

Allerthorpe School

The Montessori Building, Innov8 Business Park, Carr Lane, Pocklington
YO42 1NT

Inspection date

26 March 2024

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)(c), 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)(h), 2(2)(i), 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proposed school's curriculum matches the ambition of the national curriculum. Leaders have developed curriculum maps that outline a broad range of subjects for pupils to learn. The school intends to admit pupils with special educational needs and/or disabilities (SEND). The curriculum will be adapted to meet pupils' SEND.
- Well-thought-out schemes of work are in place for subjects offered at key stages 3 and 4. These include lesson plans for the core subjects of English, mathematics and science, alongside subjects to be offered through the wider curriculum.
- Leaders talk through the school's assessment procedures. They explain how they will use these procedures to check what pupils know and remember in each subject. Leaders will use a mixture of commercial and in-house assessment systems. Pupils' education, health and care plan (EHC plan) targets will inform the school's assessments of pupils' academic and personal progress.
- Leaders demonstrate their intention to provide an adapted curriculum offer for each pupil. They know how to adapt their curriculum planning to meet the individual needs of pupils. The curriculum will include different approaches to support pupils' personal and emotional development alongside academic learning.
- Pupils' personal, social, health and economic (PSHE) education will be taught through discrete timetabled lessons. Aspects of PSHE will be woven into the wider curriculum. The development of pupils' social and emotional well-being is central to the school's curriculum offer.
- Melrose Education has one education team. It works across all schools within the company. Using this centralised approach, it has developed consistent procedures to check the quality of education that is provided for the pupils in its schools. Leaders have developed a robust monitoring system. This will be further strengthened with

new curriculum and SEND leadership appointments. Leaders convincingly explain how this will positively impact on the quality of education provided at Allerthorpe School.

- Leaders have ensured that the independent school standards (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) and 5(d)(iii)

- Through the PSHE curriculum, leaders clearly articulate how they will develop pupils holistically. They describe how they will promote the spiritual, moral, social and cultural (SMSC) development of the pupils attending the school. SMSC will be taught through the PSHE and relationships and sex education curriculums.
- Leaders have developed a clear programme of study aimed to support pupils in developing their self-knowledge, self-esteem and self-confidence. The school's restorative culture underpins all elements of the curriculum. This ensures that pupils will be fully supported with a range of opportunities to succeed where they may have experienced challenges in the past.
- The proposed school will offer specialist education provision for pupils with complex SEND. The curriculum is underpinned by a 'stepping stones' approach to learning. This introduces new learning while revisiting previous lessons to build knowledge and develop skills. Leaders demonstrate how, through this approach, they will develop pupils' understanding of themselves and others.
- The school has a comprehensive recruitment policy and staff code of conduct. This ensures that all reasonable steps are taken to prevent the promotion of partisan political views. There is a range of systems and processes in place to check all teaching materials, visitors to school and further experiences that pupils will be offered. These ensure that the wider development of pupils is balanced and promotes tolerance and harmony.
- Leaders have ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The proposed school's safeguarding and child protection policy is detailed and thorough. Leaders recognise their moral and statutory responsibilities to safeguard and promote the welfare of pupils. They have developed careful procedures to report, record and monitor any concerns about pupils' welfare. They have purchased an electronic safeguarding logging system. This system informs leaders of trends or themes. Incident logs will be reviewed and monitored for both individuals and wider patterns of pupils' behaviour.
- Leaders understand the importance of proactively recording and reporting any health and safety matters. As part of their monitoring systems, an external agency is

employed to independently review and check the health and safety systems within school.

- All staff will undergo a thorough induction. This includes mandatory safeguarding training. Teaching and support staff will receive accredited physical intervention training.
- Leaders have high expectations of pupils' behaviour. Staff will be trained in a graduated approach to behaviour management and to work restoratively with pupils. This is an important part of the school's ambition to support pupils. The behaviour policy aims to consistently reward positive behaviour and celebrate the successes pupils achieve. If pupils' behaviour does not meet leaders' expectations, staff will use 'stop and think' warning cards.
- Appropriate health and safety policies and procedures are in place. Leaders understand the importance of these procedures to keep pupils, staff and any visitors to the school safe. They recognise the importance of clear systems that effectively check and maintain the school's premises and outside spaces. They have a proactive health and safety system in place to check the school's regulatory compliance. This is checked by senior leaders within the company. Checks include compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have developed a comprehensive risk management and risk assessment policy for Allerthorpe School. They can demonstrate how this has been effectively implemented within other company schools to identify risks and hazards. This includes considering pupils' SEND and individual needs.
- Leaders understand how to maintain the school's admission and attendance registers. They have developed a clear admission process that considers the individual SEND of pupils through the EHC plan consultation process. The school will have a system in place to record pupil absences and attendance. Leaders can articulate the importance of this system for pupils who may have struggled to attend school consistently well prior to placement and those pupils who may find transitions difficult.
- Leaders have ensured that the standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 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(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(6), 21(7)(a) and 21(7)(b)

- Recruitment procedures are rigorous. These are completed with the support of Melrose Education Ltd. Leaders use an appropriate range of checks to ensure staff are suitable to work in the school.
- Leaders can demonstrate how they will manage a single central record (SCR) for the proposed school. The SCR will contain all statutory information and checks on staff.

These will be recorded consistently using an electronic system.

