

Hambrook Place

Marle Place, Leylands Road, Burgess Hill RH15 8HZ

Inspection date

24 July 2023

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(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(g)–2A(1)(b), 2A(1)(d)–2(A)(2)

- The proprietor has ensured the provision of a suitable curriculum policy, supplemented with appropriate curriculum plans and schemes of work. The curriculum is designed to provide pupils with learning across a broad range of subjects. English and mathematics will be given an appropriately strong focus. The curriculum is suitable for the proposed age range, although the proprietor anticipates that most pupils admitted are likely to be in Years 1 to 7 in the first instance.
- Leaders intend to adjust the curriculum according to pupils' needs, starting points and education, health and care plan (EHC plan) targets when they join the school, with pupils placed on one of three curriculum pathways. Therapeutic support, such as occupational therapy and speech and language therapy, will be provided alongside the academic curriculum as appropriate.
- Reading will be a key part of the curriculum and will be promoted across the school. Pupils will be able to choose from a wide range of books from the school library and classroom reading areas. Leaders have suitable plans for the teaching of phonics across different age groups.
- One of the school's key aims will be to ensure that pupils are well prepared for the next stage of their education. The older pupils will be encouraged to study courses which lead to nationally accredited qualifications, such as functional skills in English and mathematics.
- Leaders do not intend to provide a traditional sixth-form experience. Post-16 students are likely to be working towards qualifications which will support access to college courses or apprenticeships.
- The proprietor has a suitable programme in place to provide for pupils' personal, social and health education (PSHE). The programme covers a range of suitable topics, including age-appropriate relationships and sex education (RSE). The school's RSE policy is clear about the requirement to consult with parents and is published on the school's website.
- Pupils will receive up-to-date careers information and guidance. The proprietor has

made suitable arrangements to ensure that this is independent and impartial.

Paragraphs 3–4

- The proprietor has appointed a highly knowledgeable headteacher with a proven track record of success in leading special schools. He has extensive experience of teaching pupils with special educational needs and/or disabilities (SEND). Four suitably qualified teachers have also been recruited. The proprietor has a well-established induction programme, developed and used in its other schools, ready to support newly appointed staff.
- A carefully planned transition programme will be used to support pupils when they join the school. Staff will use a range of assessments to identify pupils' needs and adjust the curriculum accordingly. Building strong relationships with parents and pupils will be a key element in helping pupils to settle into school life. Teachers will assess pupils' academic and personal development continuously as a routine part of their practice.
- The independent school standards (the standards) in this part are likely to be met.

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

Paragraph 5–5(d)(iii)

- Leaders articulate a strong sense of the positive and welcoming ethos they intend to establish in the proposed school. The headteacher is determined to ensure that pupils are well prepared for future life. Pupils will be encouraged to recognise and appreciate diversity within the school and beyond. They will learn about different faiths and beliefs during PSHE lessons and assemblies and through other activities such as trips and visits. The school timetable will include regular opportunities for pupils to pause and reflect.
- Leaders are committed to the promotion of fundamental British values. These will be taught through the PSHE programme and the school's carefully planned schedule of assemblies, as well as throughout the everyday life of the school. The headteacher intends to encourage staff to regard 'every conversation and situation as an opportunity to promote learning'.
- Often pupils will have had significant periods outside formal education before joining the school. Building pupils' confidence and self-esteem will be a priority from the outset. The curriculum will be enriched with a wide variety of activities such as football, swimming, climbing and cooking, intended to promote enjoyment of school, as well as pupils' personal development.
- Leaders intend to make sure that every pupil feels welcomed, valued and included. They regard the development of positive relationships to be central to promoting positive behaviour and successful learning. The school's inclusive approach is reflected in its behaviour policy, which states that 'cooperation, support and respect are the foundations of our community'. Pupils will be expected to work hard and behave well. They will be encouraged to take personal responsibility for their behaviour.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 9–10, 32(1)(c)

- The school has a suite of suitable policies, written guidance and procedures which will be used to ensure the welfare, health and safety of pupils and staff. Safeguarding training will be delivered to all staff prior to the school opening, with further training once the school is open. The school's designated safeguarding lead has already completed appropriate training to carry out this role.
- Leaders are knowledgeable about safeguarding in schools and about related government guidance. They are clear about safeguarding procedures to be followed, including systems which will be used to record and monitor concerns. The school's safeguarding team will meet regularly to review safeguarding information. They will report to the proprietor's overall safeguarding lead.
- The safeguarding policy complies with current guidance and is published on the school's website.
- The school's behaviour and anti-bullying policies are likely to provide a secure framework for behaviour management if applied effectively and consistently. Leaders will monitor pupils' behaviour carefully and provide support where needed. Leaders assert that bullying will not be tolerated.

