

# Lord Gowthorpe's Independent School

45 Common Road, Dunnington, North Yorkshire YO19 5PA

**Inspection dates**

19 June 2024

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

- The proposed school has a written curriculum policy. It is broad and ambitious. It is supported by schemes of work for different subjects. The curriculum is structured to build pupils' knowledge and skills coherently. It takes into account the special educational needs and/or disabilities (SEND) of pupils. It is in line with the national curriculum.
- The vocational curriculum is designed to cater for pupils' social, emotional and mental health needs. Pupils will learn life skills and the enjoyment of working with and caring for animals. They will learn the skills needed for horse riding. The proprietor aims for pupils to gain relevant qualifications in horsemanship and horticulture.
- The proprietor has identified that most pupils will have had significant periods of absence before coming to the proposed school. Many will be at different stages in their learning. The proprietor intends that teachers will personalise learning to meet the individual needs of each pupil. Pupils will be able to gain qualifications in different subjects. When needed, the school will facilitate GCSE examinations.
- The proprietor demonstrates a deep understanding of the needs of the pupils who will be in their care. The proprietor has relevant professional and personal experience of working with pupils with SEND. They intend to appoint qualified teachers who will have the necessary expertise to meet pupils needs.
- The proprietor understands the process to ensure pupils who have education, health and care (EHC) plans including looked after children, receive timely reviews of their personal targets and provision.

- There is a suitable system to assess pupils' progress across academic and vocational curriculum subjects. Staff will be able to use this information to plan pupils' next steps.
- The proposed school can demonstrate how they will place high priority on the importance of reading. The proprietor proposes that the school will have a culture of reading for pleasure. Phonics will be taught to pupils in the early stages of learning to read. Extra reading support will be provided to pupils when necessary.
- The standards for this part are likely 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 curriculum for personal, social and health education (PSHE) is supported by a suitable scheme of work which teachers will adapt to the needs of individual pupils. Pupils will develop their knowledge and understanding of healthy relationships, fundamental British values, equality and protected characteristics. They will learn about potential risks to their safety and how to manage them. When necessary, pupils will receive one-to-one teaching linked to their targets in their EHC plans.
- The proposed school will provide careers advice and guidance to pupils. Visiting speakers will help pupils to consider their future education and career options. The proprietor intends to establish purposeful links with local businesses to support work experience for pupils.
- The proprietor is ambitious for the school to offer a caring and supportive environment where pupils can feel safe and make a successful and new start to their education. The proprietors have a firm belief in the school's ethos of, 'respect, kindness, individuality, aspiration and independence'. These values permeate the school's policies and curriculum schemes of work.
- The curriculum promotes pupils' spiritual, moral, social and cultural development. Explicit teaching will also take place through the school's religious education and PSHE curriculum subjects.
- Pupils will learn about relationships and sex education (RSE). Leaders plan to consult with parents about the content of the curriculum. A policy which details the school's approach to RSE is suitable and considers statutory guidance.
- The standards in this part 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, 15*

- The proprietor understands their responsibility to establish an effective culture for safeguarding. There is a suitable policy in place. It is in line with current statutory guidance. It will be published on the school's website.
- The proprietor and chair of governors have received pertinent safeguarding training. Staff will be trained to understand the school's safeguarding arrangements. Designated leaders for safeguarding have been identified.

- The proprietor is aware of the vulnerability of the pupils who will attend the school. The school will work closely with external professionals when needed, to keep pupils safe.
- The school's policies for managing pupils' behaviour and incidents of bullying are suitable. The proprietor has ensured that these policies support pupils' social, emotional and mental health needs. Staff will be trained in strategies to help pupils to understand and manage their behaviour and emotions.
- Admission and attendance registers meet the requirements. Leaders intend to monitor attendance closely and follow up any absences promptly.
- The proprietor has relevant experience of working with different local authorities and health and social care professionals. These connections will be valuable for the school to support the well-being of pupils.

*Paragraphs 11, 12, 13, 14, 16, 16(a), 16(b)*

- The proprietor has implemented appropriate health and safety, and risk assessment policies. There are suitable systems in place to ensure the safety of staff and pupils. The proprietor intends to complete comprehensive risk assessments to keep pupils safe. Risk assessments identify risks and the actions staff should take to mitigate against them.
- The first-aid policy outlines how staff will care for pupils who may need first-aid or basic medical care while at school. Staff will have relevant qualifications to administer first aid. Medication will be stored securely.
- The proprietor understands the requirements of the Regulatory Reform (Fire Safety) Order 2005. Fire-risk assessments have been completed for both sites. These will be updated on a regular basis. Fire extinguishers and emergency escapes routes are checked regularly.
- The standards in this part 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(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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6), 21(7)*

- The proprietor has an appropriate understanding of the safer recruitment requirements. They have begun to appoint some staff. The necessary checks have been carried out to ensure that these staff are suitable to work with children.
- A single central register is in place. The statutory information for staff, governors and the proprietor will be recorded.
- Leaders know the procedures to follow if they intend to employ agency or supply staff in the future.

