

Tor View School

Kilworthy House, Kilworthy, Tavistock, Devon PL19 0JN

Inspection dates

20–21 September 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Residential provision outcome

The school is likely to meet all the national minimum standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1, 2(1), 3 and 4

- Leaders have a clear understanding of the needs of pupils who the school expects to admit. There is a clear rationale for the design of the curriculum and a shared understanding between staff that refinements will need to be made to meet the specific special educational needs of each pupil.
- Teaching staff have devised a draft curriculum that covers a broad range of subjects as well as pupils' personal and emotional development. The school intends to augment the teaching staff with therapists and specialist tutors, for example in horticulture, to ensure that pupils have a rich programme of study.
- The standards in this part are likely to be met.

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

Paragraph 5

- Leaders have given sufficient thought to the promotion of British values, including the role of public institutions, through the exploration of topics such as 'people who can help us'. Regular celebrations of world cultures and faiths are planned into the curriculum through the study of food, dance, religion and festivals. Leaders have a clear intent to integrate the proposed school into the local community, for example through participation at the annual 'Goose Fair'.
- The proposed school's ethos is inclusive in its nature. Teaching staff have drafted clear behaviour expectations which will help pupils to recognise right from wrong, develop their own self-esteem and confidence and to respect others.

- Although there are no extra-curricular activities currently planned, leaders have identified potential instructors and resources to offer such in the future.
- Leaders are clear about the need to educate pupils about current affairs and ensure that a balance of opposing views is presented.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The proprietor has ensured that a written safeguarding policy is in place. Safeguarding procedures reflect statutory guidance issued by the Secretary of State. As an interim arrangement until school leaders are suitably trained, the designated safeguarding leader and her deputy are based at the proposed school's sister site, approximately 10 miles away. However, school leaders are booked to attend training to become designated safeguarding officers before the school opens. Training resources for all staff are available within this large national organisation to ensure that staff are fully aware of the risks that pupils face.
- Leaders have ensured that the recruitment procedures are suitably robust and meet the requirements as set out in 'Keeping Children Safe in Education 2018'.

Paragraph 8

- The proprietor has made arrangements to safeguard and promote the welfare of children while they are accommodated at the school. The school is likely to meet the national minimum standards for residential special schools.

Paragraphs 9 and 10

- Behaviour management is underpinned by the development of positive relationships. The policy promotes the principles of reflection and giving pupils the chance to 'put things right'. Pupils are supported to make positive choices, and they understand the consequences of their actions and behaviour. Individual positive behaviour management plans will include the views of pupils and will be written in a style that is meaningful to their specific needs.
- To counter bullying, staff receive training on the importance of observing pupils, noting changes in their behaviour and maintaining good communication. Staff are expected to role model positive relationships, through promoting kindness to, and tolerance of, each other. The policy to counter bullying includes cyberbullying and the need to promote the safe use of technology.
- School leaders monitor and review records of incidents, and their consequences, weekly.

Paragraphs 11, 12, 13, 14 and 16

- Leaders have drafted a health and safety policy that demonstrates a strong commitment to the safety and welfare of pupils, staff and visitors. High levels of supervision are planned to meet the needs of pupils during the school day and for those who will be resident on the premises. A maintenance team and external contractors undertake regular testing and audits of the buildings and grounds.

Leaders and managers act swiftly to address any recommendations from such tests and audits, to ensure that pupils are kept safe.

- Leaders have carried out risk assessments considering the environment, activities and to evaluate the needs of individual pupils. Each assessment identifies what measures are to be taken to reduce and, where possible, negate known risks. Leaders ensure that risk assessments are regularly reviewed. The proprietor commissioned a fire risk assessment following the extensive refurbishment of the school buildings. The fire risk assessment identified a small number of actions required to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. The proprietor has drafted and begun to implement an action plan to address these shortfalls prior to the proposed school opening.
- The proprietor has composed a first aid policy which specifies that only staff with a suitable first aid qualification will administer this support to pupils. Plans are in place to train staff as they are recruited. Fully stocked first aid kits are available throughout the school building and in vehicles. Accident records books are held ready for use.

Paragraph 15

- Leaders have created an admission register and an attendance register which make provision for the recording of information in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006.
- The standards in this part are likely to be met.

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

Paragraphs 18(1)-21(8)

- For those staff already employed by the proposed school, the proprietor has ensured that all the necessary pre-employment checks have been carried out and that each member of staff is suitable to work with children. The procedures that are in place for the vetting of future employees and volunteers are suitably robust.
- Leaders do not anticipate engaging with any employment businesses to provide supply staff. The proprietor operates several schools and children's homes in the area and has a pool of staff to draw on.
- The proprietor has ensured that a register is complete and maintained to record the outcomes of all the required checks.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 25, 26, 27-27(b) and 29(1)-29(1)(b)

- The proposed school is located in a recently refurbished country house with four ancillary buildings that include classrooms and workshops. A fifth building is currently scheduled for demolition and replacement with a pre-constructed modular education building. Inspectors did not inspect this accommodation, and it was not included in the calculation of the school's potential capacity. There are extensive grounds which include areas for pupils to exercise and play games, including football. Some sports will be taught at a local leisure centre.

- The proprietor has extensively renovated the premises to a high standard, ensuring that the ventilation, acoustics and lighting are appropriate for the intended uses. External lighting is provided across the site.

