

# R.E.A.L Alternative Provision School II

27 Station Road, Hinckley LE10 1AP

**Inspection dates**

29–30 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 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)(g), 2(2)(h), 2(2)(i)*

- Leaders are proposing a school to meet the needs of pupils with special educational needs and/or disabilities (SEND). They have set out their clear rationale, vision and ethos for the school. There is a strong emphasis on ensuring that pupils are helped to achieve their potential through an individualised approach to personal development, well-being and learning.
- The school's curriculum policy demonstrates that leaders intend to provide for pupils' individual needs as most pupils will have education, health and care (EHC) plans.
- Leaders have prepared curriculum plans and schemes of work for subjects in each key stage. These are based on the national curriculum and provide breadth of experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.
- Key stage 4 pupils will have the option of taking functional skills, GCSE and vocational qualifications in a range of subjects, including English and mathematics. Leaders are planning to provide post-16 students with an opportunity to complete their key stage 4 qualifications. These students will progress to more advanced courses to meet their interests and needs, as appropriate.
- Leaders have plans to deliver personal, social, health and economic (PSHE) education. This curriculum includes carefully thought out schemes of learning for physical and mental health. These curriculum plans include relationship and sex education and learning that prepares pupils for life in Britain. There is a clear PSHE education policy indicating how leaders intend to do this.

*Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- Leaders intend to provide impartial careers guidance and support to prepare pupils for their move to further education or training when they leave. The careers policy sets out the intention to provide careers lessons that include developing pupils' understanding of the world of work and employability skills.

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

- Leaders have a distinctive approach to teaching and learning through their 'hub and spoke' model. They have planned the types of individualised learning activities they intend to use to develop pupils' self-confidence and resilience. This tailored approach to personal development, as well as academic and vocational learning, enables pupils to gain knowledge, deepen understanding and develop skills. Leaders have produced assessment and reporting procedures in readiness for the new school.
- When pupils join the school, staff will consider their aspirations and assess their knowledge and skills. This initial assessment will be used to plan a personalised approach that also matches pupils' EHC plans. Assessment information will be used to adapt and improve pupils' learning. Leaders intend to monitor very closely the quality of education pupils receive.
- The school is likely to meet all the standards in this part.

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

*Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 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)*

- Leaders understand the specific educational needs of the pupils they plan to cater for. They also have extensive experience in developing provision to cater for the personal development of these pupils' needs. The curriculum will be enhanced through well-planned pastoral support and a structured PSHE education programme. These plans place a strong emphasis on developing pupils' self-confidence and self-esteem. The plans are realistic and are focused on the individual needs of each pupil.
- The school curriculum is planned to promote pupils' spiritual, moral, social and cultural development. Leaders have plans and policies that promote respect for other people, including those with protected characteristics, as set out in the Equality Act 2010. These plans are based on the school's aims, values and expectations of how others should be treated and respected.
- Leaders have plans to promote fundamental British values. They intend for pupils to take responsibility and understand the value of their place in, and contribution to, British society. Leaders' intentions are for pupils to be involved in a range of community-based experiences.
- Leaders are clear that pupils should always receive a balanced presentation of views. Staff and visitors will be carefully checked to ensure that they support the school's inclusive 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), 7(b)*

- Members of the proprietorial body and senior leaders have ensured that there are effective arrangements in place to safeguard pupils. They have produced a range of policies and procedures to help keep pupils safe. The school's safeguarding policy

considers the most recent government guidance. Leaders are in the process of establishing a strong safeguarding culture.

- Leaders have planned for all staff to have regular safeguarding training. This includes training about what to look for to identify pupils who may be at risk of harm and how to share any concerns they may have about pupils' welfare.
- Leaders intend to closely monitor pupils' emotional well-being so that they can identify any concerns and provide appropriate support.

*Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10*

- There is a suitable behaviour policy that sets out what leaders expect of pupils and how staff will promote and manage positive behaviour. There is also an anti-bullying policy. Both policies are written for the specific needs of this intended school.

*Paragraphs 11, 12, 13*

- Leaders demonstrate a commitment to the maintenance of health and safety. They have put in place suitable health and safety and first-aid policies. They record health and safety checks, in advance of the opening of the school, including fire safety checks. Leaders propose to carry out regular monitoring to ensure that all staff follow the procedures contained within these policies.
- There is some signage on display around the building relating to health and fire safety. This is not complete due to the delays in refurbishment caused by the COVID-19 (coronavirus) pandemic. Emergency lighting is in place. Leaders plan to ensure that all signage is in place before the school opens.
- Leaders have credible plans for staff to receive safeguarding, first-aid, health and safety and fire safety training as part of their induction when they start working at the school.

*Paragraphs 14, 15*

- Leaders have suitable plans to make sure that staffing levels will provide appropriate supervision of pupils across the school day, including breaktimes and lunchtimes.
- Leaders have plans to manage admissions and attendance information well. The admission register complies with legislation.

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

- Leaders have a strong understanding of their responsibilities related to management of risk. Leaders plan for every pupil to have an individual risk assessment to keep all pupils safe. They plan for these to be regularly reviewed. The school's risk assessment policy stresses the importance of assessing and managing all types of risks in different situations. Additional risk assessment and mitigating measures are being undertaken in response to the COVID-19 pandemic.
- The school is likely to meet all the standards in this part.

