

Redbourn Park Secondary School

Ebenezer Chapel, Bradden Lane, Gaddesden Row, Hemel Hempstead, Herefordshire HP2 6JB

Inspection date

24 January 2024

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) to 2(2)(b), 2(2)(d) to 2(2)e(iii), 2(2)(h), 2(2)(i), 2A(1)(b) and 2A(1)(d) to 2A(2)

- There is a planning, teaching and assessment policy that is suitably comprehensive and gives staff clear guidance. The curriculum is equally detailed. It is underpinned by adopted schemes of work in every key stage 3 subject found in the national curriculum. Through training, leaders plan to upskill staff in how to use assessment to inform simple adjustments that will allow all pupils to access this ambitious curriculum.
- The personal, social and health education (PSHE) curriculum is suitably detailed, including in how it meets the requirements of statutory guidance around relationships and sex education (RSE) and health education. Curriculum planning makes explicit links between RSE and health education and safeguarding. This will ensure that pupils learn what respectful relationships look like so that they may keep themselves and others safe as they mature into adulthood.
- Careers guidance is suitably planned. This includes how school trips or hosting visitors in school will teach pupils about different careers, such as those in construction and hospitality.
- The school aims to provide pupils with a suitable extra-curricular offer. This includes school trips and visitors. Pupils will undertake sports using nearby facilities.

Paragraphs 3 and 3(a) to 3(j)

- The school will have a rigorous focus on teaching. For example, teachers will receive training through a planned fortnightly teacher meeting. This will aim to build on teachers' strengths and address any deficiencies in how staff introduce subject matter and check pupils' understanding of it.
- Initially, leaders plan to bring in staff from the other independent school that the proprietor oversees. These staff understand how to support pupils with special educational needs and/or disabilities (SEND). They know, for example, how to build

pupils' self-esteem through gentle encouragement so that pupils feel safe to overcome aspects of academia that they have previously found daunting.

- Where the adopted schemes of work are not designed specifically for a special school, teachers will make necessary adjustments, for example by using passages from high-quality texts so as not to overwhelm pupils when staff guide them to read and understand more complex language and ideas.

Paragraph 4

- There are sufficient plans in place regarding a system for academic assessment, including when pupils join the school. It is a two-stage process. Staff assess against curricular statements and leaders then moderate these assessments. For the moderation, leaders plan to hold regular, in-depth discussions about each pupil's achievement.
- There are separate termly meetings planned to relate to any pupil with an education, health and care (EHC) plan. This is because leaders suspect that some pupils' EHC plans will focus more on behaviour and well-being, and, although they understand that a pupil's well-being must be supported to ensure that they are ready to learn, they want to ensure there are focused discussions on a pupil's academic achievement too. In these EHC plan review meetings, leaders will work with staff to ensure that staff use the EHC plans effectively.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraphs 5 and 5(a) to 5(d)

- The proprietor expects that most pupils joining the school will have experienced some turbulence in their education. There will be training to ensure that staff understand how to develop pupils' social skills. There will be bespoke therapeutic support, such as play therapy, for pupils. Observations by an educational psychologist will offer strategies to staff on how best to cater for pupils' behavioural needs.
- Subjects such as religious education and PSHE, along with frequent assemblies, will teach pupils about their and others' place in the world. It will mitigate any potential issues around pupils attending a small, close-knit school where they may not meet many people who differ from them and their respective backgrounds.
- The school has been open with members of the community, inviting them in to tour the building and to understand for whom the school will cater. The school wants to foster relationships with local people to facilitate opportunities for pupils to volunteer, such as in the local library or at a farm.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 and 7(a) to 7(b)

- The chair of the proprietor body and the headteacher are designated safeguarding leads, having completed the relevant training. They understand how to organise training for staff. There are planned systems in place that allow for supervision, such as a weekly operations meeting between members of the proprietor body and school leaders where safeguarding will be a standing item on the agenda.
- There is a comprehensive safeguarding policy that is published on the school's website. There are plans to use the same electronic safeguarding system that is in use at the other school that the proprietor oversees. This is to support leaders' oversight of any concerns. In addition, there will be end-of-day briefings at which incidents may be sensitively discussed to ensure that staff remain vigilant about pupils who are susceptible to harm.
- The proprietor wants a strong focus on care and empathy. There will be appointed staff and facilities in place that will allow pupils to access timely therapeutic support on site.

Paragraphs 9, 9(a) to 10 and 15

- The behaviour and anti-bullying policies provide clear guidance about the responsibilities of pupils, parents and carers, and staff. The school is striving to be a place where kind, respectful behaviour is the norm. To allow for this, there are clear procedures in place that should set pupils up for success.
- The admissions register is ready for when the school opens. The school has adopted an electronic attendance register that provides efficient analysis of attendance to allow leaders and staff to respond to any attendance concerns.

Paragraphs 11 to 14 and 16

- Policies on fire safety, first aid, and health and safety are sufficiently detailed and take into account the nature of the school. Where most staff are likely to work across the two schools overseen by the proprietor, leaders will timetable staff carefully to ensure that there is a fire warden on site during school hours.
- There is a clear risk assessment policy in place. There is evidence of how it works well, with the concise, easy-to-follow risk assessments that leaders have already drawn up. Staff will receive support in how to compile individual risk assessments for pupils whose needs may raise the risk of an activity.
- Regarding the supervision of pupils, there are plans to recruit staff to allow for one adult to every two pupils. Leaders believe that this will best support pupils' behaviour, learning and well-being.
- The school is likely to meet all the standards in this part.

