

Anson House School

Lammascote Road, Stafford, Staffordshire ST16 3TA

Inspection date

26 June 2024

Overall outcome

The school is unlikely 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The proprietors intend for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). They intend to meet the needs of pupils whose primary SEND is related to social, emotional and mental health. Leaders expect that pupils will usually have an education, health and care plan (EHC plan).
- As was the case during the previous pre-registration inspection, the proprietors have placed a strong focus on pupils' personal development throughout their curriculum. They aim to enhance the curriculum by supporting pupils' therapeutic needs with a range of interventions and therapies designed to meet the needs of individual pupils. These include anger management, music therapy and speech, language and communication therapy. Some of these interventions will be provided by external experts.
- The proprietor body has developed a broad and ambitious academic curriculum. The written curriculum policy is supported by detailed schemes of work. These schemes of work reflect the aims and objectives of the national curriculum. In developing their curriculum, leaders have taken time to ensure that the knowledge that pupils are expected to learn, builds sequentially over time.
- Leaders have a wealth of experience in working with pupils whose primary SEND is related to their social, emotional and mental health. They have used this knowledge and experience to good effect and ensured that curriculum plans make clear the potential adaptations that might be required to meet pupils' needs.
- The programme for personal, social and health education (PSHE) includes suitable coverage of equality, fundamental British values and relationships. For example, leaders intend for pupils to engage in topical issues relating to current affairs each morning.
- Leaders have considered the individual needs of the pupils they are likely to cater for.

Leaders intend to make a range of appropriate checks on pupils' academic starting points when they join the school.

- Leaders have plans in place to ensure that pupils' SEND are accurately identified when they join the school. For example, leaders plan to work closely with those who know the pupils best, as well as a range of external experts to check on pupils' social, emotional and mental health needs.
- Leaders intend to use the information that they gather about pupils to build bespoke individual pupil plans. Leaders aim that these plans will outline pupils' individual needs, as well as the tools and strategies that should be used to support pupils to make sound progress.
- Proprietors recognise that many of the pupils are likely to have gaps in their reading skills, having likely spent time away from school in the past. Proprietors understand the importance of supporting pupils to learn to read well.
- The proposed school has suitable plans in place to help pupils learn to read fluently to enable them to access the whole curriculum. While proprietors are yet to buy all of the books and resources that they will use to deliver their reading curriculum, they have committed resources to doing so should the proposed school be successful in its application.
- Since the previous inspection, the proprietors have spent time developing their own expertise through subject-specific training. Leaders have used these opportunities to good effect to enhance their knowledge of the school's curriculum.
- The proprietors have made sure that these independent school standards (the standards) 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), 5(d)(iii)

- The proposed school is committed to developing pupils' spiritual, moral, social and cultural understanding. It has taken appropriate steps to ensure the curriculum will not undermine fundamental British values. Proprietors' plans to ensure that pupils are not exposed to partisan political views are clear, and leaders understand the steps they will take to check on the suitability of outside speakers.
- The proposed school recognises the vulnerabilities that pupils attending the school are likely to face. It has plans in place to ensure pupils benefit from a range of opportunities to support their trust and understanding in public institutions. These opportunities will likely support pupils to develop an understanding of their social and moral responsibility.
- The PSHE programme and associated morning tutorials are likely to promote British values. This is because, through this programme, pupils consider and appreciate the different cultural traditions present within society. This programme will likely foster pupils' tolerance and mutual respect for others.
- The proprietors have made sure that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11, 12, 16, 16(a), 16(b)

