

# Wellbrook School

Hatton Adult Community Education (ACE) Centre, Station Road, Hatton,  
Derby DE65 5EH

**Inspection date**

4 September 2024

**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) to 2(2)(b), 2(2)(h) to 2(2)(i)*

- The school has developed a curriculum that is suitable for pupils aged nine to 16 years with special educational needs and/or disabilities (SEND) who have a primary diagnosis of autism or social and mental health needs. The scope of the curriculum is suitably adapted to educate pupils who start education at this school and are below their age-related expectations for education outcomes. The curriculum has been designed to be bespoke for each pupil and address any gaps in learning from their previous education. The planned curriculum has sufficient content to prepare pupils for life in modern Britain.
- The school has designated pathways. These pathways are suitable for pupils at age-related expectations or above, pupils a few years below age-related expectations and a semi-formal pathway for those pupils working well below age-related expectations. Pupils will be assessed when they join the school. The school will also use assessment information available from the pupils' previous schools and the targets stated on pupils' education and health care plans (EHC plan) to determine the most appropriate pathway for them.
- Each pathway is made up of a broad range of subjects. Each subject has a suitable and well-sequenced scheme of work that details what teachers need to deliver and what each pupil should learn.
- The school anticipates that it will educate some pupils who are at the early stages of reading. For this reason, the school has employed staff who have a strong understanding of how to teach phonics. They have adopted a validated systematic synthetic phonics programme. All teaching staff and teaching support staff will be trained to deliver this programme on induction.
- Each pathway ends with pupils undertaking accredited qualifications ranging from GCSEs to entry-level qualifications so that pupils gain the qualifications they need to transition into the next steps of education, training or employment when they leave.
- The school's curriculum across all three pathways does not undermine fundamental British values.

*Paragraphs 2(2), 2(2)(d) to 2(2)(d)(ii), 2A(1) to 2A(2)*

- The school has devised suitable schemes of work for personal, social, health and economic (PSHE) education and relationships and sex education (RSE). These are appropriate for pupils with SEND. The schemes of work reflect the ethos of the school. The content of the work that pupils are to undertake will encourage them to respect other people and pay regard to protected characteristics.
- The RSE policy is available on the school's website. The policy sets out what should be taught and when. The policy recognises the need to consult with parents about the delivery of the programme.

*Paragraphs 2(2), 2(2)(e) to 2(2)(e)(iii)*

- The proprietor has established links with further education providers and colleges to ensure that pupils receive guidance on all the available routes after they leave this school.
- The proprietor has begun work with an independent careers education provider and planned opportunities for pupils to receive up-to-date impartial advice on their future next steps.

*Paragraphs 3 to 3(g), 3(i) to 3(j), 4*

- The curriculum planning for each pathway is accompanied by progression grids which will be used by teachers to check that all pupils make progress. This sets out the stage of learning and what knowledge and skills must be acquired.
- Teachers who have already been employed demonstrate a sound understanding of how to teach across the school's age range. They have detailed understanding of how to support pupils with SEND. The experts already employed have planned training that will be delivered to all new teachers to ensure that they can teach pupils effectively.
- The resources identified in schemes of work, and those that have already been acquired, will support teachers to deliver the curriculum and impart knowledge.
- There is a framework in place to assess pupils' work and progress. This will identify the next steps towards the outcomes stated in pupils' EHC plans. This is linked to a report template which the school intends to use to inform parents about progress every term. The proprietor is committed to only employing qualified teachers, who have either appropriate subject knowledge in core curriculum areas or have experience in special school settings.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

*Paragraphs 5 to 5(d)(iii)*

- The school's PSHE and citizenship lessons have a focus on promoting British values of, for example, democracy and the rule of law. British values will also be a theme in the planned enrichment activities and assemblies. There are plans for pupils to visit places of worship and public institutions.
- All pupils will learn about what is right and wrong through assemblies. Teachers will be trained to model this in lessons and through application of the behaviour policy.

