

Woodview

Crockenhill Road, Orpington, Kent BR5 4EP

Inspection date

4 July 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) to 2(2)(i)

- The proposed school has ensured that the range of curriculum documentation, including the required policies and schemes of work, meets the requirements of the independent school standards. While schemes of work are in place, leaders rightly intend to adopt a flexible approach to teaching the curriculum. This is because they plan to make sure that they assess pupils' different starting points and check for any gaps in their knowledge. Leaders also plan to make sure that they carefully consider the outcomes and provision in each pupil's education, health and care (EHC) plan in the design of each pupil's curriculum.
- The proposed school plans to offer a broad curriculum that covers the required areas of learning, including a variety of A-level and work-related courses in the sixth form. Leaders have carefully considered how and when careers education will be delivered. They have also considered the needs of older pupils, for example in planning how enrichment and life skills will help prepare students for adulthood.
- The requirements for relationships and sex education (RSE) are likely to be met. Leaders have plans to consult with parents and carers on the RSE policy and the associated curriculum in September 2024. RSE will be delivered as part of pupils' personal, social, health and economic (PSHE) education. The proposed school plans to use and adapt a commercial scheme to support the delivery of PSHE.

Paragraphs 3 to 3(j), 4

- The proposed school has recruited highly qualified and experienced staff who have knowledge of autism and the different phases of education that the school intends to provide. Leaders plan to work with an external provider to deliver further training for staff in supporting pupils with autism.
- Leaders have set out how they expect lessons to be delivered so that there is likely to be consistency in what teachers do to help pupils know more and remember more.

- The proposed school has rightly planned how it will help pupils who have gaps in their reading fluency to become confident readers. Leaders have invested in a range of high-quality resources to support each subject, including physical education (PE).
- The proposed school's assessment framework is likely to effectively support adults in checking and recording pupils' progress as they move through the curriculum and in monitoring the outcomes set out in pupils' EHC plans.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

Paragraphs 5 to 5(d)(iii)

- The PSHE curriculum is likely to ensure that pupils learn a wide range of content, for example in relation to the protected characteristics and the different laws in England. Leaders also plan for pupils to have dedicated lessons in religious education (RE) to teach pupils about different faiths and beliefs.
- As well as timetabled lessons in PSHE and RE, the school plans to use other ways to teach pupils about fundamental British values such as tolerance and mutual respect, including through assemblies, visits and guest speakers.
- The proposed school plans to ensure that pupils have a voice in the running of the school, for example in helping to shape the range of enrichment activities that will be offered. There is a wide range of specialist provision on site to support their plans, such as the life skills and horticulture teaching spaces.
- The proposed school's teaching and learning policy makes clear that staff must not promote any partisan political views in any aspect of their work with pupils.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The proposed school has carefully considered how safeguarding will be organised. Leaders have completed recent training commensurate with their different roles, including safer recruitment training. Leaders have extensive experience from their prior roles in managing safeguarding. They understand the risks that pupils might face in their daily lives and have clear plans in place to help pupils to learn how to stay safe. Their work carefully considers pupils' additional vulnerabilities in relation to their special educational needs and/or disabilities (SEND).
- The proprietor body has clear systems and processes in place that operate across all its schools, for example in how safeguarding concerns are reported through an online system. This also gives confidence that leaders of the proposed school can access regular training and support. The proposed school's safeguarding policy reflects the latest statutory guidance. It is available on the school's website.

Paragraphs 9 and 10

- The proposed school's behaviour and anti-bullying policies have clear expectations. Leaders plan to make sure that staff know how to communicate with pupils who have

autism. Leaders intend to have a 'restorative' approach to helping pupils resolve any differences.

- The proposed school's planned therapeutic approaches include a behaviour therapist who will help to train staff and directly support pupils with learning how to adapt their behaviour.

