

# Rodenhurst School

Rodenhurst Hall, Rodenhurst Lane, Rodington, Shropshire SY4 4QU

**Inspection date**

16 June 2021

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

- The proposed school aims to improve pupils' social, emotional and mental health (SEMH), and provide them with an academic curriculum to meet their individual needs.
- The curriculum policy is likely to ensure that pupils will follow a broad and balanced curriculum that includes a wide variety of subjects, learning outdoors and suitable therapy. Schemes of work reflect the aims and objectives of the national curriculum and support the curriculum policy. The schemes of work set out the subject content that pupils will learn each year. The content is built in a logical order so that pupils are likely to have the opportunity to learn and make progress in English, mathematics, science, geography, design and technology, history, art and computing. The schemes of work consider the ages and needs of the pupils who are likely to attend. For example, leaders' plans set out the arrangements for secondary-age pupils to study a range of accredited qualifications that will be matched to pupils' aptitudes.
- The proposed school is likely to admit pupils who have not attended a school for a long time. Therefore, leaders intend to make checks on pupils' starting points in literacy and numeracy. Leaders will also make suitable checks on pupils' SEMH needs. Leaders intend to use the information from these checks to adapt the curriculum, so that teachers can meet pupils' needs. Pupils who are at the early stages of reading, for instance, will receive support from well-trained adults.
- Leaders will base the proposed personal, social, health and economic (PSHE) curriculum on a commercial scheme of work. This curriculum sets out how pupils will develop their knowledge of health and personal well-being, living in the wider world and healthy relationships.
- Leaders plan to develop pupils' listening and speaking skills. For example, as part of tutor time, pupils will be encouraged to discuss and debate topical issues.

- Leaders intend for secondary-aged pupils to receive independent careers advice and guidance. Some pupils will have the opportunity to do work experience. In addition, the proposed PSHE curriculum includes information on how teachers will develop pupils' knowledge of different careers.
- The proprietor aims to ensure that all the staff they employ are suitably qualified and are able to deliver the curriculum well. They intend to only employ teachers with qualified teacher status. Leaders, to date, have successfully recruited a primary teacher and a specialist teacher in mathematics. They intend to appoint specialist teachers in science and English. In addition, leaders propose to check that lessons are well planned, and that teaching activities are effective.
- The school's library is bright and welcoming. A range of fiction and non-fiction books are available.
- The proposed assessment policy is comprehensive and sets out how teachers will assess pupils. There will be a strong emphasis on providing pupils with timely feedback. In addition, leaders plan to make checks three times a year on pupils' SEMH needs. Leaders intend to use the information from these checks to assess whether their work with pupils to improve their social skills and emotional health is making a positive difference.
- Leaders have ensured that these standards 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), 5(d)(iii)*

- Leaders have a policy and clear plans in place for pupils' spiritual, moral, social and cultural development. Leaders intend to develop pupils' social skills and confidence throughout the curriculum. For example, adults, as part of their daily interactions with pupils, will develop pupils' self-awareness by encouraging them to articulate their feelings.
- The school's PSHE curriculum is likely to promote British values. It actively develops pupils' respect and tolerance for others. This includes those who are identified as having protected characteristics in the Equality Act 2010. For instance, leaders intend for the school community to celebrate 'pride month'.
- As part of the assembly programme, pupils are likely to acquire a broad knowledge of the public services in England. Representatives from the police and fire service will talk to pupils as part of the assembly programme.
- Leaders' plans show that pupils will learn about different faiths and cultures throughout the curriculum. For example, in art, primary-aged pupils will learn about African art forms.
- Leaders have considered how to develop pupils' understanding of democracy. Leaders plan to use opportunities such as general and local elections to hold mock elections. This will also provide pupils with the opportunity to argue and defend their points of view.