Paragraphs 11–16(b)

- The proprietor has completed an initial review of fire safety arrangements. A further independent fire safety audit is scheduled for early in the autumn term when staff are in place and relevant training has been completed. Newly installed fire extinguishers are located throughout the premises. Fire exit routes are clearly indicated as such.
- The school has an appropriate health and safety policy in place. Checks for asbestos and legionnaires' disease have been completed. The school's first-aid policy is fit for purpose.
- The proprietor has sensible plans in place to ensure that pupils are supervised properly at all times.
- The standards in this part are likely to be met.

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

Paragraphs 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(5)–21(5)(c), 21(6)

- The school's single central record includes all required information. Suitable recruitment checks have been completed for members of staff already appointed. The proprietor has arrangements in place to ensure that the single central record continues to be complete and up to date.
- Leaders have a good understanding of the requirements of part 4 of the standards. They describe robust recruitment procedures in place to ensure staff suitability to work with children. Leaders do not intend to use agency staff but will ensure that all required checks have been completed if this becomes necessary.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- The proposed school will occupy a three-storey period property which was used

previously as an adult education centre. The proprietor has taken the sensible decision to divide the required building work into two phases. The first phase has now been completed, and this part of the premises is ready for use.

- Rooms are bright, airy and inviting. Large windows admit plenty of light and classrooms are finished to a high standard. Some areas of the building have been reconfigured to better meet the needs of pupils and staff. This part of the premises is suitable for the number and age range of pupils proposed.
- The accommodation provides suitable toilet and washing facilities. The water temperature is controlled to ensure there is no risk of scalding. All areas are well lit, and the acoustics are suitable for the building's intended use. Drinking-water is labelled.
- The school has a medical room which is suitably equipped for use, including a lockable cupboard and fridge, a sink and a medical bed. A toilet is located nearby.
- The school's attractive grounds will provide plenty of space for pupils to relax and play. The outdoor space has been carefully organised into different areas, including a garden area with raised beds and mature fruit trees and other areas equipped with recently installed play equipment. Some of the school's physical education will take place in the school grounds and some will take place off site at local sports facilities. The school's outdoor areas are securely fenced and gated.
- The second phase of building work is securely sealed off while work on this part of the school continues apace. The proprietor anticipates that this part of the building will be completed in the second half of the autumn term.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(d), 32(1)(f)–32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d)–32(4)(c)

- The proposed school's website is set up and ready for use when required. The proprietor operates a number of independent special schools and is familiar with the information required for publication on the school's website. The website for Hambrook Place uses the same format as other schools in the Outcomes First Group.
- Leaders are knowledgeable about the requirements of part 6 of the standards. They intend to provide regular updates and reports for parents, as well as for local authorities placing pupils at the school.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school's complaints policy meets the requirements of part 7 of the standards. It sets out clear timescales for the management of complaints. The proprietor has well-established procedures in place to ensure robust procedures should a complaint arise.
- Leaders will maintain confidential records of complaints, which will be made available for inspection purposes.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34–34(1)(c)

- The proprietor's rationale for the proposed school is sound. Local demand for special school provision has played a key part in the choice of location for the school. The school will operate in a similar way to the other schools in the Outcomes First Group.
- The proprietor has a successful track record in operating special schools. Strategic oversight includes layers of reporting and accountability procedures, including weekly operational reports, regular school visits and a programme of leadership meetings.
- The school will have a local governing body, comprising serving practitioners and the regional director, who will be the chair. An independent committee provides an additional layer of external challenge.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan indicates the careful consideration leaders have given to ensuring equality of access for all pupils. It emphasises the proprietor's intention to make sure that 'each child will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty'.

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	149912
DfE registration number	938/6020
Inspection number	10294033

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 special school
School status	Independent special school
Proprietor	P Bloom Limited
Chair	Richard Power
Headteacher	Emile Etheridge
Annual fees (day pupils)	£64,00 to £86,000
Telephone number	07966 270 005
Website	www.outcomesfirstgroup.co.uk
Email address	nicholas.simpson@ofgl.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	5 to 18	5 to 18
Number of pupils on the school roll	Not applicable	25	25

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	25

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with an education, health and care plan	Not applicable	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	25

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	0

Information about this proposed school

- The school intends to cater wholly for pupils with SEND. All pupils will have an EHC plan, and their places will be funded by a local authority.
- Leaders intend to specialise in providing education for pupils with autism. Pupils may also have a range of associated conditions such as learning difficulties, physical needs and social, emotional and mental health needs.
- The school will be housed in a three-storey period building which was previously used as an adult education centre.

Information about this inspection

- The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014 if the Department for Education decides to register it. This was the school's first pre-registration inspection.
- The inspector discussed and reviewed all relevant proposals and plans for the new school with the regional director, the headteacher and other senior leaders. She also had a telephone discussion with the proprietor's chief operating officer.
- The inspector toured the school site during the inspection. She also scrutinised a wide range of policies, documents and records presented by the proprietor as evidence of the school's likelihood to meet the standards, including the single central record.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

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