Paragraphs 11 to 16

- The proposed school is likely to be well supported by the central team of the proprietor body in making sure that it complies with health and safety legislation and the Regulatory Reform (Fire Safety) Order 2005. The estates and health and safety teams provide clear structures and guidance, such as health and safety routines and checklists. They have also supported in following up on the low-level recommendations that arose from the recent external fire-risk assessment.
- Leaders have carefully considered the design of the proposed school building, for example when making decisions on fencing, electronic access controls and the layout of the different spaces. There are numerous risk assessments in place that identify any potential hazards and go on to ensure that appropriate control measures are identified.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

All paragraphs

- All the required pre-employment checks, for example on staff and the members of the proprietor body, have been completed in line with requirements. The proposed school is supported by the central human resources team of the proprietor body, for example in verifying references and making sure checks are completed pre-employment. The single central register contains the required information.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 28(2)(b)

- The proposed school building used to be a hospital. It has been extensively refurbished. It is located on a large site with lots of inside and outdoor spaces.
- Leaders have considered the needs of pupils with autism in their design of the school, for example in the lighting and acoustics of different spaces within the building.
- The school has been designed in phases for primary, secondary and the sixth form. Each phase has its own general classroom spaces and breakout areas yet will share access to specialist teaching rooms for art, design and technology, computing and food technology for example.
- The sensory rooms are state-of-the-art and the proposed school's plans for their use are likely to effectively support pupils' physical and sensory needs.

- The school has two medical rooms which meet the requirements of the independent school standards.

Paragraph 29(1) to 29(1)(b)

- There are extensive outside play areas and lots of spaces for PE, including the internal sports hall and the outside multi-use games area. There are changing facilities with access to showers for both boys and girls.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1) to 32(4)(c)

- The proposed school has made sure that much of the information required by the independent school standards is already on its website. The proprietor body's central team will support leaders with certain requirements, such as the income and expenditure information that is systematically given to the different placing authorities on an annual basis.
- Leaders have a template in place, linking to their assessment approaches, which will give parents and carers the required information about their child's progress and attainment.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school's complaints policy gives confidence that complaints would be taken seriously. The procedures and timescales as to how any complaint will be managed are clearly outlined.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The central teams at the proprietor body are very involved in supporting its schools in relation to the independent school standards. For example, this includes training leaders of the proposed school to understand the requirements of the standards.
- The proprietor body has set out accountability mechanisms to check that the proposed school will continually meet the requirements of the standards. This includes premises compliance in relation to part five and the work of the central safeguarding team in relation to paragraph seven. The regional director also regularly meets with the headteacher to provide both challenge and support.
- The range of evidence gathered for this pre-registration inspection suggests that leaders collectively know the requirements of the independent school standards.

- Leaders have ensured that the independent school standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have prepared an accessibility plan that proposes appropriate actions to increase accessibility to the curriculum, physical environment and written information.
- This requirement is likely to be met.

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	150543
DfE registration number	305/6020
Inspection number	10356673

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 special school
School status	Independent school
Proprietor	Aspris Children's Services Limited
Chair	John Anderson
Headteacher	Nicola Craig
Annual fees (day pupils)	£69,000 to £89,000
Telephone number	01689 283130
Website	www.aspriscs.co.uk/aspris-woodview-school
Email address	woodviewschool@aspriscs.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 19	7 to 19
Number of pupils on the school roll	Not applicable	98	98

Pupils

	School's current position	School's proposal (Year 1)
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	24

Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	All pupils
Of which, number of pupils with an education, health and care plan	Not applicable	All pupils
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	All pupils

Staff

	School's current position	School's proposal (Year 1)
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	4

Information about this proposed school

- The proposed school is part of the proprietor body called Aspris Children's Services Ltd. The proprietor body includes 30 independent special schools and four post-16 colleges.
- The headteacher took up their post in September 2023.
- The school plans to cater for pupils with an EHC plan for their SEND. Pupils are likely to have predominantly needs in relation to autism.
- The school plans to open in September 2024 with one class of pupils in each of Years 5, 6 and 7.

Information about this inspection

- The 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.
- This is the school's first pre-registration inspection.
- The inspection was conducted with two days of notice.
- The inspector met with the headteacher, chair of the proprietary body and other staff who work for the central team of the proprietor body. The staff met with included the regional director and staff who oversee safeguarding, estates, health and safety and quality improvement. The inspector also met with another headteacher from a school that is also part of the proprietor body.
- The inspector considered a wide range of evidence to check the likelihood of the school meeting all of the independent school standards. This included a tour of the premises, review of key documents and policies and consideration of the school's proposed curriculum.

Inspection team

Sam Hainey, lead inspector

His Majesty's Inspector

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