

In-tuition Holistic Education

20 Rosslyn Road, Longton, Stoke-on-Trent, Staffordshire ST3 4JD

Inspection dates

11 September 2018

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 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)(f), 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 proposed school is currently operating as a part-time alternative provision for a very small number of pupils. The local authority and other external agencies refer pupils to the provision. The inspector observed part of one lesson which was taking place for a very small number of pupils.
- Leaders have ensured that a written curriculum policy, appropriate schemes of work and lesson plans are in place. Materials show that the curriculum is likely to provide learning experiences in all areas of education, suited to pupils' specific needs and abilities, including pupils who have special educational needs (SEN) and/or disabilities. The curriculum incorporates all aspects of British values.
- Planned academic work is underpinned by comprehensive support and guidance for pupils' well-being, both through school-based activities and through the engagement of outside agencies. Pupils will be able to follow accreditation pathways suited to their needs and abilities, including functional skills and entry-level qualifications. They plan to work with local accredited providers to enable pupils to access GCSE qualifications where appropriate.
- Leaders' thematic approach to the curriculum, which incorporates a suitable range of foundation subjects, complements the core curriculum offer. Planning shows that pupils' speaking, listening, literacy and numeracy skills will be developed through these subjects. During the inspection, pupils were developing their vocabulary of adjectives to describe characteristics of French food, and demonstrated their geographical knowledge of France and its culture.
- The personal, social, health and economic education (PSHEE) scheme of work is comprehensive. The scheme shows how it intends to develop pupils' skills from Year 7 to Year 11. It pays attention to the protected characteristics set out in the 2010 Equality Act. Leaders recognise the importance of developing pupils' resilience, independence and preparedness for the outside world.

- The delivery of the PSHEE curriculum will be supported by already established partnerships with other agencies and school nurses. Through their work as an alternative provision, leaders have established a comprehensive range of additional support materials. These will enhance the work planned to support and promote pupils' mental health and well-being.
- Leaders have suitable plans in place to provide impartial careers advice and guidance. They have already forged links with the local Chamber of Commerce. Leaders understand that some pupils may need additional support to achieve their career aspirations. Some pupils from the alternative provision have already been able to participate in supervised work experience.
- The school's framework for assessment sets out clearly how pupils' needs will be identified on entry to school and their progress checked from their starting points. The framework emphasises the importance of accurately assessing not only pupils' academic ability but also their personal, social and emotional development needs.
- Leaders have 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)

- Leaders' policy for pupils' spiritual, moral, social and cultural (SMSC) development explains how pupils will be supported in these areas. The policy identifies specific ways in which each area of SMSC will be addressed. For example, activities promote an awareness of cultural differences and weave through religious education and other curriculum subjects. Displays and recent work undertaken in the alternative provision illustrate work that has already taken place. For example, pupils participated in activities to help them develop their understanding of Japanese culture.
- Leaders recognise that due to the nature of their difficulties, pupils may need significant support to develop some aspects of their SMSC understanding. As a result, they plan to involve other skilled professionals and outside agencies to support this work further.
- A discrete British values policy explains how each value links to the planned schemes of work. Careful regard is given to the protected characteristics and the way in which these are incorporated into pupils' learning. Pupils in the alternative provision have developed a British values thesaurus. It shows how their understanding of the terminology has been deepened, using alternative words such as 'autonomy' and 'open-mindedness'.
- The school's 'behaviour for success' policy emphasises a culture of consistency and fairness in the school. Leaders have carefully considered how they will ensure that partisan political views are not promoted to pupils, either in school or out in the community. This is emphasised during staff's induction to the school.
- Leaders have ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 6, 7, 7(a), 7(b), 8, 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The school's safeguarding policy is fit for purpose and reflects the most recent guidance issued by the Secretary of State. It sets out clearly the steps that staff should take if they have concerns about a pupil's welfare. The policy states the potential risks to which pupils may be exposed and ways in which pupils will be supported to minimise those risks. The staff handbook links with the safeguarding policy and establishes expectations of staff's behaviour, including the appropriate use of social media.
- One of the principals is also the designated safeguarding leader (DSL). Her training is up to date to enable her to carry out her role. Both principals have a good understanding of the safeguarding risks in the local area. They are acutely aware of the vulnerability of the pupils they plan to admit to the school and the associated risks such as radicalisation and child sexual exploitation. Leaders have already established good working relationships with the local authority's designated officer and the local police community support officer.
- Proprietors plan to appoint two additional members of staff to the school. This will ensure appropriate supervision for the increased number of pupils during the school day.
- The school's behaviour policy and other associated documents such as the anti-bullying policy set out expectations for positive behaviour, including the use of a restorative justice approach. Systems for rewarding pupils' behaviour are explained and evident in displays in the building.
- The school's risk assessment policy sets out the importance of assessing risks so that pupils are kept safe from harm. Several risk assessments have been carried out, including for trips in and around the local community, and the use of the local gym facility.
- The school's health and safety policy is comprehensive. Procedures are in place for the testing of electrical and fire safety equipment and checks on first aid materials.
- A fire risk assessment of the building was carried out in June 2018. Leaders have already addressed the small number of immediate risks identified. A subsequent action plan has been developed to address some non-urgent recommendations in a timely way. Additional training is due to take place for fire marshals.
- Leaders have ensured that these standards are 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)(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)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8)

- The school's single central record is compliant with statutory guidance. Appropriate checks have been made on the proprietors and other members of staff. Two additional members of the governing body are about to be appointed, subject to successful clearance.
- Leaders have ensured that their recruitment process is thorough. Leaders currently check members of staff's fitness to work at interview, but plan to introduce a formal fitness to work questionnaire. There are no plans to employ supply members of staff.
- Leaders have ensured that 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(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 24(3), 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), 29(1)(b), 29(2), 30, 31, 31(a), 31(b) and 31(c)

