

# R.E.A.L Independent Schools II

Gallows Inn Playing Fields, Nottingham Road, Ilkeston DE7 5BB

**Inspection date**

17 December 2019

**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)(i)*

- The school's curriculum policy addresses the intent, arrangements for implementation and the intended impact of the curriculum. The school's ethos is based on key values of 'trust, innovation and achievement'.
- The principles on which the curriculum is established are a commitment to the development of the whole person, together with providing for pupils' specific needs. The policy recognises the different starting points with which pupils will enter the school and the varied experiences of pupils in previous educational settings.
- The curriculum at key stages 2 and 3 will give pupils access to all the areas of learning required by the independent school standards. These requirements are met through the study of the full range of national curriculum subjects. A central feature of the school's curriculum is the commitment to personalised programmes which will take account of each pupil's strengths and interests.
- Detailed schemes of work have been produced for each subject at key stage 2 and key stage 3. They set out the objectives, activities and resources for each subject, and the intended learning outcomes. The schemes of work also illustrate how subjects may be integrated into themes.
- The key stage 4 curriculum is planned to give pupils access to externally accredited courses, including functional skills, GCSE and additional academic and vocational pathways. The curriculum is organised to prepare pupils for future post-16 pathways, employment or further education. Pupils' timetables will be personalised and will take account of their special educational needs, personal interests and everyday life experiences.
- The planned post-16 curriculum is designed to help students prepare for the transition to further education or employment on leaving school. The post-16 curriculum emphasises the development of life skills and independence. The curriculum continues to include academic subjects and vocational learning, together with work-related experiences and access to local community facilities.

- The curriculum includes provision for independent careers advice and guidance. The careers education programme will start in Year 8. Pupils will have access to external careers advisers to develop individual career plans, including visits to school by local colleges and representatives of local employers. The programme considers pupils' personal, emotional and social needs.
- The school's policy documents demonstrate a commitment to developing pupils' understanding of fundamental British values.

*Paragraph 3, including all related sub-paragraphs, and paragraph 4*

- The school's approach to planning for teaching and learning places the individual pupil at the centre. At each key stage, planned teaching groups will be small and will include one-to-one support when this is a requirement of pupils' education, health and care plans.
- Schemes of work combine the development of knowledge and understanding with key skills which help pupils to become independent. Subject content builds pupils' knowledge and its application in a progressive and sequential manner. Plans include using a variety of external environments to supplement classroom learning.
- The school has planned appropriately for the assessment of individual pupils' starting points, followed by regular assessment of pupils' retention of knowledge. The school's policy places an appropriate emphasis on using pupils' assessment information to plan interventions, ensure suitable challenge and to improve pupils' outcomes through forward planning.
- The school is likely to meet all the standards in this part.

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

*Paragraph 5 and all related sub-paragraphs*

- The school places a strong emphasis on understanding pupils' individual learning needs and the deficits in their previous learning. The school's policies and curriculum documents identify the need to re-engage pupils and to contribute effectively to their social and emotional development. Staff are committed to helping pupils to become more independent.
- The school's curriculum for personal, social and health education is central to the learning of all pupils. The curriculum emphasises the development of British values and the preparation of pupils to take an effective role in adult society. Pupils will be encouraged to reflect on their choices and behaviour and to recognise their own individual strengths. A key theme of the school's ethos is to motivate pupils towards positive change.
- Planning documents include themes and resources related to the requirements of paragraphs in Part 2 of the independent school standards. Pupils will study democracy and the law, including individual rights and responsibilities. They will consider several contemporary issues, such as hate crime, gang culture and county lines. Pupils will be encouraged to develop their own responses to these issues and to consider their underlying values.

- Aspects of personal relationships feature in the curriculum. These include, for example, work on gender, racism, revenge pornography, identity and diversity. Pupils will be encouraged to understand the beliefs and values which underpin different religions. There will be opportunities for pupils to engage in community projects, fundraising and community service.
- The school has a stated aim of re-establishing social opportunity for its pupils. Pupils will be encouraged to take risks and will be supported to take on responsibilities. They will be able to gain a deeper understanding of local and national community issues, such as homelessness and making a positive contribution. The curriculum model respects the rights and individual concerns of pupils as they develop towards adulthood.
- Leaders will expect pupils to receive a balanced approach in all discussions of values and beliefs, within the context of British values.
- The school is likely to meet all the standards in this part.

