

Fromefield Manor School

16 Welshmill Road, Frome, Somerset BA11 2AB

Inspection dates

24 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

Paragraph 2(1) to 2(2)(i), 2A(1) to 2A(2)

- The school has developed and designed a curriculum so that pupils learn a broad range of national curriculum subjects taking into account the requirements of the independent school standards (the standards). The curriculum is underpinned by suitable and detailed schemes of work across all subjects. It highlights the important knowledge the school wants pupils to know and remember.
- Curriculum plans take into account that pupils may have significant gaps in their learning prior to joining the school. Leaders have a system to gather relevant information about pupils' needs prior to arrival, including the information provided on pupils' education, health and care (EHC) plans. Leaders intend to use this information to plan a personalised education pathway for each pupil.
- The proposed curriculum supports pupils' acquisition of speaking, listening, literacy and numeracy skills. Alongside this, timetabling includes life skills, depending on pupils' needs across both key stages 3 and 4.
- There is a suitable programme for personal, social, health and economic education, including sex and relationships education. Leaders have pupils' well-being at the heart of their planning. The content aims to support pupils' understanding of the wider world as well as personal safety and consent. Leaders' plans show due regard to the protected characteristics set out in the Equality Act 2010.
- The school has plans for pupils to study a range of qualifications including GCSE's, functional skills and BTEC qualifications. There is also the opportunity for pupils to study vocational subjects linked to their aptitudes and interests.
- The school will implement a programme for careers education that will enable pupils to work both onsite and offsite with local employers. The school intends to have regular input from outside providers who will provide pupils with impartial careers advice.

Paragraph 3 to 3(j)

- The school has already appointed a headteacher, a deputy headteacher and a therapy and well-being lead. These staff are experienced leaders who will oversee curriculum development, behaviour and personal development. The headteacher will initially support the appointed special educational needs coordinator. Appointed staff have the relevant experience to carry out their roles.
- Curriculum plans and guidance support teachers in how to present information and deliver the intended curriculum. Leaders have considered relevant training staff will need to deliver the curriculum in line with their expectations. Oversight from regional directors will support quality assurance procedures.

Paragraph 4

- The school has appropriate assessment policies and structures in place. On entry, staff will check both academic and emotional needs to inform where pupils have gaps in their learning. This information will support staff in planning individual curriculum pathways with relevant adaptations. This information will be discussed and shared with parents.
- If the curriculum is implemented as set out, the standards in this part are likely to be met.

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

Paragraph 5 to 5(d)(iii)

- The proposed curriculum takes into consideration pupils' spiritual, moral, social and cultural development. Alongside the planned curriculum, assemblies and other organised events will enable pupils to learn about other faiths, cultures, equality issues and how to stay physically and mentally healthy. The school intends to enhance this curriculum offer to include the local community and visitors into school.
- The school has policies and schemes of work that show consideration for the promotion of fundamental British values. Pupils will learn about mutual respect and tolerance supported by the positive behaviour strategy policy. The school aims to develop strong relationships with pupils and all stakeholders.
- The detail within the curriculum in relation to preparing pupils for life in modern Britain is presented in an impartial way, including references to the protected characteristics.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The school has a written safeguarding policy reflecting the most recent statutory guidance. This policy is published on the school's website. A system for staff to record concerns is in place. This system will enable leaders to closely monitor safeguarding concerns.
- The headteacher is one of the designated safeguarding leads. Other staff have also been trained to form the safeguarding team. An induction programme is in place for new staff that includes safeguarding procedures, whistleblowing, as well as managing allegations against staff.

Paragraphs 9 to 10

- The school has appropriate behaviour and anti-bullying policies in place. These policies clearly set out the school's expectations of behaviour using a positive and personalised approach as well as consequences. Leaders have a system in place to record all aspects of pupils' development, including tracking emotional development.
- The school will ensure that staff are trained in de-escalation and physical intervention techniques. However, physical intervention would be a last resort. Leaders intend to monitor and track pupils closely who need additional support to manage their behaviour and emotions.

Paragraph 11 to 16(b)

- The proprietor and other leaders take health and safety matters seriously. Suitable health and safety policies are in place. The school complies with the Regulatory Reform (Fire Safety) Order 2005. Regular fire drills are planned.
- The school has an appropriate first aid policy in place. Staff will receive first aid training. Where necessary, the school has plans to ensure that pupils with medical needs will have individual risk assessments.
- Supervision levels will be appropriate to the numbers of pupils on roll. This includes on arrival at the start of the school day and during social times. The proprietor intends to increase pupil numbers slowly so that appropriate staffing levels are in place.
- The school intends to implement admissions and attendance procedures in line with that of other schools within the group. These processes are in line with guidance from the Department for Education. Analysis of attendance will take place by the headteacher and will be regularly reported to the proprietor body.
- The school has ensured that a risk assessment policy is in place. Great care and thoroughness has been taken to the risk assessment process and identification of risk. Individual pupil risk assessments will be drawn up following evaluations of their personal safety needs. A systematic schedule of regular checks is in place to ensure the premises remain in good condition and any risk to pupils and staff is minimised.
- 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) to 18(2)(e), 18(3), 19(2), 19(2)(a) to 19(2)(d), 19(3), 20(6), 20(6)(a) to 20(6)(c), 21(1), 21(2), 21(3)(a), 21(3)(b), 21(5), 21(5)(a), 21(5)(c), 21(6)