- Leaders understand the importance of ensuring that checks on supply staff, visitors, volunteers and contractors are carried out with rigour and that these are appropriately recorded.
- Leaders have ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 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) and 29(1)(b)

- Melrose Education Ltd has acquired an appropriate property for the proposed school. It is modern and well maintained. Improvements to the property ensure that it is bright, engaging and spacious, with adequate room for small groups of pupils. It includes space for staff and pupils to work one to one. Internal and external lighting is in place. External fencing is being installed.
- Renovations have improved the available space for teaching and learning. Building plans are comprehensive and detailed. A contractor is in place and work is in its final stages of completion. Pedestrian and vehicle access gates are being installed. Air conditioning in each classroom ensures pupils with allergies are protected from pollen from nearby fields. In addition, classrooms can be kept at comfortable temperatures.
- Leaders have ensured pupils have access to an appropriate number of toilets on each level of the property. These are of mixed use, with floor-to-ceiling doors. Shower facilities are in place.
- The school has facilities and procedures to support pupils with injuries or medical needs. There is space, with hot and cold water, for pupils who are unwell. This is near to an accessible toilet.
- Outside areas provide sufficient space for pupils to play and learn. There is adequate space to cover the physical education curriculum and to offer a range of outdoor curriculum activities. Leaders are installing a multi-use games area. This was nearing completion during the pre-registration inspection.
- Leaders have ensured that 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)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b) and 32(4)(c)

- The proposed school's website contains links to a wide range of policies. These include the school's safeguarding, health and safety, behaviour and admissions policies. In addition, there will be links to other documentation, including curriculum information. Leaders highlighted how these documents will be accessible using the

examples of other schools' websites within the company. The website for Allerthorpe School will reflect the content of other company websites when the school opens.

- The school's website will provide further information about the care and support the school proposes to offer. It contains the contact details of the proprietor.
- All pupils in the school will have an EHC plan. Leaders have a secure understanding of the SEND processes they must undertake to support and review EHC plans. This includes consultation requests for placements at the school. Leaders have procedures in place to share information. They understand the importance of including all relevant parties in pupils' annual reviews.
- Leaders recognise the importance of communication with stakeholders. This includes regular communication with parents and carers. The school will use social media and will formally report in writing to parents. This formal reporting is in addition to two parents' evenings during the academic year.
- Leaders can demonstrate how they will account for the funding of all pupils to relevant local authorities. Leaders have a transparent costing overview that supports the EHC plan consultation and admission processes. It clearly details the cost of therapies and interventions that are provided through the school.
- Leaders have ensured that 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) and 33(k)

- The proposed school's written policy for complaints meets the requirements of the standards. The policy includes information about how to make formal and informal complaints through a three-stage process. It includes resolution processes and timeframes for dealing with complaints. This policy is published on the school's website.
- Leaders have made provision for complaints to be managed informally in the first instance. Leaders understand the requirement for independent representation on any complaints panel if complaints are escalated.
- The complaints policy details procedures for keeping securely copies of complaints and chronology records. It recognises that both must be made available for scrutiny if needed.
- Leaders have ensured that 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) and 34(1)(c)

- There is a detailed education leadership structure in place to support the proposed school. This includes leaders from the central team of Melrose Education Ltd. These leaders have a clear and thorough knowledge of the standards. They bring a wide range of skills and expertise to the school.

- There are comprehensive systems and procedures in place to monitor the school's work. The regional schools' director, property director and the compliance manager work closely together. Together with the central team, they will support the headteacher designate during the school's opening. They will check the school to quality assure the educational offer and therapeutic care that pupils will access. They will maintain an oversight of premises, facilities and risk assessments. These monitoring arrangements will be carried out at regular intervals during the academic year and outcomes will be shared with the company's board and school advisory panel.
- Members of the school advisory panel are an important part of the school's leadership process. Members talk with confidence and conviction about the vision for the school. There is a clear leadership structure with well-defined lines of accountability. These include key performance indicators.
- Clear lines of accountability exist at all levels of leadership and management in the school. They extend beyond the school to Melrose Education Ltd. They are transparent, and leaders demonstrate they will be carried out with appropriate rigour.
- Leaders have ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility policy. The accessibility policy fully reflects the proposed school's statutory requirements. The school is likely to fulfil its responsibilities under schedule 10 of 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	150452
DfE registration number	811/6029
Inspection number	10321046

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	Allerthorpe Education Limited
Chair	Tracey Storey
Headteacher	Sarah Grove
Annual fees (day pupils)	£42,000 standard and £68,000 enhanced
Telephone number	07983362741
Website	https://allerthorpewoodschoo.com
Email address	info@allerthorpeschoo.com
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	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	50	50

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	Up to 50

Number of part-time pupils	Not applicable	Up to 50
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 50
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 50
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	4

Information about this proposed school

- Allerthorpe School is operated by Melrose Education Ltd. The school will operate on one site in Pocklington.
- Allerthorpe School is an independent special school. It intends to provide specialist education for up to 50 pupils aged 11 to 16 years who have a broad range of SEND. This includes pupils with a primary need of social, emotional and mental health, communication and interaction, and those with autism.
- The school's education staff will work alongside therapeutic staff in meeting pupils' needs.
- The school may use alternative provision.

Information about this inspection

- This is the school's first pre-registration inspection commissioned by the Department for Education to evaluate the provider's readiness to open as a school.
- The inspector checked whether the school is likely to meet the standards. The inspector evaluated a range of evidence, including policies and plans relating to each part of the standards. The inspector scrutinised health and safety documentation, including the safeguarding and child protection policy. The inspector also checked the school's staff recruitment and vetting processes and the SCR.
- The inspector undertook a tour of the completed buildings and the building under renovation as well as the outside areas to evaluate the suitability of the school's premises for the purposes of being an independent SEND special school.
- The inspector worked with the regional school's director and the compliance manager to the board for all inspection activities. The inspector also met with the headteacher designate and the property director. The inspector spoke with the chief executive officer and the chair of the school advisory panel.

Inspection team

David Mills, lead inspector

His Majesty's Inspector

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