

Flourish With Us

Flourish With Us Ltd, King Street, Winterton, North Lincolnshire DN15 9TP

Inspection date

22 July 2020

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), 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)(h), 2(2)(i)

- The directors have ensured that there is a written curriculum policy in place. For each subject offered, there is a clear overview of what will be taught and how work can be adapted to meet the needs of pupils with different abilities and starting points.
- The curriculum is well thought out, broad and includes a variety of subjects in line with the national curriculum. These include English, mathematics, science, personal, social, health and economic (PSHE) education, technology, art and design, religious education, geography, history, and physical education (PE). The curriculum is largely taught through a topic-based approach. Topics are planned to be motivating and are designed to create memorable experiences.
- Some aspects of PE will be taught by a specialist provider.
- The directors plan to include a strong emphasis on daily reading in the curriculum programme. A teacher with reading expertise is to be recruited to introduce an appropriate reading and phonics scheme.
- The proposed timetable aims to provide pupils with engaging and varied activities throughout each day. It is designed to ensure that there is a taught programme of PSHE education. Pupils will cover a wide variety of topics to support them in developing life skills, as well as learning about life in modern Britain and how to be aware of risks to their safety.
- The PSHE education programme is complemented by an additional 'confident hearts' programme and sensory activities. These are designed to build pupils' resilience and nurture mental health and well-being.
- There will be opportunities across all curriculum subjects for pupils to develop their speaking, listening, literacy and numeracy skills.

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

- Teachers will be provided with detailed information about the aptitudes, needs and prior attainment of pupils, so that these can be considered in the planning of lessons. In addition, there are plans for teachers to have access to good-quality resources.

- Policies and plans for the curriculum show that leaders intend to ensure that pupils show respect for people who have protected characteristics as defined in the Equality Act 2010.
- Leaders have considered how they intend to monitor the quality of teaching in detail. In doing so, they demonstrate an awareness of the need to use a wide range of evidence to check the impact of teaching on pupils' learning over time, such as through regular scrutiny of pupils' work.
- The standards in Part 1 are likely to be met.

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

Paragraph 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 considered how to promote pupils' spiritual, moral, social and cultural development creatively and thoroughly. Leaders' plans demonstrate that they are ambitious. They have high expectations and intend to identify pupils' prior learning and build on it.
- There is a planned enrichment programme which will include visits to local faith centres, parks, an aquarium and stately homes.
- Through the PSHE education programme, pupils will have the opportunity to develop an understanding of their own abilities and emotions, develop character and confidence, and be able to better distinguish between right and wrong.
- Leaders have a policy which makes clear the checks that leaders will carry out on visiting speakers to ensure that they present a balanced view. It is envisaged that visitors will always be accompanied by a member of staff.
- The standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The directors have plans in place to ensure that all staff will have access to appropriate safeguarding training. This includes training about keeping children safe and signs that a pupil may be at risk of harm. Leaders intend that all staff understand the importance of the 'Prevent' duty. The designated safeguarding leads will ensure that staff receive regular updates about safeguarding, including information relating to current pupils that staff need to be aware of.
- The directors are keen to rapidly establish a strong safeguarding culture in the school. They both have extensive experience of safeguarding from their work in children's social care. They have bought a software system to track pupils' well-being so that early help can be provided in the event of any vulnerability being recorded.
- The directors have ensured that the school's safeguarding policy is compliant with the latest government requirements. This policy will be made available to parents and carers. This policy requires more adaptation from the local authority model policy in order to reflect the school's context more closely.

Paragraph 9, 9(a), 9(b), 9(c), 10

- There is an appropriate behaviour policy in place. Directors discussed that they intend to have high expectations of pupils' behaviour. There is also an anti-bullying policy in place.
- A system is in place to closely monitor the behaviour of all pupils. This will include any bullying incidents, and leaders will have an overview of these. It is envisaged that information about trends and patterns will be shared with the directors regularly.

Paragraph 11, 12, 13, 14, 15

- There is an appropriate health and safety policy in place. This is complemented by comprehensive monitoring procedures.
- A first-aid policy is in place. There is a system for recording any accidents that occur. The school intends that every member of staff will have a first-aid qualification.
- Appropriate checks of fire alarms, emergency lighting, fire extinguishers and fire exits are intended to take place. Regular fire drills will also take place so that pupils and staff know what to do in an emergency. The joint heads of centre are already trained as fire marshals. Other staff will receive fire training as part of the induction programme.
- The directors are aware of the legal requirements for school admission and attendance registers and have plans in place to ensure that they comply with them.

Paragraph 16, 16(a), 16(b)

- A written risk-assessment policy is in place. It provides clear guidance on situations that may require a risk assessment and details the responsibilities of staff in ensuring that risk assessments are carried out. Leaders have a clear understanding about hazard identification and the implementation of control measures.
- Risk assessments are in place. These include risk assessments for using equipment, the premises and trips and visits. These appropriately assess and minimise risks to pupils.
- The standards in Part 3 are likely to be met.

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

Paragraph 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(3), 19(1), 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)(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)(c)

- The directors have established systems to ensure that all appropriate checks are carried out on staff before they take up their posts to ensure they are safe to work with children.
- The directors may, on rare occasions, have supply staff working at the school. They have ensured that appropriate measures are in place to check these staff before they start working at the school.

Paragraph 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)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(7)(a), 21(7)(b), 21(6)

- There is a single central register in place where all appropriate checks that have been carried out on adults are recorded.
- The standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The building is currently used by Flourish with Us Limited as an alternative education provision for primary-aged pupils with social, emotional and mental health difficulties.
- There are suitable toilet and washing facilities for the sole use of pupils.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is a suitable medical room available for the short-term care or examination of injured pupils. This has a sink and is close to a toilet. The directors had originally identified another area as the medical room. However, this was not suitable as it did not contain a sink. The new area was identified and equipped during the inspection.
- Medication can be safely locked in a nearby office.

