have received training in safer recruitment. They understand their responsibilities in recruiting suitable staff.
- The proprietor does not intend to use supply staff to cover staff absences. This is because the pupils who will attend the proposed school require the consistency and continuity of staff they already know. The school does not intend to use volunteers.

*Paragraph 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)*

- The single central record is held in an electronic format.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1)(a), 24(1)(b), 24(2)*

- The proprietor has ensured that toilet and washing facilities are in place for the sole use of pupils. There is a disabled toilet facility available for use by pupils, staff and visitors. Toilet and washing facilities are available at the farm provision.

- A temporary medical examination and sick room is situated in a staff room/kitchen. This room contains a bed, a sink and is close to a toilet. The first aid policy stipulates that while the accommodation is in use by a pupil, staff are not allowed to enter. The proprietor intends to create a room that is designated solely as a medical room. This room will have a sink and be next door to a toilet facility.

*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)*

- The school building has been refurbished recently. The accommodation is maintained to a high standard and meets the requirements for the health, safety and welfare of the pupils. The rooms are clean, spacious and well decorated.
- The acoustic conditions of the classrooms and other spaces are appropriate for the activities that will take place. The lighting around the building is suitable to facilitate the range of teaching and learning activities that are planned.
- External lighting is situated where people will enter and leave the building. This will assist in keeping people safe during hours of darkness.
- Toilets have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water. The temperature of the hot water does not pose a scalding risk to the pupils. Cold water supplies that are suitable for drinking are marked as such.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- A fenced grass area provides outside space for pupils to socialise at breaktimes. This area is currently under improvement and will be completed before the proposed school is due to open.
- Pupils will have physical education lessons on a weekly basis. Lessons will be held at local gyms and sports centres, where showers will be available.
- 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)(d), 32(1)(f), 32(1)(g), 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)(c), 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)*

- The proposed school has a website. The proprietor has ensured that all the policies and information that are required are published on the website.
- The proprietor has ensured that the safeguarding policy is on school's website. This is accessible to parents.
- Appropriate information is available on the school's website. The school's address, telephone number, name of headteacher and name of proprietor are included.
- Information on the arrangements for admissions, misbehaviour and exclusions are clearly explained.
- The proprietor will publish all future inspection reports on the website.

- A report of each pupil's attainment will be provided to parents three times per year. Annual reviews of pupils' education, health and care (EHC) plans will take place in collaboration with parents and the local authority.
- The school will send an annual account of income and expenditure to the local authority. This will show how funding is allocated to meet the needs of each pupil with an EHC plan.
- There are details of the welfare provision for pupils with EHC plans and for pupils who speak English as an additional language.
- The complaints policy sets out detailed information about the complaints process.
- 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 proprietor has ensured that a written complaints policy is displayed on the school's website.
- The policy sets out clear timescales for each stage of the complaints process. Leaders are committed to resolving complaints in the first instance. However, if this is not possible there is provision for a more formal procedure. An independent panel of three people will hear the complaint and make recommendations.
- The findings and recommendations that the complaints panel make will be provided to the relevant people. These findings will be kept securely and confidentially on the school premises.
- 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) and 34(1)(c)*

- The proprietor has a strong vision for the new school. She is determined to make a positive difference to the lives of the pupils who will attend. This vision is shared by the other director of the proposed school.
- The proprietor aims to create an ethos of respect and tolerance for people who have other beliefs and cultures. She is committed to furnishing the pupils with the skills and desire to make a positive contribution to society when they leave school.
- The proprietor is currently leading an alternative provision on the same site as the proposed school. The proprietor demonstrates the skills and knowledge that are required to fulfil this role. Leaders have an in-depth knowledge of the needs of pupils with social and emotional difficulties.
- The proprietor has ensured that the independent school standards are likely to be met if the school is given permission to open.
- The standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor is aware of her responsibilities under the Equality Act 2010.
- There is an appropriate accessibility plan in place. This plan includes making the curriculum and premises accessible and improving communication to pupils with special educational needs and/or disabilities (SEND).
- 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	149109
DfE registration number	806/6005
Inspection number	10237873

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	Hopefields Education CIC
Chair	Emily Greenhalgh
Headteacher	Emily Greenhalgh
Annual fees (day pupils)	£23,000 to £65,000
Telephone number	01642 205233
Website	<a href="http://www.hopefieldseducation.co.uk">www.hopefieldseducation.co.uk</a>
Email address	<a href="mailto:admin@hopefieldseducation.co.uk">admin@hopefieldseducation.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11–18	11–18
Number of pupils on the school roll	Not applicable	35	35

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	35
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	35
Of which, number of pupils with an education, health and care plan	Not applicable	35
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	4

## Information about this proposed school

- The proposed school is situated on an industrial estate on the outskirts of Middlesbrough. The building has recently been refurbished. It comprises three classrooms, a very large open space in the centre of the building, two meeting rooms, a staff room/kitchen, two small rooms and toilet facilities. There is an outside grassed area to the side, which is enclosed by a fence, where pupils will socialise.
- Pupils studying on the equine course will attend a farm which is located approximately a ten-minute drive away from the main building. The address of this provision is Cross Farm, Wynyard Road, Wolviston, TS22 5LL. This location was not included in the original application.
- The proprietor is currently running an alternative provision on the same site as the proposed school.
- The school will consider pupils who are referred from local authorities, schools or other referring agencies. The school will accommodate up to 35 pupils on site per day.
- The school proposes to cater for pupils with social, emotional and mental health needs between the ages of 11 and 18 years old.
- The proprietor is also the headteacher. There are two directors of the provision, which is a community interest company. One is the proprietor, and the other director works in the school.
- The school does not have a religious character.
- The school does not intend to use any alternative providers.

## Information about this inspection

- This inspection was commissioned by the Department for Education.
- This was the proposed school's first pre-registration inspection. It was carried out with two days' notice.
- The inspector held meetings with the proprietor, who is also the headteacher, and with a director of the community interest company. Each of the independent school standards was discussed in detail.
- The inspector looked at the proposed school's website, curriculum plans, schemes of work, a range of policies, the single central register, and health and safety documentation.
- The inspector toured the premises and outside area, spoke with pupils and staff attending the alternative provision and visited the farm.

## Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted 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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://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](mailto: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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022