

Trident Alternative Provision Ltd

58 Lincoln Road, Solihull, West Midlands B27 6NX

Inspection date

23 February 2023

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

- The proprietor has ensured that a curriculum policy is in place. This policy sets out a clear vision for the education that pupils are likely to receive. Leaders have arranged for pupils to study a broad range of subjects, including both academic and vocational programmes of study. The school's curriculum is likely to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Leaders are experienced, qualified teachers and have clear expectations for teaching at the school. They have considered how classes will be organised to cater for the needs of groups and individuals. They have identified a range of strategies they intend to use to foster pupils' interest and engagement in learning.
- Leaders intend to make checks on pupils' starting points when they join the school. They have also set out a framework for an annual cycle of assessment and evaluation of pupils' progress through the curriculum.
- It is likely that pupils will learn from a well-implemented personal, social, health and economic (PSHE) education programme. Leaders have considered the needs of pupils and ensured that the PSHE curriculum is well planned. This programme of study includes a broad range of topics, placing emphasis on promoting respect for other people and developing pupils' understanding of protected characteristics.
- Leaders have ensured a written policy sets out arrangements for pupils to study relationships and sex education. The policy includes leaders' plans to consult with parents about this area of the curriculum once pupils start on roll at the school.
- The school is likely to provide a well-organised careers programme. Leaders have reviewed the expectations of the Gatsby benchmarks and timetabled careers education for pupils in all year groups. The proprietor has existing relationships with some external training providers and has clear plans in place to develop relationships

with other local colleges, training centres and employers.

- These independent school standards (the standards) are likely to be met

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 3, 3(a), 3(c), 3(f), 3(g),

- Leaders have not yet carefully considered the design of the curriculum in some subjects, such as art, physical education (PE) and history. In these subjects, they have not clearly identified the specific knowledge that they expect pupils to know and remember. This is likely to limit pupils' opportunities to learn and make progress.
- It is unlikely that teachers will arrange well-planned lessons or make precise checks on what pupils know and remember in subjects where the intended curriculum is not suitably specific.
- Leaders have not yet placed enough emphasis on considering how the different needs of pupils with education, health and care plans will be met. It is unlikely that staff will be able to take the ages, aptitudes and needs of pupils into account in subjects where the intended curriculum is not suitably specific.
- Leaders have not yet sufficiently considered the classroom resources they intend to utilise to ensure that teachers implement the curriculum well in all subjects.
- These standards are unlikely to be met.

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

Paragraph 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 school's curriculum policy sets out the school's approach to promoting pupils' spiritual, moral, social and cultural development. Leaders plan to promote pupils' self-esteem and confidence across all aspects of the school's provision.
- Leaders have identified opportunities to teach pupils about spiritual, moral, social and cultural concepts through the curriculum. For instance, pupils will likely develop their understanding of social issues by studying the content of the PSHE curriculum, citizenship studies and character education.
- The PSHE curriculum is likely to promote British values. The programme of study includes lessons to develop pupils' understanding of tolerance and respect for others.
- Leaders have begun to plan visits and trips to enrich pupils' understanding of cultures and faiths. For example, they intend for pupils to visit a local Gurdwara.
- Leaders understand their role in ensuring that partisan political views are not promoted in the teaching of the curriculum or by visitors to the school.
- These standards are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy reflects the guidance in 'Keeping children safe in education, September 2022'. Leaders understand their roles and responsibilities. They have ensured that systems are in place to record and manage any concerns that pupils may be at risk of harm. Leaders know who to contact if they need to escalate

matters and they are prepared to work with external agencies when necessary.

- The behaviour policy sets out sufficient information to suggest that pupils' behaviour is likely to be managed effectively. Leaders communicate clear expectations about acceptable behaviour at the school. The policy places particular focus on the use of praise and restorative conversations to promote pupils' positive behaviour. Leaders intend to keep accurate records of incidents and any sanctions that are imposed.
- The anti-bullying policy clearly explains the school's approach to preventing and dealing with bullying. The policy takes into account the potential vulnerabilities of pupils who may attend the school. Leaders have ensured that mechanisms are in place for pupils with special educational needs and/or disabilities (SEND) to report bullying to staff.
- School leaders are trained to administer first aid. A first-aid policy is in place that describes procedures for record-keeping and reporting when first aid is administered.
- Systems are in place to record admissions and attendance. Leaders are clear about the procedures they will follow when pupils are absent from school.
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. He has commissioned a specialist company to provide a fire risk assessment and has taken swift action to address all of the risks that were identified.
- The school has a risk assessment policy in place. Leaders have identified a number of potential risks and appropriate control measures. For example, they have considered the risks associated with pupils learning PE off site at a local leisure centre and put measures in place to mitigate these risks.
- These standards are likely to be met.