Paragraph 25, 26, 27, 27(a), 27(b)

- The premises are maintained well, and consideration is made for the health and safety of pupils. The site is clean and bright. Each classroom has sufficient lighting and the acoustic conditions are such that lessons can run alongside each other without interruption. External lighting is provided to ensure that people can safely enter and leave the school premises.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- There are clearly labelled water supplies for pupils to use.
- The water supply in the toilets is working and toilets are flushable. The temperature of the water for handwashing does not pose a scalding risk to pupils. The inspector initially found the water temperature to be too high, but this was rectified during the inspection. Soap and hand towels are provided.
- Hand sanitiser is provided at the entrance to the school.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- Pupils will have access to an outside space for them to socialise at breaktime and lunchtime. This will also be used for some PE activities. The area contains some play equipment and a playhouse. A small shed is used to store games and equipment for construction activities.
- Pupils will visit a nearby park for some PE lessons. Leaders have a risk assessment in place for this.
- All standards in Part 5 are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f).

- The directors have ensured that all required policies will be available to parents on request and on the school's website. The website is currently under construction and some information is already available on the 'live' pages.
- The admissions information is clear and available to parents. The school has an admissions policy.
- The directors intend to publish particulars of previous years' academic performance on the school's website.
- The directors have documents in place which show how pupils' progress information will be reported to parents.
- There are comprehensive policies in place to support pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.
- The directors intend to publish inspection reports on the school's website, so that they are available to parents.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d)

- The contact information for the directors is available to parents on request and is already on the school's website. The directors will also be co-heads with the title 'joint heads of centre'. This information will also be available on the school's website.
- There is no governing body.
- The standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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), 33(k)

- The directors have ensured that a comprehensive complaints policy is in place and accessible to parents. Timescales are clearly mapped out alongside explanations of each stage of the complaints procedure.
- The complaints policy is available to parents upon request and will also be available on the school's website.
- The standards in Part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The joint heads of centre are very experienced at working with vulnerable young people. Both have worked in a variety of social care and education settings. They have a clear vision for building a school to support and improve the outcomes for children and young people. They have a strong understanding of how to meet the needs of the learners who will attend the school. They are clear about quality assurance and the need to hold staff to account. The directors intend to secure the services of a local educational leader to act as an independent adviser.

- The directors have a passion for creating a unique school that has a strong focus on building pupils' resilience, developing their self-esteem, and nurturing their well-being. They are aware of the need for strong educational expertise in their school and intend to only employ teachers who have qualified teacher status. They will also employ a qualified special educational needs coordinator.
- Leaders understand the importance of ensuring that the school meets the independent school standards consistently. They are aware that some of their policies, while satisfactory, would benefit from being strengthened. Some of this work was completed during the inspection.
- Pupils' welfare and success are a priority for the leaders of the school. They have invested in software systems that will help them to monitor and evaluate the effectiveness of the implementation of their policies so that the highest standards are maintained. Their proposals, and the coherent, authoritative way they could explain their plans to the inspector, underline this.
- Leaders have a strong appreciation of safeguarding and the risks that children might face in the local area. They aim to ensure that a strong safeguarding culture is established.
- The standards in Part 8 are likely to be met

Schedule 10 of the Equality Act 2010

- The directors have ensured that there is a relevant and up-to-date plan in place to improve access to the curriculum, physical environment and written materials for pupils with a disability.

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	148028
DfE registration number	813/6008
Inspection number	10154704

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	Flourish With Us Limited
Directors	Faye Baker and Jilly Turner
Joint Heads of Centre	Faye Baker and Jilly Turner
Annual fees (day pupils)	£160 + VAT per day
Telephone number	01724487575
Website	https://www.flourishwithusltd.co.uk/
Email address	admin@flourishwithusltd.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	n/a	5 to 11	5 to 11
Number of pupils on the school roll	n/a	50	35

Reason for inspector's recommendations

- Space within the school buildings and the outside social area is insufficient for the number proposed.

Pupils

	School's current position	School's proposal
Gender of pupils	n/a	Mixed
Number of full-time pupils of compulsory school age	n/a	Up to 18
Number of part-time pupils	n/a	Up to 17
Number of pupils with special educational needs and/or disabilities	n/a	Up to 35
Of which, number of pupils with an education, health and care plan	n/a	Up to 35
Of which, number of pupils paid for by a local authority with an education, health and care plan	n/a	Up to 35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	n/a	5
Number of part-time teaching staff	n/a	0

Information about this proposed school

- Flourish with Us will be an independent day school for boys and girls aged between five and 11 years. The school plans to open in September 2020.
- The school's vision is, 'Creating better futures for children and young people. Building resilience, developing self-esteem and well-being'.
- The school will not have a religious ethos.
- The school does not intend to use any alternative education provision or have any additional off-site units.
- The school proposes to mainly cater for pupils with SEND. Many are expected to have education, health and care plans. Most pupils will have behavioural, emotional and social development needs.

Information about this inspection

- This inspection was carried out during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to reduce social contact during the COVID-19 outbreak.
- This first pre-registration inspection was commissioned by the Department for Education, following the proprietor's application to open an independent school.
- The inspection was conducted with two days' notice.
- I held a number of video meetings with the directors.
- I reviewed documents and policies associated with the independent school standards. I conducted a tour of the school building and outside space. The directors currently operate an alternative education provision on this site. This will close when the school opens.

Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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