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

#### *Paragraphs 7, 7(a) and 7(b)*

- The school's safeguarding policy has regard to the latest government guidance and to guidelines provided by local authorities that place pupils at the school. All members of staff will receive appropriate training in safeguarding on appointment to the school. This will be supplemented with regular updated training.
- The designated safeguarding lead has been trained to the appropriate level, as have additional staff and governors with specific safeguarding responsibilities. The policy provides guidance about staff's and leaders' safeguarding responsibilities, including working with external agencies. The policy also provides information for staff about forms of abuse, including peer-on-peer abuse and child sexual exploitation, and preventing radicalisation.
- Senior leaders have established suitable arrangements for reporting and recording any safeguarding incidents or concerns, including any allegations against staff. The school's policies and procedures place an appropriate emphasis on confidentiality. The safeguarding policy is available to parents and carers through the school's website.

#### *Paragraph 9 and all related sub-paragraphs, and paragraph 10.*

- The school's arrangements for managing behaviour and attendance have due regard to statutory guidance. The policy emphasises the importance of positive relationships and rewarding responsible behaviour. The policy and procedures are clear about the consequences of any unacceptable behaviour. Advice about managing any physical interventions is proportionate and appropriate to the nature of the pupil intake.
- The school has appropriate arrangements in place for the management and recording of any behavioural or bullying incidents.

#### *Paragraphs 11 to 15*

- The proprietor has appointed a senior member of staff to oversee health and safety across the organisation's schools. There are suitable arrangements in place for regular checks on all aspects of site safety, including fire safety.

- The proprietor has ensured that a detailed premises fire-risk assessment has been completed. Staff have commenced regular checks and records related to all aspects of premises and fire safety. Arrangements are in place for regular servicing and maintenance of all services and equipment by external contractors.
- The school's health and safety arrangements include appropriate procedures for first aid, including required levels of staff training.
- Registers are in place to record pupils' admissions and attendance. Appropriate procedures are in place to follow up on any absences, to ensure that all pupils are safe.

*Paragraphs 16, 16(a) and 16(b)*

- Senior leaders have prepared a risk assessment policy. They have established arrangements to produce and review risk assessments, including those for individual pupils and for learning activities both on and off site.
- The school is likely to meet all the standards in this part.

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

*Paragraphs 18(1) to 18(3)*

- The proprietor has completed all required checks on the suitability of staff. These include enhanced checks with the Disclosure and Barring Service, checks on identity, medical fitness, right to work in the United Kingdom, overseas checks, and qualifications where required. Checks are also completed to ensure that no member of staff is barred from working with children or is subject to a prohibition order.

■ *Paragraphs 19(1) to 19(3)*

- Suitable arrangements are in place to manage the appointment of any supply staff through an agency.

*Paragraphs 20(6) to 20(6)(c)*

- The proprietor has completed the required checks on the suitability of members of the proprietorial body. These include Section 128 checks on disqualification or prohibition from management.

*Paragraphs 21(1) to 21(7)(b)*

- The proprietor has created and completed a suitable register to record details of all required recruitment checks for staff and members of the proprietorial board.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

*Paragraph 23(1) to 24(2)*

- The premises and accommodation have been refurbished. They meet all the requirements of the independent school standards for the provision of separate toilet and washing facilities for pupils and staff. There is provision of suitable medical facilities, including accommodation for the short-term care of any sick or injured

pupils. Suitable medical supplies are securely stored. Showers are available at off-site venues used for physical education and games.

- Classrooms are of a suitable size to support learning and to accommodate the proposed class sizes.

*Paragraph 25 to 28(2)(b)*

- The proprietor has given good attention to health and safety in the refurbishment of the premises, including the safe movement of people within the building and easy access to external locations in the event of fire. The internal acoustics and lighting are suitable.
- External lighting has been provided to ensure safe access to and from the premises. Appropriate emergency lighting is in place.
- Water supplies meet requirements for temperature control of hot water and labelled drinking water in suitable locations.