Paragraph 11

- The proprietor has ensured that a health and safety policy is in place. However, the policy is not yet fully implemented. Not all elements of part 5 of the standards, concerning the premises, are likely to be met.
- This standard is unlikely 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)(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), 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),

- The proprietor has ensured that necessary checks are made on the suitability of adults before they start work at the school. These checks are recorded on the school's single central record.
- Leaders intend to use supply staff. They have systems in place to check the suitability of all adults who are provided by supply agencies.
- These standards 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), 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proprietor has carried out considerable refurbishment work at the school. The school is well decorated, clean and tidy. It has adequate teaching space to accommodate the proposed number of pupils. Classrooms typically have large windows, allowing plenty of natural light. Acoustics are suitable and conducive to teaching and learning.
- Suitable toilet and washing facilities are available for the sole use of pupils.
- There is a designated space for providing medical examination and treatment of pupils. The medical room includes washing facilities and is situated close to a toilet facility.
- Suitable, clearly marked drinking water facilities are accessible to pupils at all times.
- The school benefits from a suitable outside area for pupils to play. The outdoor space will accommodate some sporting activities, although leaders intend for PE lessons to be taught at a local leisure centre. This leisure centre has changing and shower facilities for pupils to use.
- These standards are likely to be met.

Paragraphs 25 and 28(1)(d)

- The hot water supplied to a first-floor tap is extremely hot and poses the risk of scalding. As such, the health and safety of pupils and staff is not yet fully ensured.
- This standard is unlikely to be met.

Part 6. Provision of information

Paragraph 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(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3)(a), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The school's address and telephone number, along with the name and contact details of the proprietor and headteacher, are provided in the school's prospectus which is available to parents on request. The prospectus also communicates the aims and ethos of the school.
- Leaders have set out the school's safeguarding policy which is available on request. This policy reflects the latest government guidance.
- Leaders have considered the school's approach and procedures to most areas requiring documentation under part 6 of the standards. They make these documents available when requested. The policies include information about safeguarding procedures, behaviour management and anti-bullying, health and safety procedures, as well as information concerning the administration of first aid.
- Leaders understand their duty to provide information to a local authority to support the annual review of an education, health and care plan. They are also prepared to provide an annual account of income and expenditure for pupils who are wholly or

partly funded by a local authority.

- Leaders have prepared a template in readiness to provide parents with an annual written report of their child's progress and attainment.
- These standards are likely to be met.

Paragraph 32(1), 32(3), 32(3)(b),

- Leaders have put a policy in place concerning the proposed provision for pupils with SEND. However, the policy does not reflect the current situation in the school. It refers to the role of a special educational needs coordinator (SENCo). Leaders intend to employ a SENCo at some point of time in the future, but not before the school opens. Leaders are not clear about how the needs of pupils with SEND will be supported and managed when the first cohort of pupils attend the school.
- These standards are unlikely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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 includes clear procedures for handling complaints. The proprietor has ensured that these procedures include the opportunity for complaints to be considered informally before formal routes are followed. The policy includes clearly defined timescales in which complaints should be dealt with.
- These standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and school leaders have a clear and ambitious vision for the school. They have the relevant knowledge and experience to carry out their duties effectively. However, they are not yet able to demonstrate that some elements of the independent school standards are likely to be met.
- These standards are unlikely to be met.

Schedule 10 of the Equality Act 2010

- There is an accessibility plan in place in accordance with schedule 10 of the Equality Act 2010. The proprietor has put in place measures to make the school accessible to all pupils and adults, including those with a disability.
- This standard is likely to be met.

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	149564
DfE registration number	334/6008
Inspection number	10267562

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	Gurdial Singh
Headteacher	Parvinder Kaur
Annual fees (day pupils)	£50,000 to £70,000 per annum
Telephone number	07979 102 914
Website	None
Email address	tridenttuition@live.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	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	30	30

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	0	30
Number of part-time pupils	0	0

Number of pupils with special educational needs and/or disabilities	0	30
Of which, number of pupils with an education, health and care plan	0	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	12
Number of part-time teaching staff	0	0

Information about this proposed school

- A headteacher and deputy headteacher have been recruited to work at the school.
- The proprietor intends to include a local governing board in work to maintain oversight of the school. He has already identified potential members of the governing board.
- The school does not intend to use alternative provision.
- The school does not have a religious character.

Information about this inspection

- The inspector carried out a range of activities to ascertain if the school is likely to meet the independent school standards. These activities included: meeting with the proprietor and school leaders, reviewing a broad range of policies, reviewing curriculum aims and examples of schemes of work, as well as reviewing leaders intended systems and procedures for managing the school.
- The inspector conducted a tour of the premises, including the outdoor space.
- The inspector discussed safeguarding and welfare arrangements with the designated safeguarding lead.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 3. Welfare, health and safety of pupils

- 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.

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)(d) the temperature of hot water at the point of use does not pose a scalding risk to users

Part 6. Provision of information

- 32(3) The information specified in this sub-paragraph is-
- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

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 34(1)(b) fulfil their responsibilities effectively so that the independent school standards responsibilities effectively so that the independent school standards are met consistently.
- 34(1)(c) actively promote the well-being of pupils.

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