

Holton Sleaford Independent School

Kesteven Business Centre Units 9–12, Kesteven Street, Sleaford,
Lincolnshire, NG34 7DT

Inspection dates

18–19 January 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)

- The proprietor has ensured that there is a written curriculum policy that is supported by appropriate plans and schemes of work.
- These documents consider the ages and aptitudes of all pupils, including those pupils with an education, health and care plan.
- For pupils in key stage 4, the proposed curriculum will mainly focus on pupils' physical and outdoor education. There will be opportunities for pupils to study functional skills qualifications in English and mathematics. Pupils in key stage 5 will also be able to study a BTEC National Diploma qualification in sport and outdoor activities.
- The proposed weekly timetables show that pupils will also have opportunities to experience learning in other areas, such as science and creativity. For example, pupils will study sports science and develop their computing skills by creating multi-media presentations.
- The proposed curriculum does not undermine the fundamental British values of, for example, democracy and the mutual respect for those with different faiths and beliefs.
- Leaders propose that all pupils will receive independent and accurate careers advice and guidance. There will be work experience opportunities available for pupils in key stage 5.
- Pupils will experience a wide variety of physical activity through outdoor and adventurous activities. These include nationally recognised awards and residential weeks in Cornwall and the Peak District.

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

- Leaders have an appropriate assessment policy. Teachers will assess pupils' work frequently and use this assessment to plan further teaching so that pupils can progress.

- Pupils will be assessed through a variety of examination subjects and coursework. Pupils' progress in behaviour and social skills will be checked frequently.
- The executive headteacher has plans to ensure that teachers are using effective teaching methods, setting appropriate activities and managing class time well.
- Staff already appointed to the proposed school have the necessary skills, knowledge and experience to teach pupils with social, emotional and mental health needs. The appointed staff are experienced in the delivery of the outdoor and adventurous curriculum.
- The school is likely to meet all the standards in this part.

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), 5(d)(iii)

- The proprietor has ensured that there is an appropriate spiritual, moral, social and cultural scheme of work in place. Pupils will acquire an appreciation of and respect for their own and other traditions, faiths and cultures.
- Staff have plans to develop pupils' self-knowledge, self-esteem and confidence. The curriculum will enable pupils to distinguish right from wrong and will actively promote the protected characteristics as set out in The Equality Act 2010.
- The planned outdoor and adventurous activities will enable pupils to improve their social, communication and interaction skills.
- The curriculum will encourage pupils to accept responsibility for their behaviour. It will help them to understand how they can contribute positively to the lives of others who live and work locally, as well as those in society more widely. Pupils will be able to visit and communicate with a wide variety of local shops and businesses.
- Pupils will be given opportunities to share their opinions thoughtfully and respectfully with others who may have a different point of view.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- The school's safeguarding policy takes account of current government guidelines. Staff have received appropriate safeguarding training. Leaders intend that new staff will become familiar with the school's safeguarding policies and procedures before they commence their employment.
- There are clear procedures for staff to follow and record any safeguarding concerns they have about a pupil or family.
- The safeguarding policy is available for parents and carers to download from the proposed school's website. It contains relevant contact telephone numbers.
- Pupils will be taught how to keep themselves safe in a variety of contexts, including when online. Leaders will ensure that there is an effective internet filtering system. Pupils will learn about the dangers of drug and alcohol misuse.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- The proprietor has ensured that there are appropriate behaviour and anti-bullying policies and procedures. Records will be kept of any imposed sanctions and any bullying incidents. There is a reward system in place to encourage pupils to behave, attend every day and wear the proposed school's uniform.

Paragraphs 11, 12, 13

- There is an appropriate health and safety policy. The executive headteacher has ensured, for example, that any medicines will be locked away and only administered through strict procedures.
- The proposed school building has undergone a fire-risk assessment. There are plans for weekly checks to be undertaken on the fire safety equipment as well as frequent fire evacuation practices. Fire extinguishers have been recently installed and there is clear signage around the proposed school. Staff have received fire marshal training.
- There is an appropriate first-aid policy. There are named first aiders who have all received first-aid training. There is a sufficiently stocked first-aid box with a system for the recording of any accidents.

Paragraph 14

- The supervision policy ensures that pupils will be properly supervised through the appropriate deployment of school staff.

Paragraph 15

- The attendance policy contains clear guidelines and procedures. For example, parents will be contacted on the first day a pupil is absent.
- Staff will record pupils' attendance twice a day using an electronic register.
- Leaders have ensured that the proposed school's admission register contains all the required information.

