

Red Moor School

Churchtown Farm, Lanlivery, Bodmin, Cornwall PL30 5BT

Inspection date

29 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

Paragraphs 2, 3, 4

- Leaders have a broad curriculum in place. Detailed schemes of work support leaders' ambitions for pupils. Plans make clear what it is staff want pupils to achieve by when. Leaders have considered the qualifications pupils might need and their possible destinations. Leaders aim to ensure that pupils are well prepared for their next steps.
- There are eight faculties within the proposed school. These include English, mathematics, science, the arts, health, humanities, outdoor education, and technologies. Within each faculty, there are a range of subject disciplines. Leaders intend for pupils to have access to all subjects, to prepare them for the range of qualifications on offer.
- On entry to the school, leaders will conduct a detailed baseline assessment of pupils' learning and needs. This will inform their future work. High-quality schemes of work will allow staff to make accurate judgements of pupils' progress and attainment. Staff will assess pupils' understanding in each session, which will contribute to long-term assessments of pupils' learning at key milestones. Leaders intend to share pupils' progress with parents in an annual report and with local authorities at an annual review meeting.
- Leaders plan to provide pupils with impartial careers advice. This will allow pupils to make informed decisions about a broad range of career options. Leaders have given much thought to ensure that the qualifications on offer are varied, and support pupils' ambitions.
- Plans for pupils' personal, social and health education are of high quality. The curriculum is arranged into schedules. Leaders will group pupils according to their needs, so they can closely match the curriculum to each individual based on their stage rather than age. The curriculum is clearly mapped, considering what pupils should already know and what they will need to know for the future.
- Overall, the standards in this part are likely to be met.

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

Paragraph 5

- Leaders' plans to support pupils social, moral, spiritual and cultural (SMSC) development are robust. Leaders have considered how the range of subjects in their intended curriculum will further pupils' development in this area. The proposed school's policy outlines leaders' desired outcomes for pupils. High-quality curriculum plans and policies support leaders' ambitions for pupils.
- Leaders have an appropriate behaviour policy in place to support pupils to understand right from wrong. Leaders have made links with the local police, with the aim of supporting pupils' respect of public institutions, and civil and criminal law.
- Plans to actively promote fundamental British values are in place. These plans outline how leaders will support pupils' understanding of democracy, the rule of law, individual liberty, respect and tolerance of those with different faiths and beliefs.
- Leaders have suitable plans to present pupils with a balanced point of view in all aspects of their work.
- Overall, the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) – (b)

- The proposed school has an adequate safeguarding policy in place, which follows up-to-date guidance from the Secretary of State. Leaders have already updated the policy with consideration of changes to 'Keeping children safe in education', 2020. The policy makes useful reference to this throughout, helping leaders to ensure safeguarding practice and culture are consistently in line with this guidance.
- Leaders have a training plan in place for new staff to ensure they are familiar with the proposed school's methodology when recording and reporting concerns about pupils' welfare.
- Leaders, at school and proprietor level, will conduct regular checks on the quality of record-keeping and school leaders' actions to keep pupils safe from harm.
- The standards in this paragraph are likely to be met.

Paragraph 9, 9(a) – (c)

- The proposed school has an appropriate policy in place. The promoting good behaviour policy makes clear how staff will support pupils to achieve leaders' high expectations. Leaders have plans to ensure that staff have an in-depth induction and training programme to enable them to support pupils to reach these expectations. Leaders will track pupils' behaviour, both positive and negative, in each session of the day. This is linked to the four areas which underpin the proposed school's goals. These are: maintaining positive relationships; becoming emotionally resilient; becoming tolerant and respectful individuals; and achieving the best possible outcomes.
- The standards in this paragraph are likely to be met.

Paragraph 10

- The proposed school has a suitable anti-bullying strategy. The anti-bullying strategy makes clear how staff will manage incidents of bullying, should they occur. The proposed school's system for monitoring behaviour includes an emphasis on pupils showing kindness, making positive choices and showing care. Leaders aim to focus on these qualities through their monitoring, allowing them to keep a close eye on any lapses, which may be a sign of potential bullying.
- The standard in this paragraph is likely to be met.

Paragraph 11

- Leaders have made appropriate plans to ensure effective health and safety measures are in place, as made clear in the health and safety policy. The proposed school will have a site manager, who will be responsible for carrying out routine checks across the site and premises. Senior leaders, who also have completed health and safety training, will support the site manager.
- Daily briefings will provide a forum for staff to report any maintenance issues that require attention. There are appropriate checks on health and safety across all levels of leadership, to ensure pupils and staff are safe.
- The standard in this paragraph is likely to be met.

Paragraph 12

- Leaders have carried out a fire risk assessment to accurately identify parts of the site and premises that may pose a fire risk. Leaders have put in place measures to lower the possibility of these risks occurring. They have ensured the proposed school has appropriate equipment across the site and premises. An external company will carry out annual checks on this equipment. Staff will carry out regular visual checks.
- The standard in this paragraph is likely to be met.