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), 20(6) to 20(6)(c) and 21(1) to 21(6)

- The proprietor and school leaders overseeing recruitment and vetting checks have a strong working knowledge of safer recruitment. Consequently, the checks completed on those individuals the proprietor intends to have working in the school comply with statutory requirements.
- The single central record is up to date. It captures the necessary information, along with additional information, such as details relating to individuals' induction and training. There are currently no plans to use agency staff.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

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

- The school is located in a converted chapel. Before the proprietor acquired the premises, they were used as a commercial office. They had been renovated to a high standard. The building has sufficient space, including large classrooms, a gym, a medical room and rooms for interventions, to cater for pupils' additional needs.
- The windows at the front of the building, along with the windows in rooms, draw in lots of natural light. There is also sufficient internal, external and emergency lighting that is tested regularly. Air conditioning throughout the building ensures moderate temperatures all year round. Rooms are suitably insulated, so there is little distraction by way of noise. This all ultimately ensures that the school environment can be conducive to learning.
- Clear labels indicate taps that provide drinking water. In addition, pupils have access to filtered water dispensers.
- There are lockable toilets near the classrooms and the medical room, as well as a lockable shower room that doubles as changing facilities. Conscientious work went into ensuring that the hot water in these rooms does not pose a scalding risk.
- The outdoor space used for breaktimes is fully fenced to ensure pupils' safety. There is also an area for which there are plans for pupils to grow and tend to plants. Because the outdoor space is rather small, there are plans to make use of a park that is a short walk from the school. Most physical education will be taught off site using sports facilities, such as an equestrian centre.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(j) and 32(2) to 32(3)(g)

- There is a school website that provides all the required information, such as policies about the curriculum and safeguarding. The website has been carefully designed to

ensure that it is easy to navigate. It includes helpful anecdotes too, capturing the story of the school and what it hopes to offer pupils with SEND.

- The school plans to provide termly written reports alongside a parents' day, when parents will be invited into school to discuss their child's progress and see the school day in action. The written report will include the pupil's progress against the short-term targets devised from the longer term outcomes listed on their EHC plan. It will also include information about the pupil's achievement that is taken from the assessment system leaders have devised.
- Procedures are in place to review pupils' EHC plans each year, including accounting for how funding is spent and reporting this to the local authority.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33k

- The school's complaints policy includes a clear, tiered procedure for raising concerns. The proprietor is steadfast in their belief that all complaints must be handled formally. Therefore, there are systems in place to maintain a paper trail that captures events and follow-up actions.
- 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) to 34(1)(c)

- The chair of the proprietor body and the headteacher both have current and previous experience of working in schools, including an independent school.
- The proprietor intends to transfer a few staff from the other independent school they oversee when they introduce the first cohort of pupils to the school. This is to ensure consistency in approach regarding systems and policies, as well as ensuring that pupils receive their education and welfare support from staff who have experience of working with pupils with SEND.
- The proprietor intends for pupils to flourish at this school, actively seeking rigorous external evaluation to ensure that the school can achieve its aim.
- There are governors waiting in the wings to assist the proprietor in ensuring that the school is compliant with the independent school standards. These governors have been selected carefully to ensure that the members of the governing board will have complementary skills and experience. For example, there will be a governor with experience of serving as a safeguarding governor.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The accessibility plan provides details of how all pupils and staff can access the premises and the curriculum effectively, including how the facilities will be reviewed to meet the needs of any pupils or staff requiring reasonable adjustments.
- The school is likely to meet the regulatory requirements 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	150455
DfE registration number	919/6026
Inspection number	10322169

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	Other independent school
School status	Independent special school
Proprietor	Redbourn Park Group Ltd
Chair	Richard McCabe
Headteacher	Steve Lloyd
Annual fees (day pupils)	£52,000
Telephone number	07801 898067
Website	www.redbournpark.co.uk
Email address	richard.mccabe@redbournpark.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	Not applicable	11 to 14	11 to 14
Number of pupils on the school roll	Not applicable	12	12

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	12

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	12
Of which, number of pupils with an education, health and care plan	Not applicable	12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- The proprietor, Redbourn Park Group Limited, seeks registration of the proposed school with the Department for Education (DfE) as an independent special school to admit 12 pupils with SEND who are between the ages of 11 and 14 from February 2023. It is likely that all pupils will have an EHC plan. Local authorities will commission placements to the school.
- The school intends to cater for the following special educational needs and/or disabilities: cognitive and learning needs; speech, language and communication needs; autism; social, emotional and mental health needs; physical disability; and moderate learning difficulty.
- The proprietor also proposes to cater for children who are looked after by the local authority.
- The proprietor does not intend to use supply staff.
- The proprietor body is a private limited company. There are three directors. The proprietor body also runs another independent special school, Redbourn Park School, which caters for pupils with SEND between the ages of seven and 11.

Information about this inspection

- Ofsted carried out this inspection at the DfE's request to consider whether the proposed school is likely to meet the standards if the DfE gives permission for it to open.
- This was the first pre-registration inspection the school had received. The inspection focused on compliance with the regulatory requirements of the standards, safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector held meetings with leaders, including the chair of the proprietor body, a member of the proprietor body and the headteacher.
- The inspector reviewed school documentation, including policies, curriculum information, the admissions register and the single central record of recruitment and vetting checks.
- The inspector toured the proposed school premises to assess their suitability.

Inspection team

Daniel Short, lead inspector

His Majesty's Inspector

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