- The school has a single central record in place. Leaders record essential checks made during recruitment. The school has a secure understanding of what checks need to be carried out on new staff. These checks are made prior to staff taking up post.
- Staff already employed have completed relevant safeguarding training, including safer recruitment. There is a comprehensive induction package available that ensures that newly appointed staff gain the knowledge they need in order to keep pupils safe.
- The school does not intend to use supply staff. However, leaders are knowledgeable in the relevant checks that would need to be made if this were to be the case.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a) to 23(1)(c), 24(1), 24(1)(a) to 24(1)(c), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a) to 28(1)(d), 28(2)(b), 29(1)(a), 29(1)(b)

- The proposed school is set in a three-storey former further education college. The accommodation is well-maintained and comprises of attractive classroom learning spaces, office spaces, therapy rooms, communal areas, science and art spaces and changing facilities. The entrance to the school is a secure area for pupil drop off and pick up. The building is suitable to provide education to the proposed number of pupils.
- The school has organised suitable toilet facilities and drinking water. Hot water is of a safe temperature. At the time of this inspection, a dedicated medical room was in the process of being completed. When complete, this room will have a locked medicine cabinet, bed and first aid supplies. The medical room is located next to three toilets and a shower room.
- Classrooms are well lit with suitable acoustics and ventilation. Emergency lighting is provided. Windows are fitted with restrictors. Some glass panes are currently in the process of being replaced and work is underway to complete a small length of the perimeter fencing. Timescales for the final works are planned for completion prior to the planned opening date. The proprietor will ensure these works are complete prior to admitting pupils.
- The outdoor space is large and will enable pupils to take part in physical education lessons onsite. The space is also suitable for pupils to play and socialise.
- Once aspects of the building work have been completed, the standards in this part are likely to be met.

Part 6. Provision of information

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

- The proposed school's website provides parents with relevant contact details for the headteacher, and the proprietor body. The website also supports access for parents to the key policies and procedures including complaints, admissions and safeguarding.
- The school intends to provide parents with ongoing updates on pupils' progress, attainment and emotional well-being. The school understands its responsibilities in publishing inspection reports and examination results when available. The proprietor board is aware of the requirements to supply details of income and costs for pupils funded by local authorities.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The school has a complaints policy in place. It is published on the school's website. The policy sets out the stages within the complaints process, including how parents can raise concerns on an informal basis. Appropriate timeframes are set out for the management of a complaint.
- The school will record complaints through using a secure system.

- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor has experience in opening schools that deliver specialist education. Support and challenge will be provided by the regional team through a range of systems including regular onsite monitoring visits. All leaders share the same ambitious vision in wanting all pupils to receive a high-quality education, taking into account pupils' needs and their well-being.
- The school has planned internal and external quality assurance systems to monitor the school's work both in relation to the quality of the curriculum and compliance with the standards to ensure the school meets the standards securely and consistently overtime.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- The school has drawn up a suitable accessibility plan. This plan demonstrates how the school will enable all pupils to access the premises and the curriculum.
- The school is likely to meet the requirements of 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	150752
DfE registration number	933/6028
Inspection number	10356366

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 day school
Proprietor	Aspris Children's Services Limited
Chair	John Anderson
Headteacher	Gemma Drury
Annual fees (day pupils)	£93,637 to £120,150
Telephone number	07761342691
Website	www.aspriscs.co.uk/fromefield-manor-school
Email address	fromefieldmanorschool@aspriscs.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 19	11 to 19
Number of pupils on the school roll	Not applicable	30	30

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	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	6
Number of part-time teaching staff	0	1
Number of staff in the welfare provision	8	18

Information about this proposed school

- The proposed school will provide full-time education for up to 30 pupils aged between 11 and 19 years of age. It is intended that the school will cater for pupils with autism and associated complex needs. All pupils will have an EHC plan funded from a range of local authorities.
- The proposed school is located in Frome, Somerset. It is housed in a large triple storey former further education college. The building has undergone some refurbishment to facilitate the proposed age range of pupils.
- The proprietor, Aspris Children's Services Ltd, provide specialist education services for children and young people aged 5 to 25 with a range of special educational needs through an extensive network of schools. They will have oversight and governance responsibilities for the school when it opens.
- The school have appointed an experienced headteacher, a deputy headteacher and a therapy and well-being lead. The school have planned a staffing structure that will grow overtime. It is intended that numbers of pupils will grow gradually to ensure needs can be met.
- The school does not intend to use alternative provision.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education under section 99 of the Education and Skills Act 2008 to determine whether the school is likely to meet the standards should the DfE decide to register the proposed school.
- This was the proposed school's first pre-registration inspection.
- The inspector held discussions regarding the standards with the headteacher, operations director and governance lead and other representatives from the proprietary board.
- The inspector carried out a tour of the school site, both internally and externally to check the safety and suitability of the premises. They also reviewed relevant risk assessment documentation, including fire risk assessments carried out both internally and externally.
- The inspector scrutinised documentation provided by the school including proposed curriculum documentation, statutory polices, staffing structures and safeguarding information.

Inspection team

Heather Barraclough, lead inspector

His Majesty's Inspector

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