

Build-a-Future Independent School

Build-A-Future, Main Street, West Ashby, Lincolnshire LN9 5PT

Inspection dates

18 July 2018

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration.

Main inspection findings

Part 1. Quality of education provided

All paragraphs in Part 1 of the Standards.

- The school's curriculum policy sets out a curriculum well matched to the school's proposed age range and pupils' learning needs. The curriculum provides for full-time education, with the option to provide part-time arrangements for some pupils who may remain dual-registered with their placing schools.
- The curriculum structure and content combine 'academic' learning, including English, mathematics and applied science, together with practical and vocational courses. Planned practical and vocational courses include home cooking, health and social care, sport and leisure, carpentry, construction, art and design, and photography. Schemes of work and planning templates have been prepared for each curriculum area. Each pupil will have an individual learning plan which will give them access to each of the required areas of learning.
- The curriculum includes a programme of personal, social and health education (PSHE) which addresses a range of aspects related to the personal and social development of pupils. Additional policy statements demonstrate how themes such as sex and relationships and substance abuse will be included.
- The assessment policy includes plans for baseline assessment of pupils' starting points. The key aim identified in the assessment policy is 'to close the gap'. Assessment procedures will assess pupils' progress from their various starting points.
- Pupils will have access to external accreditation across the curriculum. Accreditation will be available at a variety of levels, including entry levels, levels 1 and 2 functional skills, and GCSE.
- All pupils will have access to careers information and guidance, including an independent element provided by a careers advisory service. Pupils at key stage 4 will have access to courses that prepare them for future opportunities in further education or employment. The vocational courses will provide access to work experience and 'junior apprenticeships'.

- The school's policy for special educational needs and disabilities includes a commitment to make reasonable adjustments to meet individual needs. The curriculum and planning arrangements provide for tasks and activities at various levels.
- During this inspection, pupils in Years 9 and 10 were present, working in classrooms, the sports hall and workshops. They demonstrated respect and cooperation with staff. In each area observed pupils were engaged and interested in their work. Pupils took responsibility for preparing and presenting the school lunch as part of their catering course.
- The school is likely to meet all the standards in this part.

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

All paragraphs in Part 2 of the Standards.

- The school's website states that 'Build-a-Future has real expertise in engaging young people, excelling at promoting independence,....and enhancing our young people's skills, experience and abilities to truly make them ready for their next steps in education, training or employment. Build-a-Future is dedicated to promoting inclusion, British values, independence, reducing permanent exclusion and partnership collaboration.'
- The school's spiritual, moral, social and cultural (SMSC) policy sets out aims which include 'being reflective about personal beliefs and those of others, respect the civil and criminal law of England, use a range of social skills in different contexts, appreciation of the range of diverse cultures in school and further afield'. These aims are representative of the school's commitment to the personal development of pupils through a variety of rich experiences within and beyond the curriculum.
- Themes within the planned curriculum and associated enrichment programme include understanding how behaviours have consequences and the development of pupils' voice, for example through a code of conduct written by pupils. The school has a commitment to restorative justice, enabling pupils to self-reflect on their personal behaviours and the impact on the community.
- Pupils will be encouraged to organise and contribute to local and international charitable events, such as for the Lincolnshire Air Ambulance Service or Children in Need. Enrichment activities include visits to local museums and heritage sites, enabling pupils to understand better the origins and significance of fundamental British values.
- Respect for the protected characteristics in the 2010 Equality Act will be developed through themes and experiences set out in aspects of the school's planned PSHE programme. The school's SMSC policy sets out clear expectations that British values are embraced throughout the values and activities of the school. This is illustrated through visits to the school by local community services, and by events such as Remembrance Week and work on extremism.
- The staff code of conduct includes requirements to promote British values, not to express prejudicial views, and not to attempt to influence or impose personal values, attitudes or beliefs.

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

Part 3. Welfare, health and safety of pupils

All paragraphs in Part 3 of the Standards.

- The school has created a set of operational policies that meet its statutory requirements, including the management of behaviour, the prevention of bullying, managing attendance, and the use of safe restraint. The school's procedures for implementing these policies, including arrangements for record-keeping, provide a secure basis for safe practice.
- The school's safeguarding policy has regard to the latest government guidance and to the requirements of the local safeguarding children's board. All staff receive appropriate training, including regular updates, on the fulfilment of their safeguarding responsibilities. The school's designated safeguarding lead and link governor have both been trained to the required standard.
- Appropriate elements of personal safety are included in the curriculum. Staff understand the vulnerability of many of the pupils and ensure that they all have access to topical themes related, for example to knife crime, sexual exploitation and inappropriate use of the internet.
- The proprietor and senior leaders have prepared suitable policies for all aspects of health and safety, including fire safety. A log book is in place to record details of regular checks on fire safety equipment, together with regular fire evacuations. The proprietor has established suitable arrangements for external contractor checks on services and equipment throughout the school site.
- Additional policies provide robust arrangements for first aid, the assessment of risk and the recording of admissions and attendance.
- All required policies, including safeguarding, are available to parents through the school's website.
- The school is likely to meet all the standards in this part.

