

TWMAD Academy

11 Davenport Street, Longport, Stoke-on-Trent ST6 4LJ

Inspection date

8 September 2022

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

Paragraph 2(1)(b)(ii), 2(2)(a), 2(2)(d)–2(2)(e)(iii), 2A(1)–2A(2)

- The proprietor body has a strong moral purpose for opening the proposed school. The proprietor body plans to support pupils who find mainstream school challenging. The proposed curriculum is broad and balanced as pupils will learn a range of subjects, including English, science, mathematics, physical education, art and music.
- The proposed school has two co-headteachers. One is a proprietor and the other is a headteacher from another provision. They have ensured that the proposed curriculum plans actively promote fundamental British values. Plans for personal, social, health and economic (PSHE) education aim to promote pupils' self-confidence and independence. Leaders have ensured that there is an appropriate draft relationships and sex education policy. Leaders plan to consult with parents when the proposed school opens.
- Leaders have written a careers guidance policy. They plan to use external support to ensure pupils have impartial careers advice. Leaders plan to work closely with local employers to help prepare pupils for life beyond school.

Paragraph 2(1)–2(1)(b)(i), 2(2), 2(2)(b), 2(2)(c), 2(2)(h), 2(2)(i)

- Leaders have plans in place to support pupils' reading in the school. However, plans do not identify how pupils who have significant gaps in their learning will be supported to catch up. Leaders do not have the specific skills and training to ensure that pupils will be supported to read effectively.
- The proposed school is planning to cater for individual pupils with special educational needs and/or disabilities (SEND) or who may have an education, health and care (EHC) plan. Leaders do not clearly specify how curriculum planning will meet these pupils' needs.
- Leaders plan to adapt pupils' learning in light of assessment. However, it is unclear whether teaching staff will have the knowledge and skills to be able to adapt learning effectively. This means that pupils may not learn and make the progress that they should.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g), 3(h)

- The proposed school premises are located in a public gym. There are two proposed classrooms. One has space for whole-class learning, while the other is well equipped with gym equipment. The resources in the classroom are appropriate. Resources to support pupils who may struggle with reading are limited.
- Curriculum plans are not developed well enough. It is not clear how lessons will build on pupils' prior knowledge and build towards ambitious end points. Leaders have not thought clearly about what precise knowledge they want the pupils to know and remember.
- Leaders do not have a clear and strategic plan about how they will appoint teaching staff. They are ambitious and want to ensure they have well-trained teachers, but they have not thought carefully enough about how they will achieve this.

Paragraph 3(f), 3(i), 3(j), 4

- The co-headteachers have established systems to assess pupils on arrival at the proposed school. They plan to use this information to adapt pupils' learning. They plan to give regular feedback to parents and carers, including annual written reports on pupils' progress.
- Leaders clearly articulate how they will support pupils to be tolerant of different faiths and beliefs. They have ensured that curriculum plans consider different cultures and global issues.
- The standards in this part are unlikely to be met.

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

Paragraph 5

- Leaders are committed to ensuring that all pupils receive high-quality PSHE teaching. Plans identify opportunities for pupils to learn about other faiths, religions and cultures. Leaders have ensured that plans reflect contextual issues that may have an impact on pupils in the proposed school. For example, pupils will learn about the risks of knife crime and gang culture.
- Plans identify opportunities for pupils to learn about the different institutions and services in England. Leaders have plans in place to work with services, such as the police, to promote fundamental British values.
- Leaders are aware of the need to avoid promoting partisan views. They plan to ensure that pupils receive fair and balanced views. Leaders know how they would challenge partisan views if they arose.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7b, 9, 9(a), 9(b), 11, 12, 16(a), 16(b)

- The proposed school is not likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. The building's fire risk assessment is out of date. The appropriate fire extinguishers were not accessible in the school part of the building. Although this

was rectified by the end of the pre-registration inspection, leaders have not completed the required checks to ensure that the school building is safe.

- The proposed school's health and safety and risk assessment policies are likely to meet requirements. However, an appropriate risk assessment has not been completed for some aspects of the premises. For example, leaders have not risk assessed use of the sauna.
- Access to the school from the public gym is limited by a locked gate. However, leaders have not identified other ways in which the public could access the school. This means that pupils could be put at risk.
- Leaders have a behaviour policy that sets out the principles behind the management of pupils' behaviour. However, it does not clearly break down acceptable and unacceptable behaviour for staff and pupils. Leaders can talk about how they intend to manage behaviour and the subsequent consequences, but they have not yet formalised this.
- Leaders have ensured that the safeguarding policy reflects the latest statutory guidance. Currently, the co-headteacher who is also a proprietor is the designated safeguarding lead (DSL). Leaders plan to appoint a different DSL when the proposed school opens and new staff are appointed.
- The co-headteacher who is also a proprietor and the DSL is not familiar with the 'Prevent' duty and has not completed the required training.

Paragraph 9(c), 10, 13, 14, 15

- Leaders plan to use a suitable system to record and monitor behaviour incidents. Staff aim to use this information to log and monitor safeguarding concerns and behaviour issues.
- The anti-bullying policy covers different types of bullying, including bullying concerns related to people with protected characteristics.
- Admission and attendance registers are likely to be suitable.
- Leaders plan to have an appropriate pupil-to-staff ratio to ensure that pupils are appropriately supervised in school and during off-site activities.
- The standards in this part are unlikely to be met.

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

Paragraph 18–21(8)

- The proprietor body has ensured that there are suitable checks in place for all current staff. These follow the guidance set out in 'Keeping children safe in education 2022'.
- Leaders are aware of the necessary safeguarding checks needed when using staff from a teaching supply agency.

