

Redbourn Park School

Grovehill Youth Centre, Stevenage Rise, Hemel Hempstead, Hertfordshire HP2 6BH

Inspection date

8 January 2026

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(h), 2(2)(i), 2A(1) to 2A(2), 3 to 3(j), 4

- The school's curriculum is broad, balanced and suitably ambitious. The key stage 4 curriculum builds on the breadth of learning established in key stage 3. Pupils in key stage 4 will be able to study a range of GCSEs, including mathematics, English and science. Leaders plan to tailor the key stage 4 curriculum for pupils who have a particular interest in an area of learning, such as computing.
- When pupils arrive, staff use mathematics and reading assessments to find gaps in pupils' core foundational knowledge. They also check for knowledge in wider development subjects and personal, social and health education (PSHE). The curriculum is highly personalised. All pupils have education, health and care (EHC) plans, and staff use these to plan appropriate learning. The current curriculum and planned changes for older pupils are well matched to pupils' needs.
- The school offers age-appropriate texts in English with adaptations where needed. This enables pupils to read books that are suitably challenging and relevant. The school uses an appropriate phonics programme and other structured approaches to secure pupils' reading skills. Staff teach mathematics through a personalised model, informed by assessments that identify gaps and set individual targets.
- Plans show that children will be taught age-appropriate relationships and sex education and PSHE. This will develop from the individualised approach that the school already implements, ensuring that pupils build on their existing knowledge and receive guidance that is closely matched to their needs and maturity.
- The curriculum includes personal development teaching, which is planned carefully. It provides individual or small-group sessions to help pupils understand their bodies, emotions and the changing world around them, including staying safe online.
- Pupils currently develop their knowledge well. They make progress through the curriculum from their starting points. Staff have the strong subject knowledge needed to teach at key stage 4. They plan lessons effectively. Additionally, they know each

pupil's starting point and take this into account when planning learning tasks. Staff use engaging and effective teaching activities, such as acting out a Shakespeare play, to help pupils understand the text.

- Pupils behave well because staff motivate them effectively. Each pupil has a plan that identifies what helps them to be ready to learn. These plans enable staff to respond consistently and support pupils when they find it difficult to regulate their emotions.
- Class resources are well considered and of good quality, quantity and range. Staff are well trained. They plan learning tasks that are adapted to meet pupils' individual needs. Over time, they support pupils to develop the motivation to think and learn for themselves. This gives assurance that staff will support older pupils well should the material change be granted. The school has an appropriate framework for assessing pupils across the curriculum.
- Staff provide meaningful and impartial careers advice through online careers fairs, STEM workshops and opportunities to explore the world of work within subjects. Leaders plan to continue this with older pupils and have plans to offer future work experience opportunities to pupils in key stage 4.
- The independent school standards (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

Paragraphs 5 to 5(d)(iii)

- Fundamental British values are woven throughout the curriculum for all year groups. Pupils learn about democracy, the rule of law, individual liberty, and mutual respect and tolerance through topics, celebrations and specific teaching. Across the curriculum, pupils are supported to distinguish right from wrong.
- Leaders ensure that the curriculum, daily routines and wider school experiences support pupils to develop understanding, positive relationships and respect for others. Leaders have considered how this will be adapted for older pupils.
- Pupils learn to respect the protected characteristics. Teaching ensures that pupils develop a knowledge of and respect for different cultural traditions. This occurs through subject teaching, assemblies, special events and visitors.
- Behaviour systems contribute positively to pupils' development. Pupils are encouraged to take responsibility for their behaviour and to contribute positively to the school community, for example through the school council.
- The school makes sure that teachers and visiting speakers do not promote political viewpoints.
- 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

Part 6. Provision of information

Paragraphs 7 to 7(b), 11, 12, 14, 16 to 16(b), 32(1)(c)

- The safeguarding policy is comprehensive, written in line with statutory guidance and published on the school's website. Safeguarding records show that the procedures are implemented effectively. Staff log any concerns about pupils, which are followed up appropriately by safeguarding leaders. The school has ensured that staff are well trained to safeguard pupils. Leaders have thought carefully about how to ensure this vigilant culture is maintained if the material change is approved.
- The school has an established health and safety policy that outlines the actions staff must take to minimise risks to pupils and colleagues. The site is well maintained, and systems for recording and monitoring health and safety checks are robust.
- The site has appropriate fire safety measures in place.
- Current classrooms have small class sizes, and there is capacity for up to three additional pupils without requiring any alterations to the site.
- Appropriate risk assessments are in place for the overall provision, off-site activities and individual pupils. Individual risk assessments are regularly reviewed and updated in response to changes in pupils' needs or circumstances.
- The site has an appropriate ratio of pupils to staff. Pupils' needs are met, and they are well supervised through the school day by well-trained staff. The school will recruit two additional teacher assistants and two additional teachers. This means that the school will have sufficient staff to supervise and ensure the safety of all pupils.
- There is a robust training induction programme in place. All new staff will be well trained to meet the needs of 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(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii) and 21(5)(c) to 21(6)

