

# Wribbenhall School

21 Crundalls Lane, Wribbenhall, Bewdley, Worcestershire DY12 1JL

## Inspection dates

22 January 2019

### 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 curriculum policy and schemes of work show that pupils are likely to experience a broad curriculum. The curriculum that has been planned should enable pupils to acquire secure speaking, listening, literacy and numeracy skills and make progress in a range of subjects.
- Leaders have modified the school's curriculum plans since the previous pre-registration inspection. Plans now show that the curriculum has been developed to reflect the school's ethos, which is to promote pupils' self-esteem, independence, self-reliance, ambition and compassion.
- The plan for personal, social, health and economic (PSHE) education sets out how the curriculum will help pupils learn to respect other people, paying regard to the protected characteristics set out in the Equality Act 2010.
- Leaders have mapped out how and where pupils' personal, social and emotional needs will be developed through the curriculum and how leaders will actively promote British values. The programme of PSHE is to be supplemented by relevant knowledge taught in other subjects, such as religious education, physical education (PE), geography, history, science and art.
- Curriculum plans are detailed and reflect the potential aptitudes of the pupils who will attend the school. Leaders anticipate that most, and possibly all, of the school's pupils will have an education, health and care (EHC) plan. Specific instruction is included in each scheme of work for how teachers will adapt the plan to meet the individual requirements of each pupil's EHC plan.
- The curriculum is strongly focused on re-engaging disaffected pupils with education and building their ability to succeed socially, emotionally and academically. This, and the flexibility to deliver the curriculum so that each individual pupil can learn in a way that suits them, leads to a curriculum that is designed to help prepare pupils for adult life.

- Leaders have ensured that these standards are likely to be met.

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

- Curriculum plans show that teachers are to be encouraged to continuously adapt their approach to teaching to maintain pupils' interest and curiosity. Teachers are likely to demonstrate good knowledge of the subjects to be taught. Those that have been appointed have considerable experience in the field of educating pupils with social and emotional difficulties. This means that teachers are likely to be able to adapt curriculum plans appropriately to ensure that pupils remain motivated and acquire the knowledge they need to make progress.
- The proprietor is building a bank of useful resources to support teachers in making learning memorable and enjoyable. He is committed to providing further resources as the need arises.
- An assessment framework sets out how teachers will ascertain what pupils know and can do when they start at the school. The policy demonstrates the steps teachers will take to monitor pupils' ongoing progress and how they will report this to parents and carers. It also sets out the criteria against which teachers will assess pupils' learning. Pupils will not be entered for national assessments but will be assessed in relation to how their attainment compares with the typical standards attained by pupils of the same age.
- A clear and easy-to-follow policy is in place to manage pupils' behaviour. This is based around the school's values and expectations.
- Leaders have ensured that these standards 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 put much thought into how the school will ensure that pupils' spiritual, moral, social and cultural (SMSC) development is secure. A detailed policy is in place. This is supplemented by a plan that shows when and how each aspect of SMSC will be taught. This plan is comprehensive. It includes the promotion of British values.
- The SMSC policy includes an explanation of how leaders will ensure that partisan political views are not promoted in the teaching of any subjects in the school or when visiting places outside of school.
- Leaders have ensured that these standards are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraph 7, 7(a), 7(b), 8, 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- At the previous pre-registration inspection, leaders had ensured that most of the standards for Part 3 were met. The same arrangements are still in place for all previously met standards.
- Leaders have made arrangements to safeguard and promote the welfare of pupils through a written safeguarding policy. The policy provides pro forma documents and

information to ensure that any concerns that staff may have about a pupil are appropriately reported, recorded and acted upon. The policy has regard for the guidance issued by the Secretary of State.

- The school's behaviour policy is fit for purpose and establishes seven positive behaviours for pupils to 'live and learn'. Leaders have also devised a recording system to take account of any pupil's misbehaviour and resulting sanctions.
- The school has a suitable anti-bullying strategy.
- Leaders have devised a health and safety policy. The policy clearly sets out the responsibilities of leaders, governors and staff. The policy also makes reference to the school's first aid procedures. The policy effectively states the duties of a first aider, what staff should do in the event of an accident or injury and how an accident or injury should be reported.
- The premises are now fully compliant with the Regulatory Reform (Fire Safety) Order 2005. Leaders have established a written means of escape for the rear of the property. Staff, including the designated fire marshal, are suitably trained to carry out their roles in fire safety.
- Leaders have now given thought to how they will take any necessary breaks during the school day. They are seeking to appoint a midday supervisor to cover a break of an hour each day. Until an appointment is made, leaders have secured the services of a suitable volunteer.
- The school's admissions and attendance register takes account of regulations. Leaders are aware of what codes should be used for different types of attendance.
- Risk assessments and appropriate actions have been devised and are likely to safeguard and promote pupils' welfare. Leaders are aware that further consideration may need to be given to interactions with the domestic dog and cat that live within the proposed school. Risk assessments do take account of these animals but may need to be adapted, based upon the needs of particular pupils that attend.
- Leaders have ensured that these standards 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(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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The proprietor has ensured that he now has a secure understanding of the checks that must be made on the suitability of staff, supply staff, the proprietor and members of the governing body to work with children.
- The proprietor has established a single central record to collate and record all of the required checks. All necessary checks have been carried out on staff and the prospective governor. The outcomes of some checks are still pending. Details of the

dates of these requests and acknowledgement of their receipt are recorded on the register.