Paragraph 23(1)–23(1)(c), 28(1)–28(2)(b)

- Pupils will have access to appropriate toilet facilities located across the site. The number of toilets is suitable for the proposed number of pupils. Showers are available on the upper floor of the main building. Leaders are cognisant of the need to provide showering facilities and have plans in place to ensure that no pupil is disadvantaged. Leaders expect to also use showering and changing facilities at the local leisure centre.
- Water supplies in the toilets are appropriate and hot water supplies do not pose a scalding risk to users.
- Drinking water is available to pupils throughout the school day. Some outlets are labelled and an order has been placed to label each outlet.

Paragraph 24(1)–24(2)

- The proprietor has ensured that appropriate medical facilities are available to allow for appropriate short-term care of sick or injured pupils.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(c), 32(1)(f)–32(2)(a), 32(b)(ii), 32(2)(d)–32(3)(g)

- The proprietor has documentation in place for parents and others, with all the information required in this part of the standards. It is available in hard copy on request. Members of staff are currently developing a website. Once it is operable, leaders intend to upload the required documentation.
- The proprietor and leaders are aware that some of the documentation is cumbersome and difficult to follow. The proprietor has undertaken to review this.
- All the information requested by inspectors was provided by leaders during this inspection, including template documents regarding pupils who have special educational needs and/or disabilities.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proprietor has a complaints policy which meets the requirements of the standard. Although this policy meets the requirements of the standard, it is generic in its nature, which makes it hard to follow.
- Leaders have developed a complaints log. To date, there have been no complaints.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1)(a)-(c)

- Throughout the on-site inspection and during an interview with the proprietor of the proposed school, leaders and the proprietor show a strong understanding of the independent school standards and the national minimum standards for residential special schools. The proprietor has ensured that leaders who have already been appointed have suitable experience to be able to operate an effective residential special school.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders show an awareness of the protected characteristics in their planning of the curriculum and in the renovation of the site of the proposed school. Equality action plans are being developed to ensure that no pupil or member of staff is disadvantaged.

Residential provision

The likely overall experiences and progress of children and young people

- Accommodation is ready, suitably maintained and decorated. The available accommodation is suitable for up to 10 children to stay in the residential provision. This may vary from one night to weekly or termly.
- Extensive grounds offer good outdoor space and resources. This provides for activities and extended learning.
- Residential provision aims to provide care and support for children who present with autism and a cognitive impairment or a condition that impacts on their learning.
- Children will benefit from the 'well-being team' that is supervised by a consultant psychiatrist. The multi-disciplinary team can provide support with communication, behaviour and specific needs.

How well children are likely to be helped and protected

- Safeguarding procedures reflect statutory guidance issued by the Secretary of State. An interim arrangement to provide the proposed school with a designated safeguarding lead and deputy are in place pending school leaders being trained. Leaders are scheduled to attend this training in the next two weeks. Training resources for all staff are available within this large national organisation.
- Safer recruitment procedures are followed carefully.
- Leaders demonstrate a strong commitment to health and safety matters, including fire safety. External contractors undertake audits of the buildings and grounds. Leaders and managers act swiftly to address any recommendations from such audits to ensure compliance.

The likely effectiveness of leaders and managers

- The head of care will manage the residential provision, reporting to the headteacher.

- Policies, procedures and recording systems are taken from established schools operated by the proprietor. The policies meet the national minimum standards, some have been further improved by being specific to this residential provision.
- High levels of staff supervision will be available to support the children. Training courses and reflective supervision will be provided to all residential staff.
- The proprietor has established teams to monitor compliance and raise the standards of care and education.

Compliance with regulatory requirements and national minimum standards for residential special schools

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for residential special schools and associated requirements.

Proposed school details

Unique reference number	145549
Social care unique reference number	2483434
DfE registration number	878/6072
Inspection number	10070533

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.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	All-through school
School status	Independent residential special school
Proprietor	Priory Education Services Ltd
Headteacher	Richard Horton
Annual fees (day pupils)	£65,000
Annual fees (boarders)	£185,000
Telephone number	01373 475 190
Website	No website
Email address	info@priorygroup.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not applicable
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	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7–18	7–18
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 boarders on roll	Not applicable	10
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	30
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	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	8
Number of part-time teaching staff	0	4
Number of staff in the welfare provision	6	24

Information about this proposed school

- The proposed residential special school is situated in recently refurbished buildings on an extensive rural site approximately two miles north of Tavistock. The site includes the school building, residential accommodation for some pupils, workshops and sporting facilities. Leaders do not anticipate using any off-site premises.
- Leaders anticipate all pupils who will join the school once it is open will have an education, health and care plan. The school is equipped to cater for pupils who have multiple special educational needs, including autism, alongside severe learning needs, communication and interaction needs or cognitive and learning needs.
- The school is owned by the Priory Group. The chief executive officer of Priory Education Services Limited fulfils the role of proprietor.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the first pre-registration inspection.
- Inspector held discussions with the proprietor, operations director, headteacher, head of care, senior teacher and maintenance staff.
- The inspectors undertook a check of the premises, evaluated the policies required under the independent school standards and the national minimum standards for residential schools, other documents and checked the single central register.
- No pupils were present during this inspection.

Inspection team

Iain Freeland, lead inspector	Her Majesty's Inspector
Clare Davies	Social Care Regulatory Inspector

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