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

All paragraphs in Part 4 of the Standards.

- Senior leaders have prepared a suitable recruitment policy which includes appropriate procedures for checking the suitability of staff. This has been implemented appropriately for all staff appointed to date. Details of all required checks on staff, the proprietor and trustees are entered onto a single central register.
- The school does not plan to appoint supply staff through an agency.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

All paragraphs in Part 5 of the Standards.

- The main building is a converted barn. This provides a number of teaching and administration rooms arranged around a large sports hall. The teaching spaces are sufficient in number and size to provide for the teaching of a variety of subjects,

including mathematics, English, art and design, and PSHE, together with a gym, a kitchen and dining room.

- An additional building has been refurbished to provide facilities for carpentry and construction. Within this building are recently created teaching spaces for applied science and photography.
- There is sufficient outside space for play and recreation and for teaching physical education and games. The school has further plans for the development of the site, including additional sports and recreation facilities.
- The premises are fully fenced and secure. Reception arrangements ensure that all visitors are welcomed, and identity checked before entry to the school site. The premises and accommodation are maintained and decorated to the required standard.
- The premises meet all requirements related to acoustics, lighting, provision of hot and cold water, together with separate toilets for boys, girls and staff.
- The school has started work to provide a medical room and showers. Additional photographic evidence, provided during August, demonstrates that these facilities are currently being installed. The work is programmed for completion by 24 August 2018.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

All paragraphs in Part 6 of the Standards.

- The school's website provides parents with access to all the required school policies.
- The proprietor and senior leaders are aware of their responsibility to add additional information as this becomes available once the school is established. They have plans in place to display, on the website, details of pupils' academic performance in the previous school year, access to any Ofsted report, and 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

All paragraphs in Part 7 of the Standards.

- The school policy and procedures for managing complaints provide for the required informal, formal and panel stages to the resolution of any complaints. The procedures require the completion and availability of suitable records. The policy is 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

All paragraphs in Part 8 of the Standards.

- The school's proprietors provide governance for the school, including the appraisal of the work of the headteacher. The proprietors have firm plans in place to increase the number of school governors to extend the range of experience and expertise available to support and hold senior leaders to account.

- The proprietors and senior leaders demonstrate a good understanding of the arrangements required to meet the independent school standards.
- The governors 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, as set out in the annex of this report.

Proposed school details

Unique reference number	145932
DfE registration number	925/6009
Inspection number	10055661

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	Day special school
School status	Independent special school
Proprietor	Build-a-Future Ltd.
Chair	Chris Jones
Headteacher	Adam Webb
Annual fees (day pupils)	£65 to £190 per day
Telephone number	01507 524015
Website	www.build-a-future.com
Email address	adam@build-a-future.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	28
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	1
Total hours operating as a school per week	22
Total hours of teaching provided per week	20

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	13–16	13–16	13–16
Number of pupils on the school roll	28	65	65

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	45
Number of part-time pupils	28	20
Number of pupils with special educational needs and/or disabilities	28	65
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	1	Up to 45
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	1	Up to 45

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	14
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	N/A	N/A

Information about this proposed school

- Build-a-Future is located in the village of West Ashby, near Horncastle in Lincolnshire. It currently operates as an alternative provision that provides part-time education for 29 pupils in the age range 13 to 16 years. An additional 25 pupils in Year 11 recently completed their placements at the school.
- Build-a-Future is seeking to register as an independent school. It proposes to provide full- and part-time education for pupils who are excluded or at risk of exclusion from mainstream schools. It will provide for pupils with social, emotional and mental health conditions, autistic spectrum disorders and associated behavioural difficulties.
- The school does not propose to use the services of any alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education to assess whether the provision is likely to meet all the independent school standards if registered as an independent school. This is the school's first pre-registration visit.
- Build-a-Future is currently operating but it does not meet the definition of an independent school. All current pupils are dual-registered and remain on the roll of their placing school.
- The inspector met with the proprietor, the headteacher who is also a trustee, and with additional members of staff. He spoke informally with a number of pupils.
- The inspector toured the premises and accommodation, including teaching spaces occupied by part-time pupils in the last week of their placements at the provision.
- The inspector scrutinised several 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 headteacher.

Inspection team

David Young, lead inspector

Ofsted Inspector

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