

# Redbourn Park Independent School

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

**Inspection date**

13 April 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

#### *Paragraph 2(1), 2(1)(a)–(b), 2(2), 2(2)(a)–(i)*

- All pupils likely to attend the proposed school will have special educational needs and/or disabilities (SEND). Pupils' primary needs will be social, emotional and mental health (SEMH) needs.
- The proposed curriculum is designed to provide different 'pupil pathways' to meet the needs of individual pupils between the ages of seven and 11. Leaders' intention is to assess pupils' starting points using information from parents and carers, pupils, previous settings and education, health and care (EHC) plans when pupils join the school. Teaching and learning programmes will then be tailored to match pupils' individual needs.
- All pupils will follow a broad and balanced curriculum that includes English, mathematics, science, music, physical education (PE), humanities, art, modern languages, music, design and technology, and computing. Activities to enrich learning will be routinely planned into the weekly timetable.
- Curriculum design places a strong focus on pupils' personal development and well-being. The personal, social, health, citizenship and economic (PSHCE) education curriculum is suitably designed to meet pupils' different needs. Plans are linked, for example, to teaching pupils about managing feelings, healthy relationships and respecting the views of others.

#### *Paragraph 3, 3(a)–(j)*

- The school's overarching curriculum policy sets out the school's vision and objectives. The school's approach to learning is intended to support pupils to achieve their potential, have high expectations and to respect themselves and others. Curriculum plans aim to support teaching that will enable pupils to acquire new knowledge and skills and make good progress according to their ability.
- Procedures are in place to assess pupils' prior learning when they join the school. This includes assessing their understanding of phonics to identify any gaps and consider

what reading support each of them will need. Routine assessments are planned in all aspects of pupils' learning.

- Staff currently employed are suitably experienced to teach the planned curriculum across the age range and to meet the SEND needs, particularly those relating to SEMH, of the pupils who will attend. Teaching will take place in three classrooms. Pupils will have access to a range of resources, including whiteboards and electronic devices.

#### *Paragraph 4*

- Leaders have a system in place to check and report on pupils' progress and achievement. Pupils will be assessed during induction to identify gaps in their prior knowledge and the extra help required to support their individual learning needs.
- There are appropriate procedures planned for reporting to parents about their child's educational performance.
- The three independent school standards relating to the quality of education are likely to be met when the proposed school opens.

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

#### *Paragraph 5, 5(a)–(d)*

- The proposed curriculum is designed to promote pupils' spiritual, moral, social and cultural development. Pupils will learn about a range of topics to help them to develop their social awareness, manage their own feelings, understand the expectations of them, and reflect upon their behaviour and conduct.
- The school's values and ethos and the strong culture of safeguarding are reflected throughout the leaders' curriculum plans. Through the computing curriculum, pupils will be taught to recognise acceptable and unacceptable behaviour on digital media and how to respond to it. Pupils will learn about the benefits and risks of using the internet and how to stay safe online.
- Curriculum plans have been carefully mapped to ensure that pupils experience all aspects of PSHCE education. Plans are in place, for example, so that pupils will learn about maintaining healthy relationships and what is meant by a healthy and balanced diet. Pupils will learn the principles and values that underpin British society and how they can make their voices heard and make a difference.
- Through the specific teaching of social skills, leaders intend to develop pupils' understanding of the differences between religions and lifestyles and the importance of cultural differences and diversity.
- This independent school standard is likely to be met when the proposed school opens.

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

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

- The safeguarding policy is up to date and meets statutory requirements.

- A range of policies are in place to manage pupils' health and safety, promote their well-being and keep them safe. All new staff will receive child protection training.

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

- Suitable policies are in place for managing behaviour and pupil exclusions and for preventing bullying.
- Leaders have planned a system to record and monitor behaviour patterns. Staff aim to use this information to provide support for pupils and to secure continuous improvement in pupils' behaviour over time.