- The designated safeguarding lead (DSL) is currently a proprietor of the proposed school. Guidance from the Secretary of State outlines that it is not appropriate for the DSL to be the proprietor. Currently, there are no other members of staff employed by the school beyond the proprietors. The proposed school has plans to increase the number of staff by one. It is expected that this individual will take up the role of the DSL. However, these plans are at a very early stage.
- The proposed school's current safeguarding policy is not comprehensive. It does not refer to the specific needs of pupils and their potential vulnerabilities sufficiently well. The schools' safeguarding policy pays little regard to how pupils will be kept safe online. Furthermore, leaders' own risk assessment of the dangers of such resources was limited.
- The proposed school's written health and safety policy accurately reflects most aspects of the site and the responsibilities of the proprietors. However, the policy does not reflect all aspects of the school site sufficiently well. For example, the significant risk posed by the medical room sink also being the sole source of drinking-water in the building is not reflected in the policy, and proprietors have given little thought to how they will manage this risk.
- The premises had a fire risk assessment carried out by an external company in September 2023. The proprietors have not ensured that the recommendations from this assessment have been actioned. The proprietors have not ensured compliance with the Regulatory Reform (Fire Safety) Order 2005.
- There is a risk assessment policy in place. A review of a range of risk assessments, including the off-site and educational visits risk assessment, confirms that the risk assessments currently in place adhere to the principles of the risk assessment policy. However, the risk assessments reviewed do not outline all the potential risks associated with the activities. For example, the risk assessments for off-site visits fail to outline the actions staff ought to take if a pupil were to abscond.
- These standards are unlikely to be met.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 13, 14, 15

- There are suitable behaviour and anti-bullying policies in place. The proposed school intends to use restorative conversations to promote good behaviour. It intends to ensure that any staff appointed receive training focused on de-escalation techniques and restorative practices.
- The proprietors intend to keep a record of any sanctions imposed for pupils' misbehaviour. They are keen to identify the triggers for a pupil's behaviour and intend to share this information with staff through individual pupil risk assessments. As a result, staff will likely have the knowledge and skills to implement the behaviour policy well.
- The behaviour policy outlines the steps to be taken should the use of physical intervention be required. The proprietors have a breadth of experience in managing the behaviour of pupils who struggle to regulate their emotions. Proprietors have ensured that they have received up-to-date training relating to restrictive physical

interventions and demonstrate a sound understanding of how to apply their knowledge if necessary. The policy also contains information relating to the exclusion of pupils.

- The proposed school has considered the supervision of pupils during lessons, at breaktimes and at lunchtimes. If implemented as intended, it is likely that these supervision arrangements will be appropriate.
- Proprietors intend that the number of staff employed by the school will increase gradually as the numbers of pupils increase.
- There are currently no pupils attending the school. Proprietors have a system in place to record admissions and attendance once pupils begin to attend. These arrangements, if implemented effectively, are likely to comply with the Education (Pupil Registration) Regulation 2006.
- The proprietors have ensured that these standards are likely to be met.

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

Paragraphs 18(1), 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(1), 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)(b), 21(5)(c), 21(6)

- Staff who are currently employed have been subject to all the required safeguarding checks. All appropriate checks are recorded on the school's single central record.
- Leaders have a secure understanding of the steps to follow when appointing new staff. For example, they make appropriate checks on staff members' understanding of safeguarding during the interview process. Because of this, any staff appointed to the proposed school will likely be recruited in line with safer recruitment guidance.
- Leaders do not intend to use supply staff. However, they are clear about the checks to be undertaken, and the procedures to be followed, if supply staff are used. Leaders are equally clear about the steps to take should they appoint a member of staff from overseas.
- The proprietors have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 24(1), 24(2), 28(1)(a), 28(1)(c), 28(2), 28(2)(a)

- At present, the only tap capable of providing drinking-water is situated within the medical room. The proposed school may have its medical accommodation and single drinking-water facility in the same room providing that the drinking-water can be stored in appropriate containers to ensure access is available for all pupils if the medical accommodation is in use.

- The room the proposed school intends to use as a medical room is, at present, the school kitchen. Leaders prepare breakfast for pupils in this space each morning. The proprietors and school leaders are aware of the importance of robust hygiene procedures and the need for careful risk assessment in order to ensure that there is no risk of pathogens spreading to the food and drink being provided for pupils.

Paragraphs 25, 28(1), 28(1)(b), 29(1), 29(1)(b)

- The internal premises are generally maintained to a suitable standard. However, the proprietors have not made sure that all areas of the school site, including the outside space, are in a good state of repair.
- A section of the school playground is overgrown with weeds; the ground beneath these weeds is unlevel and poses a trip hazard. The space that leaders intend to use as the pupils' playground is unsuitable.
- A small flat wooden roof overhanging a walkway is rotten and parts are falling down; a length of cable hangs loose next to this roof. Elsewhere on the site a section of the gate separating pupils from the public is broken and does not provide adequate security to the school site. These issues pose a risk to the health and safety of pupils.
- While the proposed school has ensured that the hot water supplies in pupils' toilets do not pose a risk of scalding, there is no supply of cold water in the urinals.
- These issues identified during the inspection were not resolved before the end of the on-site inspection activity.
- These standards are unlikely to be met.

