

Bridge House School

1 Stuart Road, Bredbury, Stockport SK6 2SR

Inspection date

5 October 2022

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

Paragraph 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)(c), 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)(g), 2(2)(h), 2(2)(i)

- The proprietor body has prepared an appropriate curriculum policy. The policy outlines a sufficiently broad range of subjects for pupils to study. The details in the policy emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to provide a flexible and personalised education for each pupil. The details in the policy also show that the active promotion of fundamental British values will be at the core of pupils' education. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being British citizens.
- The curriculum policy is supported by suitable schemes of work for each subject. The schemes of work, and the examples of how the different elements of the curriculum are designed, are appropriate. Leaders have thought carefully about what they want pupils to learn during their time at the school. The curriculum design considers the specific and individual needs of pupils, many of whom will be pupils with special educational needs and/or disabilities (SEND).
- Suitable importance will be placed on speaking and listening, reading, writing and mathematics within the curriculum offer. Additionally, there will be an appropriate emphasis on pupils studying the full range of national curriculum subjects, such as science, art and design, modern foreign languages, history and geography. The subjects on offer will also include information and communication technology and physical education (PE).
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be suitably woven into the whole curriculum. Leaders consider the development of pupils' life skills, and their emotional and well-being skills, as essential parts of the curriculum. The topics to be covered are suitably wide-ranging and include all those that pay regard to the protected

characteristics, as set out in the Equality Act 2010.

- Pupils will receive careers education. Leaders are using the Gatsby benchmarks as their framework to encourage pupils to reach their potential. Leaders intend to offer information, advice and guidance (IAG) impartially. This IAG will be tailored to the individual needs and interests of pupils.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)

- The PSHE curriculum will appropriately promote and develop pupils' understanding of relationships and sex education, and health education. Leaders have taken into consideration the relevant statutory guidance. They have drafted a policy statement and have considered how they will consult with parents and carers about the policy. They are aware that this statement will need to be placed on the school's website.

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

- The proprietor body is in the process of recruiting the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in any new teachers and other staff.
- Appropriate templates have been created for short-term curriculum design. All teachers will be expected to match their subject teaching methods to the needs of the pupils.
- The school is appropriately resourced with a range of suitable educational books and equipment. These are relevant to the age range of the pupils that the school will serve.
- The proprietor body is committed to providing a good-quality education for pupils. It has suitable plans in place to provide training, guidance and support to teachers. This is to ensure that teachers have sufficient knowledge, skills and experience to provide a suitable quality of education when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils' attainment and personal needs when they start at the school. Pupils' progress and attainment will be assessed regularly. Leaders understand the expected progress that pupils will make across each curriculum subject. They are mindful of the likely range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Where appropriate, pupils will complete national end-of-key-stage assessments. Older pupils will have access to a range of academic and vocational qualifications according to their ability and need.
- All the independent school standards in this part are likely to be met when the school opens.

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)

- A review of documentary evidence shows that pupils' SMSC development is a thread that runs throughout the curriculum for the proposed provision. SMSC development is central to leaders' aims, policies and plans for enrichment activities.
- SMSC aspects of learning are woven through schemes of work and these show that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities, and traditions. For example, plans are in place to help pupils to be involved in charity work.
- Schemes of work cover how pupils' wider personal development will be promoted. They show that pupils will have the opportunity to discuss local and national issues, events and developments. Pupils will experience a balance of opposing and contrasting views. Pupils will be encouraged to put into practice the values fundamental to living in modern Britain.
- The school's policies include reference to all the protected characteristics set out in legislation.
- All the independent school standards in this part are likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor body has paid attention to the most current statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. Leaders have introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- The headteacher is the designated safeguarding lead (DSL). It is intended that as new staff are employed some will also become DSLs. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, and sexting and e-safety.

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

- The proprietor body has appropriately detailed behaviour and exclusion policies in place. There is also a suitable anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with other concerns so that they can gain a full picture of an individual pupil and respond quickly to any needs that arise. The policy includes appropriate and proportionate sanctions.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- The proprietor body has a written health and safety policy which is tailored to the premises of the proposed school. It complies with all relevant laws. Regular fire safety checks of the premises are planned. The proprietor body will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor body has an appropriate first-aid policy in place. The headteacher has undergone first-aid training. It is intended that any new staff will undergo first-aid training before the school opens.
- A written risk-assessment policy is in place. The risk-assessment template shows that leaders will take appropriate actions to minimise any risks to pupils. This includes risk

assessments for the school building, including the classrooms, and risk assessments for individual pupils with specific needs.

- Leaders have made appropriate arrangements to ensure that the school's computer network has suitable monitoring and filtering systems in place to assure pupils' safety when they are working online.

Paragraph 14

- Pupils will always be supervised, including at breaktimes, when arriving at school and when leaving the school premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and to allow them to monitor any pupil absences. Leaders will report on attendance on a regular basis to the chief education officer and also education and executive boards.
- The proprietor body has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met when the school opens.