*Paragraph 11, 12, 13*

- The required health and safety, including fire safety, policies are in place. The policies detail leaders' and their teams' responsibilities in keeping the premises, pupils, staff and visitors safe.
- Arrangements for fire safety training for staff prior to the proposed school opening have been agreed.
- Outstanding work, including additional servicing of fire extinguishers and some rewiring in the school hall, has now been scheduled for completion before the end of this month.
- Leaders are aware of the requirements to keep daily and weekly checks on the premises and services, alongside the required annual checks carried out by external contractors. Leaders have drawn up an appropriate schedule to ensure that these are carried out.
- The school has a suitable first-aid policy that defines procedures to follow in the event of an accident. Arrangements are in place to maintain accident records and to follow up on any further preventative actions needed.

*Paragraph 14*

- The provider has planned staffing structures and rotas to ensure that pupils are appropriately supervised throughout the school day.

*Paragraph 15, 16*

- Attendance and admission registers are in place ready to record all the necessary information as pupils enrol or leave the school. Leaders are aware of their responsibility to inform the local authority if a pupil is taken off the school roll.
- Risk assessments set out how risks will be mitigated and regularly reviewed. The proprietor is aware that risk assessments for off-site activities will need further detail as the provision evolves.
- The nine independent school standards for the welfare, health and safety of pupils are likely to be met by the proposed school.

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

*Paragraph 18(2), 18(2)–(f), 18(3), 19(2), 19(2)(a)–(d), 19(3), 20(6), 20(6)(a)–(c)*

- The headteacher has completed training in safer recruitment.

- The proprietor is aware of all the relevant checks that need to be carried out before staff are employed at the school. All of the required checks on staff will have been made prior to them starting work in the school.
- Designated staff have a range of relevant professional qualifications, experience and expertise to teach the proposed curriculum and support pupils' needs.
- Plans are in place to recruit additional staff as the number of pupils on the school's roll increases.
- The school does not intend to use supply staff.

*Paragraph 21(1), 21(2), 21(3), 21(3)(a)–(b), 21(4), 21(5), 21(5), 21(5)(a)–(c), 21(6), 21(7), 21(7)(a)–(b)*

- A single central record of employment checks is in place and shows all the required information, including section 128 checks of the proprietor.
- The four independent school standards for the suitability of staff and proprietors are likely to be met by the proposed school.

## Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a)–(c), 24(1), 24(1)(a)–(c)*

- Suitable toilets, with washing facilities and hot water, are provided, including separate toilets for boys and girls that can be locked from the inside. There are separate arrangements for staff. A toilet for people with disabilities is available on the ground floor.
- There is a medical area on the ground floor. It includes a bed and washing facilities and is located close to toilets. First-aid equipment is stored in a lockable cupboard.

*Paragraph 25, 26, 27, 27(a)–(b)*

- The accommodation is a converted building over two floors. It comprises a reception area and a large office area. Upstairs, there are three teaching areas. There is one large classroom with a kitchen attached. This area will be suitable for teaching practical subjects, such as food preparation. There are two smaller classrooms on the same floor. On the ground floor, there is a large hall suitable for indoor sports. There is a large outdoor, purpose-built area for PE and play.
- The building has suitable sound proofing, natural light, electric lighting and ventilation. Emergency lighting, fire alarms and fire extinguishers are all in place. Outstanding checks have been arranged for completion in a timely manner.
- Drinking water is readily available and adequately labelled.
- The accommodation is suitable to support the proposed curriculum, the number and age range of pupils proposed at its opening, and pupils' SEMH needs.
- The seven independent school standards for the premises and accommodation are likely to be met when the proposed school opens.

## Part 6. Provision of information

*Paragraph 32(1)(a)–(j), 32(2), 32(2)(a)–(d), 32(3), 32(3)(a)–(g), 32(4)(a)–(c)*

- All the required information is available to prospective parents on the school's website, including the school's safeguarding policy.
- Pupils who attend the school when it opens will be funded by a local authority. Leaders are aware of their responsibility to provide a breakdown of income and expenditure related to the funding they receive. They understand what they need to do to implement effective processes linked to pupils' EHC plans and the associated annual reviews.
- This independent school standard is likely to be met when the proposed school opens.

## Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a)–(k)*

- A written policy for handling complaints is in place. The policy provides clear guidance on procedures, timescales, composition of the panel, representation and confidentiality.
- Plans are in place for maintaining written records of all complaints and information about the follow-up actions taken.
- This independent school standard is likely to be met when the proposed school opens.

## Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a)–(c)*

- The headteacher is the proprietor. There is no governing body at present. The headteacher and deputy headteacher have extensive experience of teaching pupils with SEND and leading specialist settings.
- The proprietor shows a suitable understanding of the independent school standards. As the school grows, the proprietor intends to form a local governing body to oversee the school's work.
- Links have been made with a local secondary school, Hertfordshire sports partnership, and key support services provided by the local authority. Leaders have bought into the local authority improvement partner programme.
- Towards the end of this inspection, the proprietor reflected on the original intention to admit 20 pupils to the school's roll for pupils between the ages of seven and 14 years. The new proposal is to admit a maximum of 12 pupils between the ages of seven and 11 years.
- This independent school standard is likely to be met when the proposed school opens.

#### Schedule 10 of the Equality Act 2010

- The school's accessibility plan provides details of how all pupils can access the curriculum, premises and information effectively.
- All requirements 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	148472
DfE registration number	919/6018
Inspection number	10180347

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	Mr Richard McCabe
Headteacher	Mr Richard McCabe
Annual fees (day pupils)	From £49,000
Telephone number	01442 601252
Website	<a href="http://www.redbournpark.co.uk">www.redbournpark.co.uk</a>
Email address	<a href="mailto:head@redbournpark.co.uk">head@redbournpark.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	N/A	7–11	7–11
Number of pupils on the school roll	N/A	12	12

### *Reason for inspector's recommendations*

- Leaders changed their original proposal from up to 20 pupils to a maximum of 12 during this pre-registration inspection. They also changed the age range from between seven and 14 to between seven and 11. There is appropriate room and resources for this maximum number of pupils.



## Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	12
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	12
Of which, number of pupils an education, health and care plan	N/A	Not yet determined
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Not yet determined

## Staff

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

## Information about this proposed school

- The proprietor is the headteacher and currently the sole director of the proposed school. He has partnered with Dacorum Borough Council and one of its charities to provide for children with SEND in local communities. The proprietor seeks registration with the Department for Education (DfE) as an independent special school to admit pupils between the ages of seven and 11 with SEND from September 2021.
- The proprietor does not intend to admit more than six pupils within the first term of the first year.
- The school anticipates admitting pupils with SEMH and communication and autism spectrum disorder needs. Most pupils attending the proposed school will have an EHC plan.

- The proprietor aims to establish the school for a maximum of 12 pupils. Leaders changed their original proposal from up to 20 pupils between ages of seven and 14 to 12 pupils between the ages of seven and 11.
- The proposed school is on the site of the Grovehill Youth Centre in Hemel Hempstead.
- The proprietor does not intend to use supply staff.
- The proprietor proposes to admit pupils from the local authorities within transportation distance.

## Information about this inspection

- This was the first pre-registration inspection of the proposed school.
- The proposed school is not yet operating.
- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic of 2020. The inspection was conducted on the proposed school site over one day.
- Inspectors met with the proprietor (who is also the headteacher), and the deputy headteacher and one other teacher. One inspector also met with the representative from the local charity responsible for managing the premises. Inspectors all met with a prospective member of the governor body. Inspectors toured the premises and accommodation, scrutinised the single central record and met with leaders responsible for the school's safeguarding arrangements.
- Inspectors scrutinised a range of documentation, including a wide range of policies and procedures, the school prospectus and other information provided by the proprietor.
- Inspectors spoke with the Hertfordshire local authority leader for SEND.

## Inspection team

Cindy Impey, lead inspector

Her Majesty's Inspector

Christine Dick

Her Majesty's Inspector

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