- The school is based in a 19th-century semi-detached house in Stoke-on-Trent. The building is well maintained, clean and well lit, internally and externally, and provides suitable learning spaces for pupils across the ground and first floor. There is suitable outdoor space at the rear of the building for pupils' recreation. Physical education is planned to take place offsite.
- Classrooms are well resourced, with engaging displays used by pupils who currently attend the alternative provision. The proprietors have taken care to foster a warm, welcoming and homely atmosphere as they support pupils who may have had less-than-positive experiences of education in the past.
- Separate toilet and washing facilities are available for pupils, along with accommodation for administering first aid and separate medical accommodation. A shower is available for pupils' use.
- Drinking water, clearly labelled, is available in the kitchen area and additional water dispensers are situated around the building.
- Leaders have 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)(d), 32(1)(e), 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), 32(4), 32(4)(a), 32(4)(b), 32(4)(c) and 32(5)

- The school's website provides relevant contact details for the proprietor and governors. Information about the arrangements for admissions, misbehaviour and exclusions are set out clearly, including admission arrangement for pupils who have SEN and/or disabilities and those who speak English as an additional language.

- Not all the school's policies are available on the school's website, but they can be requested from the school as hard copies. Leaders have also produced an informative prospectus for parents, carers and pupils. Reference is made to the complaints policy and how additional policies can be requested from the school.
- Arrangements for first aid and health and safety are clearly stated, as is the school's approach to behaviour management.
- Leaders have 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 school's complaints procedure is fully compliant with the independent school standards. It sets out clearly each stage of the complaints procedure. The school's prospectus provides parents with additional information regarding the complaints procedure.
- Leaders have 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)

- At the last inspection, there were several unmet standards. The proprietors have rectified these shortcomings to ensure that the standards are now likely to be met.
- The proprietors of the proposed school are committed to widening their current offer from a part-time alternative provision to a school that pupils will be able to attend on a full-time basis. Their drive and dedication to re-engage pupils who have had a difficult or disrupted experience of education is evident. They describe themselves as 'inclusion champions' and have already successfully supported pupils' transition back into mainstream education through their work in the alternative provision.
- Proprietors possess a suitable range of skills, knowledge and experience. As a result, for example, they have ensured that the curriculum is fit for purpose to meet the needs of the vulnerable pupils they plan to admit.
- Proprietors are knowledgeable about all aspects of safeguarding and the potential risks to which pupils may be exposed.
- Pupils' emotional health and well-being is a priority for proprietors. They have developed a support network of professionals and external agencies, to enhance the planned provision for the pupils. They have already forged links with the child and adolescent mental health service (CAMHS) and are part of the 'CAMHS in schools' team. They have also engaged the services of a clinical psychologist to enhance the support pupils will receive for their emotional health and well-being.
- Proprietors have only recently decided to form a governing body. Consequently, the work of governors is at an early stage of development. However, there is a clear sense of drive from the chair of governors to build on the successful work of the

alternative provision so that the proposed school provides full-time education for a small group of vulnerable learners.

- Proprietors have a good understanding of the independent school standards and have applied this knowledge to their daily practice. As a result, they have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have given the requirements of part three of schedule 10 of the Equality Act a high priority in all aspects of the school's work. Additional adjustments are stated in the school's accessibility plan.

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	145950
DfE registration number	861/6017
Inspection number	10056545

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 school
Proprietors	Emma Shutt and Melanie Hawe
Chair	Michael Squires
Principals	Emma Shutt and Melanie Hawe
Annual fees (day pupils)	£24,000 to £30,000
Telephone number	01782 315758
Website	www.diamond-families.org.uk
Email address	support@diamond-families.org.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	0
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	15
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–16	11–16	11–16
Number of pupils on the school roll	0	12	12

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	12
Number of part-time pupils	2	4
Number of pupils with special educational needs and/or disabilities	2	12
Of which, number of pupils with an education, health and care plan	0	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	4
Number of part-time teaching staff	0	1
Number of staff in the welfare provision	0	1

Information about this proposed school

- The school is located in a Victorian semi-detached house in Stoke-on-Trent. The premises consist of three learning areas, a well-being room, kitchen and communal area, first aid and medical rooms and two offices.
- The school building also accommodates 'Diamond Families', a 'community interest company working in the community to improve the life chances of children'. One of the school proprietors is also the proprietor of Diamond Families.
- The proposed school is currently operating as a part-time, alternative provision. It intends to provide for up to 12 pupils aged 11 to 16 years, who have SEN and/or disabilities. Up to 10 of these pupils are likely to have an education, health and care plan.
- It is proposed that Stoke-on-Trent local authorities, along with neighbouring authorities, will refer pupils to the school. Stoke-on-Trent local authority currently places pupils at the part-time alternative provision.
- The school does not have a religious character.
- The school intends to offer full-time education to pupils. Pupils will access a range of qualifications suited to their needs, interests and abilities, including functional skills and entry-level qualifications. Where appropriate, pupils will be supported to gain GCSE qualifications through local accredited centres. Given the likely nature of the pupils' needs, they will also receive considerable support for their emotional health and well-being.

Information about this inspection

- This was the proposed school's second pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008. At the first inspection in May 2017, inspectors judged that the proposed school was unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.
- The inspector met with the proprietors to discuss their application for registration. She also spoke to the recently appointed chair of governors on the telephone. The inspector conducted a tour of the premises, accompanied by the proprietors.
- The inspector observed part of a lesson which was taking place on the day of the inspection. She reviewed information on the school's website, as well as additional documentation presented by the proprietors. This included information relating to safeguarding, the school's single central record, health and safety information and policies.

Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

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