

The Becklands

18 Becklands Park, York Road, Market Weighton, York, East Yorkshire
YO43 3GA

Inspection dates

10 August 2021

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(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)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4.

- Leaders have made sure that the curriculum plan is supported by schemes of work for each curriculum area. The planned curriculum is designed to enable pupils to catch up on any missed learning. It is also planned that the curriculum will be sequential to enable pupils to build on previous learning.
- Schemes of work show that all required areas of learning have been planned for. Learning French is part of the planned curriculum alongside woodwork and food technology. This demonstrates leaders' clear focus on delivering a curriculum in line with mainstream education, which may benefit pupils who transfer back to a mainstream school.
- The planned curriculum should meet pupils' academic, social and emotional needs. Time has been set aside for pupils to meet with class tutors at the beginning and end of each day. It is planned that this time will be used to praise and reward pupils' behaviour and engagement in learning or address any issues which have arisen.
- Leaders aim to ensure pupils can become valued citizens who understand the need for democracy and British values. The school's proposed personal, social and health education (PSHE) curriculum reflects this well. Relationship and sex education is woven through the PSHE curriculum and is sensitively planned to take into account pupils' knowledge and previous experiences.
- Expanding pupils' horizons, through visits to a range of different places, is a key priority for leaders. For example, planned visits to various places of worship are likely to increase pupils' knowledge of different cultures. Such experiences aim to support pupils' social, moral, spiritual and cultural (SMSC) understanding and develop their knowledge of groups protected by the Equality Act 2010.

- School leaders aim to extend the established system they have in place to support pupils to make informed choices about future careers. Opportunities for unbiased careers education have been planned, alongside visits to careers fairs and work experience once COVID-19 (coronavirus) precautions allow.
- The proprietor is clear that the school is aiming to employ qualified staff to teach pupils. Leaders believe this will ensure staff are knowledgeable in different subject areas and will plan learning effectively.
- It is planned that pupils' knowledge and understanding will be assessed in lessons and at the end of each term. A commercial assessment scheme has been identified for use in the school. This, it is planned, will enable staff to measure pupils' progress from their starting points.
- School leaders have ensured the standards in this part are likely to be met.

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

Paragraphs 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) and 5(d)(iii).

- School leaders plan to ensure pupils develop an understanding of the SMSC aspects of the curriculum through the PSHE curriculum. It is also planned that pupils will have regular time with staff to discuss their feelings and emotions.
- Leaders are passionate about pupils' entitlement to good education. Leaders also want to ensure pupils become successful learners and succeed in life. This, leaders believe, contributes directly to improving pupils' self-esteem and self-confidence.
- Initially the headteacher and the proprietor found it hard to identify sanctions which they could use with pupils. This was because of their strong commitment to a positive approach to managing pupils' behaviour. Leaders are committed to a no exclusion policy, believing that not giving up on pupils is a cornerstone of their philosophy.
- Leaders are keen for pupils to contribute to the local community. Up until now COVID-19 restrictions have reduced opportunities for fundraising activities. However, leaders' plans show that this area is to be developed in the future.
- Through 'Prevent' training, leaders have become aware of some of the key issues within the locality. This has prepared leaders for being effective in vetting both staff and visitors, to ensure that they are unlikely to hold views which may put pupils at risk.
- School leaders have ensured the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9c, 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b).

- School leaders have ensured that the school's safeguarding policy and proposed practice link closely to the guidance within 'Keeping children safe in education' (2021). Missing information has now been added and the policy is both comprehensive and compliant.

- The school's single central record shows that the required safer recruitment checks have been undertaken for staff who have already been appointed. Leaders described how they undertake checks on the suitability of staff. These include checking on all previous employment and asking for references from as many previous employers as possible. Both the headteacher and the proprietor have completed safer recruitment training. This is reflected in the stringent processes in place to ensure the safe recruitment of staff.
- The headteacher and two other governors have carried out designated safeguarding lead training, ensuring that there is always someone available should a safeguarding issue arise.
- An online system is already in place to record incidents of bullying and poor behaviour. Leaders will use this to monitor pupils' behaviour over time.
- Since the previous inspection, leaders have reviewed and revised the school's positive behaviour policy. The policy now outlines clearly how positive behaviour is rewarded and how school staff will deal with incidents of difficult behaviour.
- The school's health and safety policy is comprehensive and covers fire safety as well as the required checks for legionnaire's disease. The teacher appointed as health and safety officer had yet to complete her required training, but email confirmation showed that the training was to take place one week after the inspection.
- The school shares its building with the company head office. The whole building has been fire risk assessed. Fire evacuation routes are signed and suitable emergency lighting is in place. Termly fire safety checks and drills are planned. It is planned that new staff will receive fire safety training as part of the school's induction process.
- An effective health and safety policy is in place. A governor is to be responsible for health and safety within school. Duties will include identifying hazards and carrying out health and safety checks on the school building and surrounding areas.
- The headteacher has received first-aid training and all prospective staff will receive first-aid training as part of their induction process.
- The medical room is equipped with a first-aid kit containing a range of bandages and dressings. The medical room is located as close as possible to a toilet and has a sink within it. A folding bed is stored in the office ready for use if needed.
- School leaders have ensured 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), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(3), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 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)(i)(dd), 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) and 21(7)(b).