- The proprietor body has appropriate proposed policies in place to inhibit the promotion of partisan views. The code of conduct sets out clearly that adults are not to promote partisan political views.
- Leaders have ensured that these standards 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), 16(b)*

- The proposed school has a comprehensive safeguarding policy that is informed by the government's most recent guidance.
- Leaders know that pupils may have increased safeguarding vulnerabilities. Leaders have taken account of this. For example, leaders will place a strong emphasis on teaching pupils how to stay safe online. They have ensured that software is in place to filter and monitor pupils' use of the internet when at school.
- All new staff will complete safeguarding training before they start work. The safeguarding lead has undertaken suitable training. As part of the induction process for new staff, the headteacher will give clear guidance on how to report any concerns about pupils' welfare.
- The behaviour policy describes the proposed school's approach to managing pupil's behaviour. It emphasises building trusting and positive relationships with pupils. Leaders have suitable plans to ensure that every pupil will have an appropriate risk assessment. Leaders intend to train all adults in how to use this risk assessment information to support pupils and manage their behaviour. In line with the behaviour policy, leaders confirm that they intend to keep an electronic record of sanctions imposed in response to misbehaviour.
- The anti-bullying policy sets out how incidents of bullying will be managed. The approach aims to develop pupils' understanding of other people's feelings. As part of the PSHE curriculum, pupils will learn how to respond to bullying if it occurs.
- The proprietor body ensures that the proposed school complies with the Regulatory Reform (Fire Safety) Order 2005. For example, a fire risk assessment was recently completed. The proprietor has implemented all of the risk assessment's recommendations. The proprietor body uses professional contractors to oversee regular maintenance and testing of fire safety equipment.
- The health and safety policy links to other policies, including those for first aid and risk assessment. This policy complies with health and safety regulations.
- There are systems in place to record admissions and attendance. These arrangements, if implemented effectively, are likely to comply with the Education (Pupil Registration) Regulations 2006.
- The first aid policy sets out the arrangements for ensuring that staff administer first aid in a timely and competent manner. Leaders intend to provide all staff with appropriate first-aid training as part of their induction. One member of staff will be trained in paediatric first aid.
- Leaders have considered and planned appropriate supervision arrangements during teaching time and at breaktimes and lunchtimes.

- Leaders have ensured that these standards 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7)(a) and 21(7)(b)*

- Records show that the proprietor body has made all of the required checks on the staff who have already been employed. In addition, the correct checks have been made on members of the proprietor body. These checks are recorded appropriately in a single-central register. Leaders will update the single central register as additional staff join the school.
- Members of the proprietor body and the headteacher have completed safer recruitment training. Leaders intend that all members of recruitment panels will complete this training.
- The proprietor does not intend to use supply staff. However, the headteacher is clear about the checks and procedures to be followed if using supply staff.
- Leaders have ensured that these standards 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(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)*

- The proposed school occupies a large countryside house. The proprietor has renovated the building to a high standard. The indoor and outdoor areas have been developed to provide a calm environment. The house has several outbuildings. These include a stable and barn that are securely locked. Pupils will not have access to these buildings.
- The proposed school consists of five classrooms on the first floor. These classrooms are well lit and have good acoustics. They are suitable for the intended curriculum and pupils' SEMH needs. There are meeting rooms, a library and a spacious kitchen area on the ground floor. All rooms have views of the local countryside.
- Leaders have identified an area of the school for the medical examination and treatment of ill or injured pupils. This area includes an adjoining room with a toilet and sink. This adjoining room is used for no other purpose but the medical treatment of pupils.
- There are suitable toilet facilities with hot and cold running water. The temperature of the hot water does not pose a scalding risk. Drinking water, clearly marked, is available for pupils throughout the day in the kitchen and from two water dispensers.

- The proprietor body has employed an external contractor to oversee maintenance and site-related matters.
- The proposed school is set in attractive grounds. A secure fence surrounds it. Outdoor space includes a tarmac area, grassed lawns and an outdoor seating area. These areas provide ample outdoor space for pupils to play and socialise.
- Arrangements are in place for secondary-age pupils to learn physical education at a local leisure centre. This centre has showers and changing facilities.
- Leaders have ensured that these standards are likely to be met.