*Paragraphs 29(1) and 29(1)(a) and (b)*

- The external play space is securely fenced and separated from car parking. There is enough outside space for play and recreation. In addition, there is easy, safe access to the adjacent recreation ground.
- The planned curriculum includes access to alternative off-site facilities for physical education and games.
- The school is likely to meet all the standards in this part.

## Part 6. Provision of information

*Paragraph 32(1), 32(b) and all related sub-paragraphs*

- The school's website is ready to go live once registration is agreed by the Department for Education (DfE). The website will provide parents with access to all the policies and information required, including the safeguarding policy.
- Senior leaders have plans to ensure that details of pupils' academic performance are provided to parents on a termly basis. They also have clear plans to provide an account of income and expenditure to placing authorities.
- The school is likely to meet all the standards in this part.

## Part 7. Manner in which complaints are handled

*Paragraphs 33 to 33(k)*

- The proprietors have created a complaints policy. It outlines the procedures leaders will follow in response to any complaints they may receive. They have taken full account of the need for appropriate record-keeping, confidentiality and timelines.
- The complaints policy and procedures are available to parents through the school's website.
- 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) and 34(1)(a) to 34(1)(c)*

- The school's proprietors and senior leaders are familiar with the learning requirements for pupils with social, emotional and mental health needs and associated challenging behaviour. The proprietor also has experience in the development of premises and accommodation suited to the educational needs of these pupils. The proprietor and senior leaders have applied their experience effectively to the production of policies and the creation of appropriate systems and procedures for the school.
- The headteacher has experience of senior leadership in a similar setting. She has worked with the proprietors and contractors to ensure that the development of the premises and accommodation meets the needs of prospective pupils. She has led the production of policies, procedures and records tailored to the requirements for education in this setting.
- The proprietor and senior leaders have ensured that all the independent school standards are likely to be met.

### Schedule 10 of The Equality Act 2010

- The school is likely to fulfil its responsibilities under The Equality Act 2010.

## **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	147664
DfE registration number	830/6050
Inspection number	10132733

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	R.E.A.L Education Ltd
Chair	Richard Smith
Headteacher	Nikki Purcell
Annual fees (day pupils)	£43,500
Telephone number	01623 650020
Website	<a href="http://realindependentschools.org">realindependentschools.org</a>
Email address	<a href="mailto:enquiries@real-education.org">enquiries@real-education.org</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	Not applicable
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	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	7–19	7–19
Number of pupils on the school roll	Not applicable	30	30

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
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	30
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 30

## Staff

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	Not applicable	32
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

## **Information about this proposed school**

- R.E.A.L. Independent Schools II is located in Ilkeston, Derbyshire. It occupies premises previously used as sports facilities, adjacent to playing fields. The premises have been refurbished to provide full-time education for up to 30 pupils in the age range seven to 19 years.
- The school is seeking registration as an independent special school for pupils with social, emotional and mental health needs and associated challenging behaviour. Most of the pupils on roll are likely to have an education, health and care plan. The majority of pupils will have experienced difficulties engaging with the curriculum of previously attended mainstream schools.
- The proprietor is R.E.A.L. Education Ltd, which has an established record of providing similar educational facilities within the region.
- The school is likely to use the services of external providers to contribute to the education of some pupils.

## Information about this inspection

- This inspection was commissioned by the DfE to assess whether the school is likely to meet all the independent school standards if registered as an independent school. This is the school's first pre-registration inspection.
- The inspector met with the chair of the proprietorial body and with members of the senior leadership team.
- The inspector toured the premises and accommodation. The premises are ready for occupation once registration with the DfE has been approved.
- The inspector scrutinised school policies, procedures and records to check the school's likely compliance with the independent school standards. He discussed all aspects of policy implementation with the chair of the proprietorial body and with senior leaders.

## Inspection team

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David Young, lead inspector
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Ofsted Inspector
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