#### 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)

- Leaders and members of the proprietorial body have experience of, and a secure understanding of, safer recruitment procedures. The school has carried out all the necessary pre-employment checks on members of the proprietorial board, members of the governing body and staff who are currently associated with the school.
- The school has a single central record that includes the full range of checks required before an individual starts working with pupils. Leaders intend to meet statutory guidance by continuing to complete all checks on future appointments.
- The school is likely to meet all the standards in this part.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(b), 28(1)(d), 29(1), 29(1)(a)*

- The proposed school occupies a self-contained two-floor accommodation. Building and refurbishment work is almost complete. This work has been delayed by the COVID-19 pandemic. The work schedule indicates that the work is planned to be finished by the proposed opening date.
- Members of the proprietorial body have created clear systems to regularly monitor and maintain the premises to ensure the health, safety and welfare of pupils and staff.
- The accommodation has several rooms, including a kitchen, three classrooms and a room that leaders have designated as a digital information technology suite. All rooms are bright and airy, with appropriate acoustics and lighting. There is also an office area and a secure storage room for examination papers.
- There are two separate toilets for pupils to use. They are lockable from the inside. The disabled access toilet is also designated as a staff toilet. There are suitable handwashing facilities with hot and cold water in all toilets.
- Curriculum plans indicate that physical education will take place off site in specialist venues. Pupils will have access to changing and showering facilities.

*Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2), 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)*

- The premises include a suitably equipped medical room for the treatment of sick or injured pupils. It provides drinking water, has a washbasin and is close to the pupils' toilet. When this room is not being used as a medical room, it will be used as a social breakout room for pupils.
- Drinking water is readily available in the kitchen. Leaders intend to label suitable drinking water as part of the ongoing refurbishment work.

*Paragraphs 29(1), 29(1)(b)*

- The school grounds are suitably lit. There is an enclosed garden area where pupils can play and socialise. Leaders have plans to develop this with a patio and raised beds.

There are plans in place to make sure that the fencing and gate are secure. This work has been delayed by the COVID-19 pandemic.

- The school is likely to meet all the standards in this part.

#### 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(b)(i), 32(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e)*

- Leaders have produced a brochure that includes the school's aims and ethos. This is available to prospective parents and local authorities. Other available information includes the school's address and the names and contact details of directors and the headteacher.
- All policies and procedures are available in electronic and paper form, including the safeguarding policy. All necessary policies are available on request.
- The school does not currently have a website. However, leaders intend to set up a website once the school is registered and opens.
- Leaders have a suitable method for reporting to parents about pupils' achievements. They have also established appropriate procedures to submit financial information to local authorities and to share EHC plans at annual review meetings with relevant agencies.
- The school is likely to meet all the standards in this part.

#### Part 7. Manner in which complaints are handled

*Paragraphs 32(3), 32(3)(f), 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)*

- Leaders have developed a written complaints policy that is available to parents on request. The policy sets out the process leaders will follow when investigating complaints. It sets out a suitable time frame for managing complaints. The policy outlines the various stages of the complaints procedure, including formal and informal stages. The policy explains how the outcome of a complaint will be communicated to parents, as well as how information relating to the complaint will be stored.
- 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), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders and members of both the proprietorial board and governing body have a clear rationale for opening this school. They have good knowledge and experience of catering for pupils with SEND. They have experience of operating similar schools elsewhere.
- Leaders demonstrate the knowledge and understanding required to ensure that the independent school standards will be met securely and consistently over time.

- Leaders are committed to providing a quality bespoke curriculum, matched to pupils' needs. There is a strong focus on providing for pupils' personal development and well-being. Leaders are in the process of appointing the necessary staff to meet pupils' additional needs.
- The school is likely to meet all the standards in this part.

#### Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan.
- 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	147607
DfE registration number	855/6047
Inspection number	10144084

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	Steve Quinn
Headteacher	Nikki Purcell
Annual fees (day pupils)	£45,000
Telephone number	0115 822 0400
Website	Not yet available
Email address	enquiries@real-education.org
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	Not applicable	11 to 19	11 to 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

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	10
Number of staff in the welfare provision	Not applicable	20

## Information about this proposed school

- R.E.A.L Alternative Provision School II is part of the R.E.A.L Education Limited group. The school intends to open on 1 September 2020.
- As part of the inspection, leaders discussed their submitted request to the Department for Education (DfE) to change the school name to: R.E.A.L Independent Schools Hinckley.
- The school intends to cater for up to 30 pupils, aged between 11 and 19 years. Most are likely to have a range of special educational needs, including: specific learning difficulties; moderate learning difficulties; behavioural, emotional and social difficulties; and autistic spectrum disorder.
- Pupils will be supported with welfare and well-being provision as part of a broad and balanced curriculum.
- The school is likely to make use of external providers to contribute to the education of some pupils.

## Information about this inspection

- The inspection was commissioned by the DfE during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to social distancing requirements during the COVID-19 outbreak.
- The inspection was commissioned to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This is the school's first pre-registration inspection.
- I visited the site to check the suitability of the premises, as well as aspects of the school's planned provision. I met with the school's headteacher, health and safety officer and the chair of the proprietorial board. The on-site visit was limited by the need to observe social distancing during the COVID-19 outbreak.
- Documents were submitted electronically and were viewed remotely. Some documents were also reviewed during the site visit. Information included curriculum plans, school policies and safeguarding documents.
- I spoke by telephone with the chair of the proprietorial board, the chair of governors and the headteacher.
- I provided the final feedback to the chair of the proprietorial board and headteacher by telephone.

## Inspection team

Chris Davies, lead inspector

Her Majesty's Inspector

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