- The standards in this part 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), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The main school site is located at a premises which is new and suitable for the ages of the pupils who will attend. The environment is calm and welcoming. The farm site is secure and well maintained. The proprietor carries out frequent checks on both premises to ensure the health, safety and well-being of pupils and staff.
- The proprietor has ensured that there are suitable washing and toilet facilities for pupils. A medical room and first-aid area are available at both school sites for the short-term care of ill or injured pupils.
- There is hot and cold running water. The hot water does not pose a risk from scalding. Water that is suitable for drinking is available across both school sites. Pupils will have access to changing and showering facilities.
- There is ample outdoor space for physical and outdoor education lessons to take place at the farm site. Most physical education lessons will be linked to the development of horsemanship skills. Pupils will also access sports facilities in the local area.
- The school has suitable lighting and acoustics. External lighting is appropriate. Fire safety equipment is in place across the school. Two new fire doors are to be fitted shortly for two new classrooms.
- The proprietor has carefully considered the provision offered at the farm site. Activities including horse riding have been carefully risk assessed. Pupils will be taught how to assess and manage potential risks and how to behave when working with the horses and moving around the farm.
- The standards in this part 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(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)*

- There is a website for the school. The proprietor is aware of the information that they need to make available to parents. The website contains the statutory information required if the school is approved to open.
- The proprietor intends to provide the necessary details to the responsible local authorities for pupils all of whom have an EHC plan, and for those who are looked after children.
- The school has suitable policies in place. Policies including those for safeguarding, admissions and the management of pupils' behaviour, consider the needs of pupils. The curriculum policy outlines leaders' ambition to ensure teaching and learning supports individual pupils and enables them to, 'experience success and flourish to fulfil their academic and personal potential'.

- Leaders have a framework to track the progress and attainment of pupils. Reports of pupils' progress and attainment will be provided to parents informally and through an annual written report.
- The standards in this part 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 school has a suitable complaints policy. It includes appropriate timescales for responding to complaints. A flow chart illustrates the different stages the school will consider and makes the process for making complaints transparent. The policy will be published on the school's website.
- The standards in this part 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 has a genuine passion for what the school can provide for pupils. Both directors have deeply held beliefs that the school can make a positive difference to pupils' lives. They intend that the school will have leaders and staff who have relevant experience of working with pupils with SEND and share the proprietors' aspirations.
- The proprietor intends to work closely with parents and carers to ensure pupils attend school regularly, and receive an education based on assessment of their needs.
- The proprietor understands the requirements of the independent school standards. They are appointing a governing body to provide additional challenge and support to the school. The directors understand their roles and responsibilities. They have provided policies which give appropriate guidance for the welfare, health and safety of pupils.
- The standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor has an accessibility policy that states the reasonable adjustments that the school will make to ensure that the curriculum is accessible for all pupils. The policy explains clearly that accessibility for pupils with physical disabilities is limited at the main school site because the school is located on the second floor of a two-storey building and is accessible only by stairs.

## **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	150928
DfE registration number	816/6014
Inspection number	10348545

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 special school
Proprietor	Teach Me Happy
Chair	Lindsay Newton
Headteacher	Georgina Gowthorpe and Adele Lord-Laverick
Annual fees (day pupils)	£48,000
Telephone number	07578590378
Website	<a href="http://www.lordgowthorpes.co.uk">www.lordgowthorpes.co.uk</a>
Email address	info@lordgowthorpes.co.uk
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	15	15

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	15
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	0

## Information about this proposed school

- The school is located across two different sites approximately 13 miles apart. The main school site is in Dunnington. This site is located at the same address as the proprietor's alternative provision, Teach Me Happy. The school occupies the second floor of a two-storey building. The first floor is occupied by an independent business. The second school site is located at Field House Farm, Harlthorpe, Bubwith, Selby, East Riding YO8 6DW. At this site, the school will offer vocational courses and experiences in horse riding, horse therapy, horticulture and outdoor education.
- The school intends to open in September 2024. This will initially be with up to 5 pupils on the school's roll. The proprietor then intends to increase the number on roll over the next two years to 15.
- The proprietor proposes to admit pupils with autism spectrum disorder and associated cognitive and learning needs, speech language and communication needs and moderate and specific learning difficulties. All will have an EHC plan.
- At the time of the inspection the alternative provision run by the proprietor offered education for 11 pupils on a part time basis. The proprietor intends to run the proposed school separately from the alternative provision but from the same address.
- The school may be likely to use the services of alternative providers.

## Information about this inspection

- The DfE commissioned the inspection to check whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This was the school's first pre-registration inspection.
- The inspector met with the proprietors who will also be the joint headteachers. The inspector also met with the chair of the governing body.
- The inspector toured both school sites to check the suitability of the premises.
- The inspector scrutinised a range of documentation, including schemes of work, policies and procedures related to health and safety, risk assessment, administration of first aid, complaints and fire safety.
- The inspector checked the arrangements for staff recruitment, scrutinised various safeguarding documents, viewed the single central record and discussed the school's arrangements for the safeguarding of pupils.

## Inspection team

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

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