

Spring Valley School

The Old Rectory, Risley Lane, Breaston, Derby, DE72 3AU

Inspection dates

3–4 March 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)(h), 2(2)(i), 3, 3(a), 3(b)

- The school's curriculum policy sets out a clear vision for pupils' education. The curriculum reflects the school's ethos. There is an emphasis on promoting pupils' personal development alongside providing for their academic needs.
- The curriculum enables pupils to study a wide range of subjects, including linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Detailed schemes of work are in place for all subjects. These take into account the specific needs of the proposed cohort. Teaching plans set out how pupils will build on their prior knowledge in each subject area.
- Leaders are keen to ensure that all pupils develop their reading skills. Plans are in place to support pupils who are at the early stages of reading. Leaders will promote a love of reading across the curriculum. For example, texts will be chosen to meet pupils' interests and pupils will experience a range of daily reading activities, including story-time and shared reading.
- The fundamental aim of the curriculum is to help pupils make good progress and prepare them for their next steps, both in education and in life.

Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Plans are in place to enable pupils to receive impartial, independent careers advice to ensure that they understand their different career options.
- Staff will support pupils to make decisions about their next steps, for example by accompanying them to open days at colleges and other providers.

Paragraphs 3, 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The proprietor has ensured that processes to monitor the quality of teaching are in place.

- Leaders will provide appropriate support to ensure that teaching is effective. This will include subject-specific training for non-specialist staff. Teachers will work with staff from other schools in the Roaches Farm Schools Network to share best practice and resources.
- Leaders have put in place an appropriate framework to assess pupils' work. Teachers will use this to identify the gaps in pupils' knowledge and to plan the next steps in their learning.
- Leaders understand the behavioural needs of the proposed cohort. Staff will be trained in effective behaviour management strategies. Pupils will be supported to manage their own behaviour.
- The school is likely to meet the independent school standards in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 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)

- Personal, social, health and economic (PSHE) education is a key part of the school's provision and runs through all aspects of the curriculum. In addition, leaders have designed a separate, comprehensive PSHE programme. This will help pupils to understand the world in which they live.
- The curriculum actively promotes fundamental British values. Activities will help pupils to learn about public services and institutions. For example, pupils will have the opportunity to get involved in activities such as participating in the police cadets programme.
- Pupils will learn to distinguish right from wrong. They will be encouraged to take responsibility for their own actions. For example, pupils will form a school council which will contribute to the implementation of the school's behaviour policy by determining sanctions for misbehaviour.
- Pupils will be encouraged to contribute to the lives of those living and working in the local community. For example, plans are in place for pupils to contribute to the local annual fete which takes place on grounds next to the school. Pupils will take part in volunteering and charity activities to support the local community.
- The curriculum will ensure that pupils understand diversity. They will visit local places of worship. They will take part in debates to challenge stereotypes and inappropriate views. Pupils will learn about the importance of mutual respect, including of those who meet the protected characteristics set out in The Equality Act 2010.
- Leaders will ensure that pupils are offered a balanced presentation of opposing views. They will monitor the materials and information that pupils receive, for example while on visits and from visitors to the school.
- The school is likely to meet the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- Pupils' well-being is of paramount importance to leaders. Pupils' safety and welfare underpin all that the school will do.

- The school's safeguarding policy is comprehensive and pays due regard to the most up-to-date guidance issued by the Secretary of State.
- The safeguarding policy sets out clear expectations for staff's responsibility to safeguard pupils and to ensure their well-being. It details the action that should be taken if a member of staff has concerns about a pupil's welfare. The policy makes it clear that safeguarding is everyone's responsibility, and promotes a culture of vigilance.
- Leaders are well trained and knowledgeable about safeguarding matters. They recognise the safeguarding issues that are pertinent to the proposed cohort. Plans are in place to mitigate identified risks. Leaders will ensure that all staff are appropriately trained. They will ensure that all staff receive regular updates so that their knowledge and understanding remain current.
- Leaders have established close links with relevant external agencies.
- Leaders understand how to maintain high-quality records regarding safeguarding concerns.
- The PSHE curriculum will ensure that pupils learn how to keep themselves safe. It will help pupils to understand how they can seek support, should they need it.
- The school's safeguarding policy will be made available on the school's website, once it is launched.

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

- The school's behaviour policy reflects the school's ethos. It sets out clear expectations and encourages pupils to develop positive attitudes.
- Leaders will maintain detailed records of concerns related to pupils' behaviour. They will work with pupils to help them to manage their own behaviour and act responsibly.
- The school's anti-bullying policy is appropriate and aligned to the school's ethos of supporting pupils to become responsible citizens.

Paragraphs 11, 12, 13

- The school has appropriate policies in place in relation to health and safety, first aid and fire safety.
- Plans are in place to carry out regular checks of the site, when building works are complete.