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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The single central record (SCR) is in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up appointment.
- Records relating to the proprietor body are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of a school, have been carried out.
- The proprietor body has completed appropriate training to support the appointment of suitable staff to work in a school. Plans to recruit additional teachers and support staff are in place. Induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding, and related training, on appointment.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff. This is to ensure that they are suitable to work with pupils.
- Leaders may engage volunteers. They are clear about their responsibility for checking the suitability of volunteers who might work with pupils.
- All the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraph 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 proposed school is housed in a former office building. This large building has been refurbished by the proprietor body to a high standard. The accommodation comprises a reception and office area, a communal space, breakout and meeting rooms, and several classrooms, including specialist rooms for science and music. There are also two kitchens and several toilets for the sole use of pupils.
- There are appropriate toilet facilities. These can be secured from the inside. There is hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is not suitable for drinking. However, pupils will have access to drinking water throughout the day.
- There are separate changing and shower facilities for boys and girls on the proposed school site. These are clean and furnished to a high standard.

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

- A medical room has been set aside with suitable washing facilities in the room. There is easy access to a toilet. A bed, blanket and pillow were in the medical room at the time of the inspection, as well as a first-aid kit and a lockable medicine cupboard.

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

- The accommodation throughout is of an appropriate standard and meets all the requirements for the health, safety and the welfare of pupils. This includes appropriate acoustics and lighting. The teaching room has a suitable source of natural light. The exterior and interior lighting is of an appropriate standard.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- Pupils will have access to an outdoor area that is safe. It will be an appropriate space for pupils to play in when not in lessons. PE activities are regularly timetabled in accordance with the school's curriculum requirements. The outdoor space is suitable for these sessions.
- All the independent school standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 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(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 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 proprietor body has set up a school website that contains the required information. The proprietor body is fully aware of the requirements of what a school should publish on its website.
- There is a suitable range of information available for parents and pupils when they join the school. A comprehensive range of policies for parents is in place, including information on admissions, behaviour and safeguarding. All documents will be made available to parents on request from the school, as well as being available on the school's website.

- Leaders intend to provide termly and annual reports on pupils' progress and attainment to parents. Reports will be detailed and provide a holistic picture of a pupil's progress. They will also report on pupils' personal development and their emotional health and well-being. Leaders are aware that any inspection reports need to be made available, once released.
- All the independent school standards in this part are likely to be met when the school opens.

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 complaints policy is appropriate. It outlines all the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed. It ensures the transparency of leaders' intended complaints procedure.
- All the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body has an appropriate understanding of the independent school standards and has suitable plans in place to monitor compliance regularly.
- Leaders demonstrate the knowledge required to set up and run this independent school successfully. They have experience of, and a commitment to, providing an effective quality of education for pupils. They are likely to fulfil their responsibilities to promote the well-being of pupils.
- All the independent school standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully meets statutory requirements.

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	149189
DfE registration number	356/6014
Inspection number	10244078

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 status	Independent special school
Proprietor	Your Chapter Limited
Chair	Virginia Perkins
Headteacher	Vicky Prosser
Annual fees (day pupils)	£55,000 to £80,000
Telephone number	0161 510 5678
Website	www.educ8.org.uk
Email address	vicky.prosser@educ8.org.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 18	11 to 18
Number of pupils on the school roll	Not applicable	36	36

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	36

Number of part-time pupils	Not applicable	Not known
Number of pupils with special educational needs and/or disabilities	Not applicable	36
Of which, number of pupils with an education, health and care plan	Not applicable	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	8
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	6

Information about this proposed school

- This proposed independent school is in Stockport. It is housed in a small repurposed and refurbished office building, situated within a small industrial estate.
- It is proposed that the school will provide full-time education for up to 36 mixed-gender pupils, aged between 11 and 18 years. It is intended that the proposed school will cater for pupils who require specialist provision because they struggle within mainstream education.
- Most pupils who will attend this school will have an education, health and care (EHC) plan for SEND. EHC plans may include social, emotional and mental health needs and autism spectrum disorder. It is expected that some of these pupils may be children in care.
- Referrals will be taken from any local authority. Although it is expected that most referrals may come from neighbouring Greater Manchester local authorities.
- The proprietor body has a limited company called Your Chapter Limited. The company was formally called Care 4 Children Residential Services Limited. Educ8 is a subsidiary of Your Chapter Limited and provides the educational provision for the group. There is a newly appointed director of education who oversees all the schools within the company. There is a chief executive officer. She is also the chair of the education and

executive boards. These boards will act as governance for the school. The school has recently appointed a headteacher.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the headteacher, director of education, head of property and the chief executive officer, who is also the chair of the proprietor board.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documentation and policies, including those relating to the curriculum, behaviour and health and safety. She also checked documentation relating to safeguarding.

Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

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