Paragraph 13

- The proposed school has appropriate measures in place to provide first aid to pupils and staff. An appropriate number of staff are trained in first aid. Plans are in place to ensure that all staff receive basic awareness training. Staff will record first-aid and medical administration on an electronic logging system. Leaders have ensured that medical equipment is readily available across the site, including in the medical room.
- The standard in this paragraph is likely to be met.

Paragraph 14

- Leaders have considered how they will adequately supervise pupils at different times of the school day. Pupils will receive one-to-one support during lessons. At breaktimes and lunchtimes, leaders expect staff to continue this adult-to-pupil ratio.
- Leaders have suitable plans to ensure staff supervise pupils at the start and end of the school day.
- The standard in this paragraph is likely to be met.

Paragraph 15

- The proposed school will keep an electronic admission register, which meets the requirements set out in 'The Education (Pupil Registration) (England) Regulations 2016'.
- Leaders will keep an electronic and paper attendance register. They will record pupils' attendance twice daily, for morning and afternoon sessions. Leaders will follow the Department for Education's (DfE) guidance on the use of attendance codes.
- The standard in this paragraph is likely to be met.

Paragraph 16, 16(a) – (b)

- The proposed school has an appropriate risk assessment policy in place.
- Leaders have completed risk assessments for the site and premises. These are high quality and consider each area of the school, outlining clear steps they will take to minimise risk of harm to staff and pupils. Where leaders deem that improvements to the site are required, they date these as clear actions and show a date for completion.
- Each pupil will have an individual risk assessment, which staff will regularly review. These pay regard to pupils' individual needs. Over time, leaders will update risk assessments, so they remain current. Leaders will consider current and previous risk assessments, and their effectiveness, when making decisions to modify them.
- The standards in this paragraph are likely to be met.
- Overall, the standards in this part are likely to be met.

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

Paragraph 18

- Recruitment checks on staff to determine their suitability to work with children are compliant with the independent school standards. Leaders have ensured the following checks are in place prior to staff commencing employment: medical fitness checks; checks to ensure teaching staff are not in contravention of a prohibition order; barred from regulated activity checks; the person's identity; section 128 on those in leadership positions; enhanced Disclosure and Barring Service (DBS) checks; the person's right to work in the United Kingdom; and checks on staff who have lived and worked abroad.
- The standards in this paragraph are likely to be met.

Paragraph 19

- There are no plans to use supply staff.

Paragraph 20

- Checks on the suitability of the proprietor are in place. The proprietor has ensured checks on all other members of the body of proprietors are in place. These checks include: barred from regulated activity checks; section 128 checks; enhanced DBS checks; the person's identity; the person's right to work in the United Kingdom; and checks on leaders who have lived and worked abroad.
- The standards in these paragraphs are likely to be met.

Paragraph 21

- The proposed school's single central register is complete. Leaders have accurately logged the checks contained within paragraphs 18 and 20 on the single central record.
- The standards in this paragraph are likely to be met.
- Overall, the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23

- There are suitable toilet and washing facilities on site, which are provided for the sole use of pupils. For pupils aged eight years or over, separate toilet facilities are available for boys and girls. The premises also benefit from suitable changing accommodation and showers for pupils aged 11 years or over.
- The standards in this paragraph are likely to be met.

Paragraph 24

- There is a medical room on site. The designated room includes a washing facility and is near to a toilet facility. Leaders have equipped the room with secure storage for medication. The medical room will not be used for any other purpose so will be readily available.
- The standards in this paragraph are likely to be met.

Paragraph 25

- Leaders have ensured the site and premises are maintained to a high standard. Going forward, there are clear systems and processes in place for staff to make improvements where needed. Leaders have carried out thorough risk assessments on the whole site, which have accurately identified areas that may need attention in the distant future. At the time of the pre-registration inspection, the site and premises were finished to a high standard.
- The standard in this paragraph is likely to be met.

Paragraph 26

- The acoustic conditions and sound insulation of each room or other space are suitable for their intended use.
- The standard in this paragraph is likely to be met.

Paragraph 27

- The lighting in each room or other space is suitable. Most rooms benefit from natural light. Those rooms with limited access to natural light have appropriate lighting in place. Outside, external lights mark routes, so people can safely enter and leave the school premises.
- The standards in this paragraph are likely to be met.

Paragraph 28

- Drinking water is readily accessible to pupils at all times while the premises are in use. These facilities are clearly labelled and are in a separate area from the toilets.
- Toilets have an adequate supply of cold water, and washing facilities have sufficient hot and cold water. The temperature of the hot water does not pose a risk of scalding.

- The standards in this paragraph are likely to be met.