Paragraph 14

- The proprietor has ensured that appropriate levels of supervision will be in place.

Paragraph 15

- The school's admission register has been set up. It will include all the necessary details as required by the Education (Pupils Registration) (England) Regulations 2006.
- Leaders understand their responsibilities in relation to recording pupils' attendance.

Paragraphs 16, 16(a), 16(b)

- Comprehensive risk assessments are in place. These include all activities that pupils will be involved in, including off-site visits. They will include actions necessary to mitigate identified risks.
- Risk assessments will be written for individual pupils. These will be aligned with pupils' education, health and care (EHC) plans and individual education plans. Risk assessments will be regularly reviewed. Leaders will ensure that all staff understand the risks relevant to individual pupils.
- The school is likely to meet the independent school standards in this part.

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)(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)(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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders understand their responsibility to ensure that comprehensive checks are carried out to make sure that staff are suitable to work with children.
- Leaders have undertaken training in safer recruitment practices.
- The school's single central register is set up and meets requirements.
- Staff who have already been appointed have been subject to the necessary checks.
- The school is likely to meet the independent school standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The school has appropriate toilet facilities, provided for the sole use of pupils. These are in separate cubicles that can be locked from the inside.
- There will be adequate hot and cold water in the toilet facilities. Leaders will monitor the temperature of the water to ensure that it is suitable.
- There are appropriate shower and changing facilities within the building.
- Leaders will ensure that labelled drinking water facilities are available.

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

- The school has a medical room to cater for the short-term care of sick and injured pupils. Plans are in place to install washing facilities. The medical room is located near toilet facilities.

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

- Classrooms are of a suitable size. There is sufficient natural lighting. The building works were not complete at the time of the inspection but plans indicate that acoustics will be suitable.

- External lighting is provided to ensure safe access and egress.
- Plans are in place to monitor the maintenance of the site and accommodation.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- The school has suitable grounds to facilitate the physical education curriculum and to enable pupils to play outside.
- Plans are in place to install play equipment and seating areas.
- Leaders have secured a licence to enable pupils to use the public park and playground areas which are adjacent to the school.
- The school is likely to meet the independent school standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(c), 32(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 website will be launched before the school begins to operate.
- Plans are in place to ensure that all the required information will be published on the school's website.
- Leaders understand their responsibility to provide information to others, including the local authority and parents and carers. This includes information about funding and pupils' progress.
- The school is likely to meet the independent school standards in this part.

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), 33(k)

- The school's complaints policy sets out how complaints will be handled. It outlines the actions parents should take if they have a complaint and how the school will respond. It provides a clear timeline for the handling of complaints.
- The school is likely to meet the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Leaders are experienced in ensuring that the independent school standards are consistently met in other schools within the Roaches Farm Schools Network. They have a clear vision for the proposed school's success.
- The proprietor has ensured that appropriate systems of monitoring and evaluation are in place. Directors have the knowledge and experience to hold leaders to account.
- Leaders have a strong sense of moral purpose to provide an effective education to pupils, and to ensure their safety and well-being.
- The school is likely to meet the independent school standards in this part.

Schedule 10 of the Equality Act 2010

- Arrangements are in place to meet the requirements of paragraph 3 of schedule 10 of The Equality Act 2010.
- 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	148406
DfE registration number	831/6014
Inspection number	10180718

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 special school
School status	Independent school
Proprietor	Parallel Parents Ltd
Chair	Sean Fitzpatrick
Headteacher	Matt Wilson
Annual fees (day pupils)	£40,000
Telephone number	07961 022304
Website	www.roachesschool.net
Email address	mattw@caretodayparallelpayers.net
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	5–16	5–16
Number of pupils on the school roll	Not applicable	24	24

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	24
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	24
Of which, number of pupils with an education, health and care plan	Not applicable	24
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	24

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	14
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	4

Information about this proposed school

- The proposed school will be located in Breaston.
- The school will provide full-time education for up to 24 pupils aged five to 16. The pupils will have social, emotional and mental health needs. Pupils with have EHC plans.
- The school does not propose to make use of any alternative provision.
- The school will be part of the Roaches Farm Schools Network, a group of schools operating as part of Parallel Parents Ltd.

Information about this inspection

- This was the school's first pre-registration inspection.
- The school is not currently operating. The school-building works were not fully complete when the inspection took place.
- I met with the proposed school's headteacher and a senior leader, who are currently working in other schools in the Roaches Farm Schools Network. I also met with the chair of governors, who is on the proprietorial board, by video-call.
- I undertook a tour of the school site, including the external areas.
- I scrutinised a range of documentation including schemes of work and policies.
- I checked the school's systems for recruiting staff.
- The inspection took place during the COVID-19 pandemic. Some activities were conducted off site.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

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