- Leaders have ensured that all the required safer recruitment checks will be carried out on staff recruited to work in the school.
- A single central record is in place which contains the names of current staff. Checks undertaken should ensure that staff are recruited safely.
- Leaders have ensured the staff listed have had the required checks and these have been recorded appropriately in the single central record.
- The headteacher is knowledgeable about the required checks and follows the advice and guidance set by the Department for Education (DfE).
- School leaders have ensured the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 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) and 29(1)(b)30.

- The proposed school premises are small but are maintained to a satisfactory standard. Since the first pre-registration inspection a new classroom has been completed and a school library has been created. Both enhance the facilities offered to prospective pupils well.
- At the time of the inspection, some resources were in place, including desks and chairs, some books and video projectors. All resources were maintained to a satisfactory standard. Other resources were on order to arrive by September 2021, and include a wider range of books and specialist equipment, for example for the teaching of science.
- Information technology equipment has now been installed in a separate unit. This allows pupils access but keeps the equipment safe and easy to clean.
- There are sufficient toilets to meet the needs of up to 10 pupils. The proprietor is awaiting a quote for changing the toilet into a wet room with a shower. No date was available for completion of this project at the time of the inspection. However, it is planned that most of the physical education is to be delivered off site. Any delivered on the school site will be scheduled at the end of the school day to allow pupils to shower at home.
- The hot water temperature was checked in both hand basins and the kitchen sink. At the time of the inspection, the temperature of the water was low enough to not cause a scald to skin.
- Fresh water is to be made available for pupils to drink in the kitchen area. A sign directs pupils to the correct tap.
- The outside area is well apportioned and is set up with artificial grass and benches to allow pupils to socialise outdoors. It is planned that a small conservatory adjacent to the building will be used as a greenhouse in the future to enable pupils to develop horticultural skills.
- Both external and internal lighting meet requirements. The acoustics in classrooms support teaching and learning well.
- School leaders have ensured the standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(b)(i), 32(b)(ii), 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), 32(4), 32(4)(a), 32(4)(b) and 32(4)(c).

- The school does not yet have a website. A website is under development and will be launched should the school be registered to open.
- All relevant information is available to parents from a prospectus or by visiting the school premises.
- It is planned that all of the school's policies and procedures will be made available in paper form, including the safeguarding policy, ensuring they are readily available should parents request them.
- Leaders intend to provide parents with an annual report which provides information about the progress and attainment of each pupil in each subject area. It is planned that termly reports will be sent to parents detailing the individual pupils' progress and attitudes to learning over time.
- The proprietors are aware of the need to provide information to local authorities for pupils' annual reviews. The role of collating the information and scheduling annual reviews will be carried out by the headteacher in the first instance.
- School leaders have ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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) and 33(k).

- The school's proposed complaints policy has been altered since the previous inspection. The policy now meets the requirements of the independent school standards. The policy lays out clearly the stages required to investigate a complaint in a timely manner.
- Should it be needed, provision is in place for a panel that will consist of three people, one of whom is independent of both the school and the company which runs the school. This has been changed since the previous inspection and ensures that all standards in this part are now met.
- It is planned that parents who wish to access the policy may do so through the school's planned website, or by application to the school's office.
- School leaders have ensured the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c).

- The proprietor and headteacher are very clear about the need for the school. Their previous experience of the difficulties of re-integrating pupils into mainstream schools

has led them to realise that there is a clear role for the school to play in educating disadvantaged pupils.

- School leaders' aims for the school are to re-engage pupils with learning, raise their self-esteem and expectations of their own abilities and address their emotional needs.
- Leaders aim to offer a bespoke curriculum which meets pupils' individual needs and focuses on developing pupils' self-esteem in order for them to be successful in the future.
- School leaders have ensured the standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have put in place an accessibility plan which outlines their plans for future improvements to the building. There is a particular focus on accessibility to the second floor of the building, which is currently a suite of offices.
- The accessibility and building plans detail when different aspects are to be completed over the next three years. Leaders aim to review plans annually and the needs of specific prospective pupils will be added.

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	148767
DfE registration number	811/6023
Inspection number	10202786

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 special school
Proprietor	The Becklands School Ltd
Chair	Vicky Simpson
Headteacher	Sally Lazenby
Annual fees (day pupils)	£42,000
Telephone number	01430 803126
Website	No website currently
Email address	sally.lazenby@vcare24.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	NA
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	NA
Total hours operating as a school per week	NA
Total hours of teaching provided per week	NA

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	0	11 to 18	11 to 18
Number of pupils on the school roll	0	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	0	Mixed
Number of full-time pupils of compulsory school age	0	10
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	10
Of which, number of pupils with an education, health and care plan	0	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	10

Staff

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

Information about this proposed school

- The proposed school is situated on an industrial estate on the outskirts of the town of Market Weighton.
- The school plans to meet the needs of pupils with social, emotional and mental health needs and other associated special educational needs and/or disabilities.
- The proposed school does not have a religious denomination.
- The proposed school does not intend to use alternative education provision.

Information about this inspection

- The pre-registration inspection was commissioned by the DfE.
- The inspection was the third pre-registration inspection for the proposed school.
- The school was not operating at the time of the inspection.
- The inspector analysed documents provided by the proprietor prior to the inspection and others on site.
- The inspector met with the headteacher and the proprietor and discussed the proposed arrangements for safeguarding pupils, the proposed curriculum and how health and safety is to be monitored.
- The inspector carried out an inspection of the premises and outdoor provision as well as analysing the effectiveness of proposed health and safety provision, in order to establish whether the school will meet the independent school standards.

Inspection team

Marian Thomas, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021