Paragraph 29

- The site is vast and provides pupils with plenty of outdoor space to play outside and to participate in the school's physical education curriculum.
- The standards in this paragraph are likely to be met.
- Overall, the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32

- Leaders have a detailed plan for the proposed school's website and its imminent launch. Leaders know the information they intend to share with parents, in accordance with the independent school standards. This website will provide parents with contact details of the school, including the address, telephone number and the name of the headteacher. There will also be information about the body of proprietors, which will include the address and telephone number for correspondence of its registered or principal office.
- The school will have the following readily available to prospective parents on the website: curriculum policy; behaviour policy; anti-bullying policy; safeguarding policy; complaints policy; and exclusions policy. Leaders will make the health and safety policy and the first-aid policy available by request.
- The proposed school leaders have plans to provide a written report on pupils' progress and attainment to parents on an annual basis.
- Leaders know they must provide the local authority with an annual account of income received and expenditure incurred by the school for children looked after.
- Leaders know the information they must provide to the responsible local authority who wholly or partly fund pupils with an education, health and care (EHC) plan for the purpose of an annual review.
- The standards in this paragraph are likely to be met.
- Overall, the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a) – (k)

- The proposed school has a written complaints policy in place. The policy sets out clear timescales for the management of a complaint. The policy makes clear how the complainant can initially make a complaint on an informal basis. Should the complainant remain dissatisfied, the policy allows a complaint to escalate to more formal proceedings. If the complainant remains dissatisfied after this stage of formal proceedings, leaders will assemble a complaints panel.
- The panel will comprise of three people who are not directly involved in the matters detailed in the complaint. At least one member of the panel will be independent of the running and management of the school. The policy makes clear a person or persons can accompany the complainant at the panel hearing. The panel will make findings

and recommendations which they will provide to the complainant and will be made available for inspection on the school premises.

- Leaders will keep a written record of all complaints, including the progress of the complaint and the outcome. Leaders will keep records confidential but will make these available for the purposes of an inspection. Leaders will make the number of formal complaints made during the preceding school year available on the school's website.
- The standards in this part are likely to be met.
- Overall, the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1) (a) – (c)

- Leaders, at all levels, have an in-depth understanding of the independent school standards. School-based leaders form a cohesive team and have relevant experience to support their work. They have left no stone unturned to prepare the proposed school to become a registered independent school.
- The members of the body of proprietors have clear structures in place to hold leaders to account. They will carry out regular auditing and checks. These activities will keep them up to date with the school's performance and inform their decision-making, including the need for greater support or challenge.
- There are clear lines of accountability across all tiers of school leadership. Leaders know precisely what staff are responsible for and who they report to. This will help them to ensure that the independent school standards continue to be met.
- The standards in this part are likely to be met.
- Overall, the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has an appropriate accessibility plan in place. Leaders have considered arrangements to ensure pupils are able to successfully access the school's physical environment, curriculum and written information.
- Leaders are implementing the accessibility plan, which is in writing and is kept under review.

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	148038
DfE registration number	908/6010
Inspection number	10154927

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	Other independent school
School status	Independent school
Proprietor	Acorn Care and Education
Chair	David Leatherbarrow
Headteacher	Laura Horne
Annual fees (day pupils)	From £45,000
Telephone number	01726 219472
Website	www.redmoorschool.co.uk
Email address	enquiries@redmoorschool.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	Not applicable	5 to 16	5 to 16
Number of pupils on the school roll	Not applicable	36	36

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	36
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	36
Of which, number of pupils with an education, health and care plan	Not applicable	36
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	36

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- Red Moor School intends to provide education for up to 36 pupils aged between five and 16 years. Leaders anticipate that several local authorities will allocate and fund pupils' placements at the school.
- The proprietor is Acorn Care and Education, who run a range of schools, residential homes and fostering services nationally.
- Fees will vary from pupil to pupil, starting from £45,000 annually.
- The proposed school is not currently operating.
- The proposed school will not have a religious ethos.
- The proposed school intends to provide education for pupils with an EHC plan, specifically for those with: cognitive and learning needs; specific learning difficulties; moderate learning difficulties; behavioural, emotional and social development needs; behavioural, emotional and social difficulty; communication and interaction needs; speech, language and communication needs; autistic spectrum disorder; sensory and/or physical needs; visual impairment; hearing impairment; and physical disability.

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 proposed school's first pre-registration inspection.
- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- I held discussions with the principal, the headteacher and the deputy headteacher. I also had a telephone discussion with the director of education and the regional director, who both represent the body of proprietors.
- I considered leaders' curriculum documentation and schemes of work to determine whether Part 1 of the independent school standards is likely to be met. I also spoke with leaders to discuss how they intend to assess pupils' progress against the proposed curriculum.
- I considered leaders' plans and schemes of work to promote pupils' SMSC development to determine whether Part 2 of the independent school standards is likely to be met.
- I considered documentation such as policies, safeguarding records, and plans in place to maintain pupils' safety while on site. I also met with those leaders who will take responsibility for safeguarding on a day-to-day basis.
- I also considered the proposed school's behaviour and risk assessment policies and supporting evidence to confirm effective implementation. This, among other activity, helped to determine if standards within Part 3 of the independent school standards are likely to be met.
- I evaluated the complaints policy to determine whether standards in Part 7 of the independent school standards are likely to be met.
- I had a tour of the site and premises, both internally and externally, to determine if Part 5 of the independent school standards is likely to be met.
- I checked the proposed school's single central record to determine whether Part 4 and elements of Part 3 and 8 of the independent school standards are likely to be met.

Inspection team

Nathan Kemp, lead inspector

Her Majesty's Inspector

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