Paragraphs 16, 16(a), 16(b)

- There is a suitable risk assessment policy. Leaders plan to use pupils' individual risk assessments when planning activities both in school and off-site.
- There is a system to help teachers calculate specific risks and to take any necessary, mitigating action.
- The school is likely to meet all the standards in this part.

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

Paragraphs 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), 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(5), 21(5)(a), 25(a)(i), 25(a)(ii), 21(5)(c), 21(6)

- The single central register meets current requirements.

- Leaders understand the checks that they must undertake of staff, including supply staff, prior to them working at the school.
- New members of staff and supply staff will not be allowed to start work at the school until the relevant pre-appointment checks have been undertaken.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(b), 28(1)(d), 29(1), 29(1)(a)

- The proposed school has suitable, separate toilets and washing facilities provided for the sole use of pupils.
- The toilets have an adequate supply of cold and hot water. The hot water temperature does not pose a scalding risk to users.
- The proposed school plans to use a local leisure centre and football club for physical education. Pupils will use the changing rooms and showers at these facilities.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is a designated room to cater for the short-term medical and therapy needs of pupils. This room is close to the toilets and a washing facility and is always readily available.

Paragraphs 25, 26, 27, 27(a), 27(b)

- The proprietor has ensured that the proposed school's premises are maintained to a good standard.
- The acoustic and lighting conditions throughout the premises are appropriate.
- There is external street lighting at the front and lights at the back of the premises to ensure staff, pupils and visitors can arrive and leave safely when it is dark.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- The proprietor has ensured that there is suitable drinking water and that the taps are clearly marked as such. The drinking water is in a separate area from the toilets and is readily available and accessible when the premises are in use.

Paragraphs 29(1), 29(1)(b)

- There is a suitable outdoor space within walking distance of the proposed school for pupils to access should they wish to exercise outside.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 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's website contains all the necessary documentation.

- The executive headteacher will publish annually the school's academic performance and provide parents with an annual written report of their child's progress and attainment.
- The executive headteacher will ensure that relevant policies are available for parents to either download or have in paper form.
- The school is likely to meet all the standards in this part.

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), 33(k)

- The proposed school has a complaints policy which is available to parents.
- The policy explains to parents how to complain, should the need arise. There are clear timescales and the arrangements for a formal complaint are explained.
- The executive headteacher will keep copies of findings and recommendations and make these available during an inspection.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- The proprietor has ensured that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their roles.
- The newly formed governing body, of which the proprietor is chair, will meet frequently to hold the school leaders to account. The governing body will ensure that the school leaders fulfil their responsibilities effectively so that the independent school standards are consistently met.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The proposed school's accessibility plan identifies the actions leaders will take to ensure that pupils with special educational needs and/or disabilities (SEND) will be able to access the school site, its facilities and curriculum.
- The school is likely to meet the regulation in this part.

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	148356
DfE registration number	925/6059
Inspection number	10176938

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	Holton Sleaford Independent School
Chair	Raymond Wilbraham
Headteacher	Luke Hollingworth (Executive Headteacher)
Annual fees (day pupils)	£50,000
Telephone number	07572 791436
Website	holtonseafordindependentschool.co.uk
Email address	enquiries@holtonseafordindependentschool.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	14 to 19	14 to 19
Number of pupils on the school roll	0	16	16

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	16
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	16
Of which, number of pupils with an education, health and care plan	Not applicable	16
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	16

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- Holton Sleaford Independent School Limited will provide a predominantly outdoor education curriculum for up to 16 pupils in key stages 4 and 5.
- All pupils will have a primary diagnosis of social, emotional and mental health difficulties. Some secondary associated needs may include behavioural and social difficulties and autism spectrum disorder.
- All pupils will have an education, health and care plan.
- Many prospective pupils are anticipated to be looked after.
- Most pupils are likely to be funded by local authorities.
- The school is not likely to use any alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic. Some of the inspection was conducted remotely.
- This was the proposed school's second pre-registration inspection. The previous pre-registration inspection took place in August 2020.
- I spoke with the chair of the governing body, the safeguarding governor, the executive headteacher, the head of school, the deputy headteacher and the curriculum lead.
- I conducted a tour of the proposed site.
- I scrutinised a wide range of documentation, including policies, schemes of work and the proposed school's website.
- I checked the proposed school's single central register and arrangements for the safeguarding of pupils.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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