Paragraph 18(2)(c)(ii)

- The single central record of pre-employment checks on existing staff is in place. However, leaders were unaware of the pre-employment medical checks that they needed to carry out.

- The standards in this part are unlikely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(c), 25, 27, 27(a)

- The school building is not fully secured from the public. Although there is a gate in place to separate the main entrance from the public gym, other parts of the school building are not secure.
- There are separate changing and showering facilities for male and female pupils. These are part of the public gym. Leaders have risk assessed this and plan to close the changing rooms to the public when pupils use them. However, leaders have not thought about how to restrict public access from the alternative entrances to the changing rooms through the swimming pool.
- The changing rooms contain a sauna and access to a swimming pool. Although leaders have risk assessed the use of the swimming pool, they have not considered the potential risks of accessing the sauna and the open access to the swimming pool.
- Although there few windows in the school building, the general lighting in the school is appropriate. However, in the main school classroom, there is a sensor which regularly turns the lights off when people in the room are inactive. This would be distracting for pupils when trying to concentrate on learning.

Paragraph 23(1)(a), 23(1)(b), 24(1)–24(2), 26, 27(b)–29(1)(b)

- The proposed classrooms are of sufficient size and have appropriate acoustics. The rooms are clean and well presented.
- Currently there is no kitchen on site. Leaders plan to install a working kitchen. Until then, leaders plan to buy in lunches for the pupils.
- There is a small medical room that is fit for purpose. It currently does not contain a lockable cupboard for medicines.
- Drinking water is labelled and is easily accessible for pupils.
- Water temperatures are regularly checked and do not pose a scalding risk to users.
- The premises and facilities are not suitable for wheelchair users.
- There is no outdoor space for the pupils to use on site. However, leaders plan to take pupils to a local park for physical education and recreational activities. Leaders have risk assessed this. Although this is not ideal, this will allow the pupils access to well-presented outdoor space. In inclement weather, the pupils will have access to a wide range of sporting and exercise equipment in the school.
- The standards in this part are unlikely to be met.

Part 6. Provision of information

Paragraph 32(1)(a)–32(1)(g), 32(1)(i), 32(1)(i)–32(5)

- The proposed school does have a website, although it is not yet live. All the required information and policies are available on the proposed school's draft website.
- The proposed school's aims and vision are presented clearly on the school's website.

- Leaders understand what information needs to be published on the website or be available to parents on request.

Paragraph 32(1), 32(1)(h)

- The proprietor body was not aware of the requirement to provide details of income and expenditure in respect of a pupil funded by the local authority. Systems to do this are not currently in place.
- The standards in this part are unlikely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The proprietor body has ensured that the complaints policy and procedure is clear and contains the necessary information, such as timescales. The policy meets all of the requirements of part 7.
- Leaders have arrangements in place for logging written records of all complaints and information about the required follow-up actions.
- The standards in this part are unlikely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- There is a clear passion and drive from the proprietor body to open a school that supports pupils in the local area and beyond. The body is putting a great deal of effort into opening this proposed school. However, the proprietor body does not have a secure understanding of the requirements of the independent school standards.
- The proprietor body is working closely with the co-headteacher to consider aspects that need improvement. They have already begun to consider potential changes to the premises in order to meet the standards that are unlikely to be met during this inspection.
- The proprietor body and the co-headteacher have acted to ensure that pupils' welfare, health and safety are prioritised. However, there are still some further considerations needed to ensure that pupils are safe, for example by securing public access to the school building and carrying out further risk assessments.
- The standards in this part are unlikely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school's accessibility plan is likely to meet the requirement 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	149359
DfE registration number	861/6033
Inspection number	10250271

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 school
Proprietor	TWMAD Academy Ltd
Co-headteachers	Trevor Molloy and Linda Guest
Annual fees (day pupils)	£29,250
Telephone number	07523 437 845
Website	n/a
Email address	trevor@twmad.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	n/a	11 to 16	11 to 16
Number of pupils on the school roll	n/a	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	n/a	Mixed
Number of full-time pupils of compulsory school age	0	Up to 20
Number of part-time pupils	0	0

Number of pupils with special educational needs and/or disabilities	0	Up to 20
Of which, number of pupils with an education, health and care plan	0	Up to 10
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	Up to 10

Staff

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

Information about this proposed school

- The proposed school is located in a small public gym on an industrial estate in Stoke-on-Trent. The proposed school has two large classrooms, toilet facilities and a medical room for sole use of the proposed school.
- The proposed school will offer pupils full-time education. It is likely that pupils will be dual-registered with their school.
- The proposed school plans to accept pupils with SEND. This includes some pupils who may have an EHC plan.
- Leaders of the proposed school do not intend to make use of alternative provision.

Information about this inspection

- This is the proposed school's first pre-registration inspection.
- The inspector met with both members of the proprietor body and a co-headteacher, who is also a headteacher at another independent school.
- The lead inspector had a tour of the site and premises, both internally and externally, to determine if Part 5 of the independent school standards was likely to be met. The inspector also checked the local park that leaders propose to use for pupils' physical education.
- The inspector considered documentation related to the proposed school curriculum, including the curriculum policy and schemes of work. The inspector also evaluated the complaints policy.
- The inspector considered documentation, including policies, safeguarding records, and plans in place to maintain pupils' safety. The inspector met with leaders to discuss arrangements to keep the proposed pupils safe.

Inspection team

Eve Morris

Her 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 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; and
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour; and
 - 9(b) the policy is implemented effectively.
- 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 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if–
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person–
 - 18(2)(c)(ii) the person’s medical fitness.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 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.
- 27 The standard in this paragraph is met if the proprietor ensures that–
 - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.

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.

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