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1)(a), 24(1)(b), 26, 27, 27(a), 27(b), 28(1)(d), 28(2)(b), 29(1)(a)

- There is a unisex toilet available for pupils to use one at a time. The cubicle is lockable from the inside. The temperature of the water does not pose a risk of scalding. There is also a shower facility and a separate area for changing. These facilities are lockable from the inside.
- Rooms in the building are suitable for teaching and learning. Rooms have high ceilings and good acoustics, and most are well lit by natural light. All rooms have plenty of working light fixtures and fittings.
- The proprietors have made sure that there is adequate external lighting that covers the entrance to the school building.
- The proprietors have written permission to use a local authority's secure playing field, located a short walk from the school. There is a risk assessment in place for the journey to this playing field and for the use of it.
- The proprietors have ensured that these standards 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)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(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)

- The proposed school does not yet have a working website. However, leaders ensured that all the required documentation under part 6 of the standards was made available during the inspection. Other documentation required as part of this pre-registration inspection was made available on request.
- The proposed school has designed frequent reporting procedures to support the annual reviews of pupils with an EHC plan. Leaders plan to work closely with parents and carers to ensure the information in these reports is as accurate and helpful as possible.
- The proprietors understand the requirement to publish any future inspection reports to parents and intend to do so.
- The proprietors have ensured that these standards 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), 33(k)

- The complaints policy is in writing and is made available on request. The proprietors have ensured that the policy is clear and contains information about how to raise a complaint, as well as the timescales associated with each stage of the complaints process.
- The proposed school has made sure that processes are in place to ensure that all formal complaints, including those made against the headteacher, will be recorded.
- The proprietors recognise the challenges that parents may face when raising a concern about either of them. They have taken appropriate steps to mitigate these and aim to create a culture of openness by appointing several governors.
- The proprietors have ensured these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietors have a clear vision for the school and a wealth of experience of working with young pupils. Proprietors demonstrate good knowledge about the pastoral and therapeutic needs of pupils for which the school intends to cater. However, the proprietors do not have a secure enough understanding of the standards. This means that they are not able to ensure that the standards are likely to be consistently met.
- The proprietors have already begun to consider potential changes to the premises so that they are able to meet some of the standards that were found unlikely to be met during this inspection. However, this work is yet to begin. There is work to be done to ensure the proposed school meets all of the standards consistently. This includes ensuring that the outside play space is maintained to a suitable standard and ensuring that pupils' welfare is actively promoted.
- At the time of the inspection, several of the proposed school policies referred to outdated guidance, gave incorrect information about how to raise safeguarding

concerns and did not accurately reflect the school itself.

- These standards are unlikely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that the school is likely to meet the requirements of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	150974
DfE registration number	860/6098
Inspection number	10348925

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	Anson House School Ltd
Chair	Tyrell Simpson and Adam Price
Headteacher	Adam Price
Annual fees (day pupils)	£39,960 to £70,570
Telephone number	07701 007 708
Website	None
Email address	ansonhouseschool@gmail.com
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	9 to 11	9 to 11
Number of pupils on the school roll	Not applicable	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory	Not applicable	6

school age		
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	2
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	1

Information about this proposed school

- Anson House School intends to cater for up to six mixed-gender pupils between the ages of nine and 11.
- The school will cater for pupils with social, emotional and mental health needs.
- It is expected that all pupils will have an EHC plan and will be placed in the school by local authorities.

Information about this inspection

- This was the proposed school's third 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 inspection focused on compliance with the regulatory requirements of the standards, as well as safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector conducted a tour of the premises with the headteacher. The inspector also took account of arrangements for pupils' welfare and safeguarding. This inspection work included scrutiny of the school's checks on the suitability of staff, the safeguarding policy, the health and safety policy and the latest fire risk assessment.
- The inspector checked documentary evidence relating to the curriculum, including the curriculum policy and schemes of work.
- The inspector met with both proprietors, one of whom is also the headteacher.

Inspection team

Alexander Laney, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(b) pupils to play outside.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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 1231, 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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2024