

Esland Isaac Newton School, Grantham

Newton Chambers, Isaac Newton Way, Grantham NG31 9RT

Inspection dates

15–16 July 2020

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

- Members of the proprietorial body, including the head of education, have ensured that a curriculum policy is in place. It is supported by a comprehensive education policy. The planned curriculum follows the national curriculum.
- Leaders have identified that most pupils who will attend the school will have had previous negative experiences of school. Many will be at different stages in their learning. Leaders plan to ensure that pupils follow a curriculum that is matched well to their academic and personal development needs.
- Leaders demonstrate an effective understanding of the needs of the pupils who will be in their care. Many pupils are known to leaders already and comprehensive transition arrangements are planned.
- Leaders are clear about the process to ensure that pupils with special educational needs and/or disabilities (SEND) or those who are children looked after receive timely reviews of their personal targets and provision.
- Members of the proprietorial body have plans in place for the school to work closely with external professionals, including those who care for children looked after. A team of therapists will support staff to meet pupils' needs appropriately.
- Leaders plan to ensure a regular cycle of assessment of pupils' overall well-being and academic progress. Staff will be able to use this information to plan pupils' next steps.
- A framework to support information and guidance for pupils relating to their future career choices is well thought out. Leaders plan to establish good relationships with businesses in the local area, to provide pupils with work experience and real-life learning opportunities.

- Where pupils are ambitious to attain higher qualifications, particularly post-16 students, leaders plan to utilise local colleges to support students to access qualifications for future careers or university courses.
- The standards in this part 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), 5(d)(iii)

- Members of the proprietorial body have carefully planned for the promotion of pupils' spiritual, moral, social and cultural development. Leaders know that pupils who will attend the school are particularly vulnerable. They have designed learning and activities to support pupils to grow in confidence, develop their character and learn independence.
- The personal, social, health and economic (PSHE) education programme is appropriate. It will provide rich opportunities for pupils to build their knowledge and understanding of British values, equality, diversity and the wider world. Planned units of learning include a wide range of topics such as relationships and sex education, internet safety, human rights, health and well-being and enterprising skills.
- Leaders have policies and procedures in place to ensure that necessary checks are made on visitors to the school. Staff will also be present when visitors are in school.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- There is a comprehensive and pertinent safeguarding policy in place. It is up to date with current statutory guidance. A designated safeguarding lead will work closely with members of the proprietorial body's safeguarding board.
- Members of the proprietorial body plan to ensure that staff receive regular updates about safeguarding and that concerns are logged accurately and followed up rigorously.
- There are appropriate behaviour and anti-bullying policies in place. Leaders are knowledgeable about the potential needs and vulnerabilities of pupils who will attend the school. The policies outline high expectations for pupils' behaviour and explain how staff will manage and address any incidents that occur.
- The health and safety policy identifies suitable systems and monitoring processes that will be in place to ensure the safety of staff and pupils. For example, there will be regular checks on the quality of water and on the safe storage of chemicals used for cleaning or for science lessons.
- An appropriate first-aid policy is in place. Leaders intend to ensure that staff are qualified in the administration of first aid.

- Leaders have acted to make sure that the school is compliant with the requirements of the Regulatory Reform (Fire Safety) Order 2005. A risk assessment has been carried out. Plans are in place to train all staff as fire wardens. Fire alarms are in place and will be tested weekly. Fire evacuation procedures will be practised regularly to ensure pupils understand what to do in the event of a fire.
- Admission and attendance registers will be electronic and contain the necessary information.
- There is a written risk-assessment policy in place that provides staff with appropriate information to support them to identify possible risks and put in place suitable control measures.
- The standards in this part are likely to be met.

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

- A single central register is in place. This details the required checks which will be carried out before staff are employed, by whom and when.
- At the time of the inspection, staff were yet to be appointed. Relevant checks are planned to be recorded for all relevant staff and adults who will be working closely with pupils.
- Leaders understand their responsibilities regarding safer recruitment. Suitable plans are in place to ensure that senior leaders of the school are also appropriately trained in safer recruitment, when appointed.
- The standards in this part 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), 24(1), 24(1)(a), 24(1)(b), 24(2), 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)

- The school premises were previously an office. COVID-19 (coronavirus) restrictions have delayed the progress of the refurbishment of the building. However, members of the proprietorial body are knowledgeable and experienced. Leaders have taken prompt and appropriate action as soon as it has been safe to do so, to ensure that necessary refurbishments are being addressed and that the health, safety and welfare of staff and pupils have been well considered.