#### 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(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), and 32(3)(f)*

- Leaders have produced policies that reflect the latest government guidance. Before and during the inspection, all the required documentation under Part 6 of the independent school standards was made available. Currently, this documentation is not available on the school's website. Leaders intend to publish the required information on the school's website if the Department for Education (DfE) registers the school.
- Leaders are aware of their duty to provide information to a local authority to support the annual review process for pupils with an education, health and care (EHC) plan.
- Leaders will provide yearly reports to parents. These reports will contain comments on pupils' academic progress. In addition, the reports will include information about pupils' personal development and achievements.
- Leaders have ensured that these standards 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 proprietor body has developed a clear complaints policy. The policy is easy to read. It sets out a process that consists of several stages. These include an informal and formal stage and a hearing before a panel. This panel includes an individual who is independent of the management and running of the school. The policy states the time scales for the completion of each stage.
- Leaders understand their responsibility to keep written records of any complaints, and the action taken to address them.
- Leaders have plans to ensure that the complaints policy is available on the school website. They can make a paper-based copy available to parents if requested.
- Leaders have ensured that these standards are likely to be met.

#### Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor body and the headteacher have a strong understanding of the independent school standards. Leaders were able to provide the required information for the inspection quickly.
- Members of the proprietor body have relevant and extensive experience running five residential children's homes and two other independent special schools. This experience is likely to support the varied needs of pupils with special educational needs and/or disabilities, particularly SEMH. They, along with the headteacher, demonstrate a strong commitment to the well-being of pupils.
- Leaders have well-considered plans for the further development of the school. They demonstrate an informed awareness of the importance of ensuring that the independent school standards continue to be met over time.
- Leaders have ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that the school meets the requirements of schedule 10 of the Equality Act 2010. There is an appropriate accessibility plan in place. As part of this plan, leaders consider arrangements to ensure that pupils will successfully access the school's curriculum, facilities and written information.

## **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	148556
DfE registration number	894/6013
Inspection number	10194902

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	Family Care Associates Ltd
Chair	Phil Williamson
Headteacher	Sarah Earing
Annual fees (day pupils)	£34,515
Telephone number	07739 093 101
Website	<a href="http://family-care.co.uk/rodenhurst-school">http://family-care.co.uk/rodenhurst-school</a>
Email address	sarah.earing@family-care.co.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	6 to 16	6 to 16
Number of pupils on the school roll	Not applicable	15	15

## 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	15

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	0

### Information about this proposed school

- Rodenhurst school is a small independent special school. This school is part of Family Care Associates Limited. The proposed school occupies a large converted six-bedroom house on the edge of a business park in the village of Rodington. Agricultural land surrounds the school.
- The school proposes to cater primarily for pupils with SEMH needs, many of whom may have experienced trauma. In addition, the school proposes to educate pupils who are likely to have needs linked to autism spectrum disorder.
- The school will cater for 15 pupils aged six to 16 years. Pupils will have an EHC plan or will be undergoing assessment. Local authorities will place pupils at the school.
- The school does not have a religious character or ethos.
- The school does not intend to use alternative provision.

## Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet all the independent school standards if it is registered. This is the school's first pre-registration inspection.
- The inspector conducted a tour of the premises with the headteacher. The inspector also considered information about the arrangements for pupils' welfare and safeguarding. The inspector's work included reviews of the proprietors' checks on the suitability of staff, the safeguarding policy and a range of risk assessments.
- The inspector checked a wide range of documentation and policies. This included evidence relating to the curriculum, such as schemes of work, teaching materials and the curriculum policy.
- Meetings were held with a member of the proprietor body and the headteacher.

## Inspection team

Christopher Stevens, lead inspector

Her Majesty's Inspector

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