The school has purchased books that will be studied during English lessons which give plenty of opportunities for pupils to explore moral dilemmas.

- Spiritual development is mapped through the school's religious education offer as well as its enrichment offer. The school has planned how teachers will encourage pupils to reflect using their own beliefs.
- The school has made links to the local church and also the local council. This is helping it plan opportunities for pupils to contribute to the school's local community.
- The school has planned time in the school's calendar to invite public speakers to speak to pupils. Leaders know how to ensure that any visiting speaker will provide a balanced view.
- The school is likely to meet the standard in this part.

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

#### *Paragraphs 7 to 7(b)*

- The proprietor has ensured that all staff who are currently employed have received appropriate safeguarding training. Some have prior experience as designated safeguarding leads. All current staff and the proprietor show a strong understanding of the additional vulnerabilities of pupils with SEND.
- The school has invested in an electronic system that staff will be able to access to record safeguarding incidents. Training in the use of this system is planned for all staff.
- The school is in the process of customising categorisation of safeguarding concerns so they can be dealt with more swiftly, suit the context of the school and can be reported to the proprietor body.
- The safeguarding policy reflects the latest national guidance. It provides useful information about local safeguarding partners. It clearly sets out that safeguarding is everyone's responsibility.
- The school has a suitable web-filtering and monitoring system. The school has devised protocols on how to triage and respond to concerns raised through this system.

#### *Paragraphs 3(h), 9 to 10*

- Appropriate behaviour and anti-bullying policies are in place. Staff will be trained on how to implement these policies on induction. The school knows that some pupils it admits may demonstrate dysregulation. It has appropriate therapeutic strategies in place to support these pupils to regulate and help them communicate their wants and needs in positive ways.
- All staff will be trained to use de-escalation and intervention strategies appropriately.
- The school has acquired an online system that will be used to record any incidents of poor behaviour, including bullying.

#### *Paragraphs 11 to 13*

- The school has a system in place to check periodically all health and safety requirements and the condition of the premises. This will ensure that the premises are

in good and safe working order.

- The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. Fire safety checks and procedures are appropriate. The school will conduct termly fire evacuation drills.
- There is a suitable first-aid policy in place. There are also effective systems to report and respond to any instance when first aid is required and administered. All staff will receive appropriate first-aid training.

#### *Paragraph 14*

- The school will make sure that pupils are supervised appropriately during the school day and when off-site visits take place.

#### *Paragraph 15*

- The school will maintain an admission register that meets statutory requirements.
- The school has developed systems and processes on how to record attendance for each pupil and the protocols to challenge non-attendance.

#### *Paragraph 16*

- There is an appropriate risk assessment policy in place. The policy sets out how risks can be assessed. Risk assessments are available for educational activities. The risk assessments all contain appropriate control measures to mitigate risk.
- The school aims to have individual risk assessments for some pupils.
- The school is likely to meet all the standards in this part.

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

#### *Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(6)*

- The proprietor has ensured that leaders have appropriate safer recruitment training and that all the necessary checks on current staff have been undertaken before staff work with pupils. The school will also ensure that these checks are undertaken in a timely manner on any new staff.
- The proprietor does not intend to use supply staff.
- The single central record is compliant and has all the necessary statutory information.
- The school is likely to meet all the relevant standards in this part.

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

#### *Paragraphs 23(1) to 24(1)(b), 24(3) to 29(1)(b)*

- The proposed site has appropriate toilet facilities. These are readily available for the sole use of pupils. The facilities have an adequate supply of hot and cold water. The hot water does not pose a scalding risk to users.
- There is suitable changing space and a shower provided for pupils who receive physical education and are aged 11 years or older.
- There is suitable accommodation for the short-term care of sick or injured pupils. It

includes a washing facility and is close to the toilet.