- The proprietor is fully aware of the timeline for requesting checks on new or existing staff.
- The proprietor intends to employ supply staff. He has an appropriate plan in place for recording the checks on supply staff made by either himself or a third party.
- Leaders have ensured that these standards are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 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), 29(1)(b)*

- Most of the standards for Part 5 were met at the previous pre-registration inspection. The proprietor has maintained the premises to a similar standard since. Some facilities have been improved in order to meet the remaining standards.
- The proprietor has ensured that there are appropriate toilet and washing facilities on the premises, including for boys and girls over the age of eight years.
- There is a designated space for the medical examination and treatment of pupils. The proprietor has ensured that it now includes a portable washing facility.
- Acoustic and lighting conditions are appropriate. There is adequate outdoor lighting.
- Suitable, appropriately marked drinking water facilities are accessible at all times in a separate area to the toilets and there is an adequate supply of hot and cold water.
- The proprietor has ensured that hot water does not pose a scalding risk.
- There is suitable outdoor space for pupils to play.
- Curriculum plans show that aspects of PE will be taught in different locations. Swimming and other activities that promote fitness will be taught at a local leisure centre. Sport and games lessons will take place at an outdoor community facility. PE activities that require only small apparatus or little space will be taught in the garden at the school. The spaces identified are suitable for each kind of activity.
- Leaders have ensured that these standards 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(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)*

- The school's address and telephone number, along with the names and contact details of the proprietor, headteacher and sole governor are shown on the school's website.
- The website contains the school's policies on and arrangements for admissions, misbehaviour and exclusions.
- Leaders have ensured that the website shows how the school will provide for pupils who speak English as an additional language and those with an EHC plan.

- Leaders have set out a curriculum policy that is available via the website to parents and prospective parents of pupils.
- Information is supplied in relation to the management of behaviour, and arrangements for promoting anti-bullying, health and safety, and providing first aid.
- Leaders have established an area on the website to share the school's future academic performance.
- The complaints policy can be found easily on the school's website.
- Leaders have established a template to support the provision of an annual written report of pupils' progress and attainment to parents.
- Leaders have also designed a template to support the development of an annual account of income received and expenditure incurred by the school for any pupils who are wholly or partly funded by the local authority that can be provided to parents.
- Leaders have established systems to provide any necessary information to support the annual review of a pupil's EHC plan.
- A statement of the school's ethos and aims is available.
- There is a statement that sets out the reasons why pupils will not sit public examinations.
- The school's safeguarding policy is shown on the website.
- Leaders have established an area on the school's website to display future inspection reports.
- Leaders have ensured that these standards 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)*

- Leaders have established a complaints policy. The policy has a clear timescale; the opportunity for a complaint to be considered on an informal basis; and provision for a hearing before an appropriate panel where preceding stages have not resolved a concern.
- The policy makes provision for a complainant to be accompanied at a panel hearing. It states that a written record will be kept of the outcomes of complaints and any resulting actions taken.
- Leaders have ensured that these standards 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)*

- Leaders have invested a great deal of time and effort in getting to know the independent school standards and in ensuring that the school is likely to meet all the requirements when it opens.
- Leaders have relevant knowledge and experience to enable them to carry out their duties effectively. They have plans in place to frequently review the school's

performance and to make sure it continues to meet the independent school standards.

- Leaders have made suitable arrangements to safeguard pupils and to promote their emotional well-being.
- Leaders have ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have drawn up an accessibility plan in accordance with Schedule 10 of the Equality Act 2010. They have put in place measures to make all areas of the site accessible to pupils or adults with limited mobility.
- Leaders have ensured that these standards are 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	145493
DfE registration number	885/6046
Inspection number	10085994

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 school
Proprietor	Mr Ellis Clifford Wells
Chair	Linda Minnock
Headteacher	Mr Ellis Clifford Wells
Annual fees (day pupils)	£20,000 or £21,000 (£7,000 per term)
Telephone number	01299 405 383
Website	<a href="http://wribbenhallschool.co.uk">http://wribbenhallschool.co.uk</a>
Email address	<a href="mailto:ewells@wribbenhallschool.co.uk">ewells@wribbenhallschool.co.uk</a>
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	5–11	5–11
Number of pupils on the school roll	Not applicable	4	4

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	4
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	4
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 4
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 4

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not yet open	2
Number of part-time teaching staff	Not yet open	2
Number of staff in the welfare provision	Not yet open	2

## Information about this proposed school

- The school is located on the outskirts of Bewdley in Worcestershire.
- The proposed school will be located on the ground floor of the proprietor's home.
- The school does not intend to make use of any off-site alternative provision.
- The school proposes to admit up to four pupils who are experiencing trauma and not progressing academically.

## Information about this inspection

- This is the school's second pre-registration inspection.
- The inspector undertook a range of activities to ascertain if the school is likely to meet the independent school standards. Inspection activities included: meeting with the proprietor, a member of staff; the review of a wide range of policies, including those related to the curriculum and associated schemes of work, systems and procedures; and a tour of the premises, including the outdoor space, the proposed teaching base, kitchen and current living space.
- The inspector also took account of arrangements for pupils' welfare and safeguarding. This inspection work included reviews of: the school's checks on the suitability of staff, supply staff, the proprietor and governors; the safeguarding policy; the health and safety policy and fire risk assessment.

## Inspection team

Sandy Hayes, lead inspector

Her Majesty's Inspector

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