- There are suitable washing and toilet facilities for the sole use of pupils. An accessible toilet is provided. A suitable medical and first-aid room is available for the care or examination of injured or ill pupils.
- Leaders identified that there is not a suitable indoor or outdoor space for physical education (PE) lessons to take place. However, there is suitable outdoor space for pupils to play and socialise. Leaders intend for pupils to be taught PE off site at the local leisure centre or a neighbouring school. These will have suitable showering and changing facilities which will be available for pupils to use. Such facilities are also available in school, if required.
- Classrooms are light and airy and of appropriate size for the proposed number of pupils. Most rooms have air conditioning installed.
- Adequate running water is supplied to the school. The temperature of the hot water does not pose a risk of scalding at the point of use.
- Water suitable for drinking is available from the upstairs kitchenette. However, leaders are intending to provide water coolers at various points throughout the school so that pupils, staff and visitors have easy access to drinking water when required. Suitable signage to indicate where drinking water will be available has been ordered.
- The premises are clean and in good condition. They are well maintained. Appropriate consideration has been given to the health and safety of pupils and staff. External lighting is in place to help people enter and exit the building safely.
- The site is secure, but leaders are planning to further increase site security by installing an electronic gate mechanism and key-fob entry for staff.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 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)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- Leaders have ensured that relevant policies are available to parents and carers on request and are also available through the proprietorial body's website.
- There are comprehensive policies in place which detail how pupils with SEND and those who speak English as an additional language will be supported.
- Leaders have ensured that necessary contact information for the school is available on the proprietor's website.
- The standards in this part 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), 33(k)

- There is a comprehensive complaints policy which will be accessible to parents. Procedures and processes are explained, and timescales clearly stated.

- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- Leaders demonstrate that they are highly experienced and have strong expertise in the field of specialist education. They have ambition and enthusiasm for the inclusive provision they want this school to provide for pupils and the local community.
- Leaders can articulate a vision for the school to make a positive and significant change to the lives of pupils who will attend. They will be able to work closely with parents so that pupils attend regularly, and receive an education based on an appropriate assessment of their needs.
- Leaders possess extensive experience of working with children looked after. They have established effective relationships with a range of external agencies to support pupils in their education and well-being.
- Members of the proprietorial body have ensured that a comprehensive strategy is in place to monitor and evaluate the success of the school, including compliance with the independent school standards. Leaders understand their roles and responsibilities. They have provided policies which give appropriate guidance for the welfare, health and safety of pupils.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Members of the proprietorial body have ensured the curriculum is designed to be inclusive. There is a suitable plan in place to improve access to the school environment for pupils, staff and visitors.
- 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	147703
DfE registration number	925/6055
Inspection number	10145569

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 special school
School status	Independent school
Proprietor	Esland North Limited
Chair	Charulata Kashyap
Headteacher	To be confirmed
Annual fees (day pupils)	£54,000 to £78,000
Telephone number	01773 823989
Website	www.eslandcare.co.uk
Email address	charukashyap@eslandcare.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	7 to 18	7 to 18
Number of pupils on the school roll	Not applicable	30	30

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	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The proprietorial body also has responsibility for Oracle Care and Education.
- The chief executive officer for Esland North Limited is also the chair of Odyssey Education Services Limited, which is the proprietor for Odyssey House School in Haringey, London.
- The head of education is also the head of education for Oracle Care and Education.
- All pupils who will attend the school are anticipated to be children looked after.
- It is likely that a significant proportion of pupils will have an education, health and care plan.
- Most pupils are likely to be funded by local authorities.
- The school is likely to use alternative provision, depending on the needs of pupils. Potential alternative providers have not yet been confirmed.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- This was the proposed school's first pre-registration inspection.
- I met with representatives of the proprietorial body: the chief executive officer; the head of education; and the chief operating officer.
- I visited the site to check the suitability of the premises, as well as the school's health and safety and risk assessment policies and the fire safety procedures. The on-site visit was limited by the need to observe social distancing during the COVID-19 outbreak.
- I scrutinised a range of documentation, including schemes of work, policies and procedures, and the proprietor's website.
- I checked the school's single central register and discussed the school's proposed approach to ensuring the safeguarding, health, safety and welfare of pupils.

Inspection team

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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