- The school's premises, classrooms and facilities are maintained to a high standard. They do not compromise the health, safety or welfare of pupils. The lighting and acoustic conditions in the classrooms are suitable for teaching to be effective.
- There is external timed lighting to help ensure that pupils, staff and visitors can leave safely when it is dark.
- Drinking-water is readily available to pupils and is marked as such.
- There is a suitable outdoor area for pupils to socialise and to play.
- The school is likely to meet all the standards in this part.

#### Part 6. Provision of information

*Paragraphs 32(1) to 32(1)(b), 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(b)(ii), 32(2)(d) to 32(3)(e), 32(3)(g)*

- The proposed school has a website. This contains all the required necessary information, including a behaviour policy, complaints policy and the ethos and values of the school. It also contains contact details for the proprietor body and headteacher.
- There is a system in place which will provide parents with an annual written record of each registered pupil's progress.
- The school understands and will keep annual accounts showing the income and expenditure incurred by the school where a pupil is wholly or partly funded by a local authority.
- The school is likely to meet the standard in this part.

#### Part 7. Manner in which complaints are handled

*Paragraph 33*

- The complaints policy explains to parents the procedures to follow should they wish to make a complaint against the school. The policy outlines the process for both informal and formal complaints. The precise timing and steps that the school will take at each stage of the complaint are detailed.
- The school will keep records of any complaints received and any subsequent actions taken by the school as a result of the complaints.
- The school is likely to meet the standard in this part.

#### Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1) to 34(1)(c)*

- The proprietor has a detailed understanding of the standards. The proprietor has appointed leaders with the appropriate experience of working in special school settings and with primary and secondary age ranges. Both leaders who are currently in post understand the needs of the pupils they are proposing to accept. They have

demonstrated the appropriate level of knowledge and skills that will enable them to fulfil their roles.

- The school is actively seeking and has recruited governors to establish a governance committee. The school has already recruited a governor who has expertise in the independent education sector. This has enabled the school building to be compliant with all the standards and to provide accommodation for pupils that is of high quality. The proprietor has contracted a facilities specialist who will ensure that the school is well maintained and that the health and safety of pupils and staff is not compromised.
- The policies, planned curriculum, safeguarding arrangements, quality of the school site and the proprietors' previous experience in mainstream education demonstrate that they will actively promote pupils' well-being.
- The school is likely to meet the standard in this part.

#### Schedule 10 of the Equality Act 2010

- The proposed accessibility plan identifies how leaders will ensure that the site, the curriculum and any documentation are accessible for pupils with SEND.
- The school is likely to meet the regulation in this part.

## **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	150920
DfE registration number	830/6063
Inspection number	10348929

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 special school
Proprietor	Wellbrook Education Ltd
Chair	Anita Sharma
Headteacher	Claire Howells
Annual fees (day pupils)	£65,000 to £95,000
Telephone number	01283 753 499
Website	wellbrookschool.co.uk
Email address	admin@wellbrookschool.co.uk

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	9 to 16	9 to 16
Number of pupils on the school roll	Not applicable	25	25

### *Reason for inspector's recommendations*

- During the inspection the proprietor requested to increase the number of pupils it could educate from 20 to 25. This was due to a second floor being re-furbished before the school is set to open.

## 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	25
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with an education, health and care plan	Not applicable	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	25

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	7
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	8

### Information about this proposed school

- The proprietor of the proposed school is Wellbrook Education Limited. This is the company's first independent special school.
- The headteacher and assistant headteacher have taken up their posts at the proposed new school.
- The proposed school is located in Hatton, Derbyshire.
- The proposed school will provide full-time education for up to 25 pupils aged between nine and 16 who have a primary diagnosis of autism or social emotional and mental health needs.

## Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- The inspector met with the chair of the proprietor body, the headteacher and the assistant headteacher.
- The inspector conducted a tour of the proposed site with the contractor to check the premises against part 5 of the standards.
- The inspector scrutinised a wide range of documentation, including policies and curriculum plans.
- The inspector checked the arrangements for safeguarding and staff recruitment.

## Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

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