- The proprietor carries out appropriate checks to ensure the suitability of recruited staff and members of the proprietorial body. The proprietor ensures that all required checks are completed before new staff start employment.
- The single central record complies with statutory guidance.
- All necessary checks for supply staff are completed and verified to ensure their suitability to work with pupils.
- 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

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(1)(b), 24(2), 25 to 29(1)(b)

- Both sites are suitable and provide sufficient internal space to meet pupils' needs. Accommodation includes offices, therapy rooms and airy classrooms that are appropriately equipped. Furniture and learning resources are of good quality. There are suitable outdoor areas. Physical education is delivered across a range of

appropriate local facilities, including the nearby leisure centre. The sites are well maintained. There is sufficient space for the intended new cohort.

- The medical provision is appropriately equipped, including a medical bed, access to running water and close proximity to a toilet. Suitable facilities for pupils to access drinking water are provided throughout the school.
- Toilet facilities are clean, private and separated for boys and girls.
- There is appropriate lighting and acoustics in classrooms and around the school.
- The school has suitable first-aid provision. The medical room contains all required equipment, including locked facilities for the storage of medication.
- 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

Paragraphs 34(1) to 34(1)(c)

- School leaders and the proprietor have a secure understanding of the independent school standards, and they apply this knowledge effectively to ensure that the standards are likely to continue to be met.
- The school and the proprietor prioritise the safety, wellbeing and best interests of pupils. They remain committed to a steady, carefully planned approach to expansion, ensuring that any expansion continues to meet the needs of current pupils.
- The standards in this part are likely to be met if the request for the material change is approved.

Schedule 10 of the Equality Act 2010

- The proprietor ensures that the school complies with schedule 10 of the Equality Act 2010 by publishing a suitable accessibility plan. This plan is reviewed regularly.

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	148472
DfE registration number	919/6018
Inspection number	10435370

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 day school
Proprietor	Redbourn Park Independent School Limited
Chair	Mr Richard McCabe
Headteacher	Mrs Helena Warren
Annual fees (day pupils)	£65,000 to £95,0000
Telephone number	01442 601 252
Website	www.redbournpark.co.uk
Email address	richard.mccabe@redbournpark.co.uk
Dates of previous standard inspection	11 to 13 June 2024

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 14	7 to 16	7 to 16
Number of pupils on the school roll	25	30	30

Pupils

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

Number of full-time pupils of compulsory school age	21	30
Number of part-time pupils	4	0
Number of pupils with special educational needs and/or disabilities	25	30
Of which, number of pupils with an education, health and care plan	25	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	25	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	20	24
Number of part-time teaching staff	5	5

Information about this school

- The school comprises a secondary phase and a primary phase for pupils in key stage 2. These merged to become one school on 19 July 2024.
- The school is situated across two sites. The secondary provision is separate to the key stage 2 provision. One site is Grovehill Youth Centre, Stevenage Rise, Hemel Hempstead, Hertfordshire HP2 6BH. The other site is at Ebenezer Chapel, Bradden Lane, Hemel Hempstead HP2 6JB.
- All pupils have an EHC plan. Pupils who attend the school have autism and additional needs linked to anxiety, trauma, communication difficulties and social, emotional and mental health.
- The school does not use alternative provision. However, it does have its own therapy hub, which some pupils on roll access. This operates off site and is owned by the proprietor.
- The school's last standard inspection was in June 2024, when it was judged to be good overall.

- The school is seeking to extend its age range, currently seven to 14, to include pupils up to age 16. This is to ensure that the pupils currently in Year 9 can stay at the school for key stage 4.
- The school is also seeking to extend the published admission number from 27 to 30.

Information about this inspection

- The inspection was commissioned by the Department of Education to consider whether the independent school standards were likely to continue to be met if the proposed changes to pupil numbers and age range were accepted.
- This was the school's first material change inspection in respect of these particular changes.
- The inspector spoke to the proprietor, the health and safety manager, the headteacher, the deputy headteacher and assistant headteacher.
- The inspector scrutinised a range of documents, including the single central record and safeguarding records.
- The inspector undertook a visit to the key stage 2, 3 and 4 site.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

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