

On Track Education - West Yarner

West Yarner, Dun Cross, Dartington, Totnes, Devon TQ9 6DX

Inspection dates

9–10 March 2021

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a)–2(1)(b)(i)

- The proprietor has ensured that the school has a curriculum policy. However, leaders and teachers do not have a good understanding of what they want pupils to learn in each key stage and in most subjects. This means that pupils who are already likely to have significant gaps in their learning will struggle to catch up.
- Leaders do not have suitable schemes of work for the different ages, aptitudes or needs of the pupils. Curriculum plans do not set out clearly what leaders expect pupils to learn, particularly in early reading and mathematics. As a result, some pupils are unlikely to get off to the strong start they need.
- Leaders have not considered the small steps, or 'building blocks', of knowledge that pupils must learn to progress well. The curriculum is not sequenced in a coherent way, including for post-16 studies. As a result, pupils are unlikely to know and remember more over time.
- The standard in these paragraphs is unlikely to be met.

Paragraph 2(2)(h)

- Leaders' understanding of how to design a high-quality curriculum is weak. This is likely to lead to gaps in pupils' learning. For example, key stage 2 history plans lack detail to show what pupils are expected to learn. This means pupils are unlikely to learn as much as might reasonably be expected of them.
- The standard in this paragraph is unlikely to be met.

Paragraph 3(a),(d),(e)

- Leaders, including directors, have not taken the right steps to provide teachers with the in-depth knowledge they need to teach an ambitious curriculum. Weaknesses in curriculum design lead to poor choices in teaching, so pupils do not have the opportunities to learn the right knowledge, at the right time. As a result, pupils are unlikely to acquire the knowledge they need to achieve well in all subjects.

- Teachers check pupils' knowledge regularly. They use this information to adjust their teaching plans. However, there is often ambiguity in what teachers expect pupils to learn, both in the short- and long-term planning. As a result, pupils are unlikely to progress as well as they could, including towards the academic targets on their education, health and care (EHC) plans.
- Teachers do not have good knowledge in some subjects. For example, teachers' lack of understanding in phonics and early reading means some pupils may take too long to learn how to read.
- The standard in these paragraphs is unlikely to be met.

Paragraph 2(1)(b)(ii), 2(2)(a)–2(2)(g), 2(2)(i)

- Leaders have strong plans to promote fundamental British values. The school's principles for promoting British values are linked to the school's spiritual, moral, social and cultural (SMSC) policy. This is at the heart of the school's curriculum, which is designed to help pupils be as prepared as possible for life in modern Britain.
- Leaders want pupils to enjoy a broad range of activities and experiences. These include outdoor learning and off-site visits. There is a strong focus on promoting personal, social, health and economic (PSHE) education. For example, the school's nurture and outdoor 'forest' education programmes provide rich opportunities for pupils to be independent and gain self-confidence.
- Curriculum plans foster respect for other people. Leaders expect teachers to plan activities to explore pupils' thinking and develop their personal and social development. For example, when the current COVID-19 (coronavirus) restrictions are lifted, pupils who are already using this provision will visit places of worship to learn about different religions.
- Leaders have already given much thought to implementing high-quality and impartial careers advice. Pupils are likely to benefit from local work experience linked to individual career choices. Leaders want pupils to gain experience and qualifications to help them on to the next stage of their lives, including employment for post-16 students.
- The standards in these paragraphs are likely to be met.

Paragraph 3(b),(c),(f)–(j)

- Teachers and teaching assistants have experience of working with pupils who have complex social, emotional and mental health (SEMH) needs. Consequently, they understand the pupils and know how to provide appropriate support and challenge in lessons.
- Lesson visits showed that staff are implementing appropriate methods and activities to meet the special educational needs and/or disabilities (SEND) of the pupils. For example, staff provide timely and appropriate help when pupils get stuck or become frustrated. As a result, pupils are motivated and contribute well in lessons.
- Teachers and teaching assistants have access to high-quality resources to support pupils in lessons. For example, every classroom is well-stocked with a range of books and different reading materials, and there are appropriate aids to teach mathematics.

All pupils have a personal laptop for computing and technology. Thus, teachers enable pupils to learn through different means and methods.

- Teaching approaches include specialised techniques and follow the advice of other experts, including behavioural therapists and educational psychologists. The recommendations of other professionals will continue to inform how lessons are delivered, to help get the best for pupils.
- Teachers ensure that pupils behave in a respectful and considerate manner, both in lessons and at other times during the day. The behaviour policy clearly sets out how pupils and staff should take steps to maintain a harmonious environment for all.
- Lessons are unlikely to be discriminatory. Leaders' plans show clear intentions to promote British values, including democracy, the rule of law and individual liberty. These are designed to help pupils learn more about themselves and understand the world around them.
- The standards in these paragraphs are likely to be met.

Paragraph 4

- Leaders have a comprehensive assessment framework in place. Teachers check pupils' progress regularly. This involves assessing pupils' personal, social and emotional development, as well as their academic progress.
- Leaders regularly report to parents and carers, as well as to the local authorities who are currently using the provision. Pupils' EHC plans are reviewed in a timely and appropriate manner.
- The standard in this paragraph is likely to be met.
- Overall, the standards in this part are unlikely to be met.

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

Paragraph 5, 5(a)–5(d)(iii)

- Leaders promote pupils' SMSC development effectively. There is appropriate content for all pupils, including through a citizenship programme in key stages 3, 4 and 5.
- The SMSC and PSHE education policies are likely to promote pupils' understanding of British values. For example, the PSHE education policy is underpinned by the school's main vision and ethos, aimed at improving pupils' tolerance of and respect for others.
- Leaders link the school's behaviour and anti-bullying policies to the PSHE education programme. As a result, there is a clear correlation between leaders' expectations of pupils' behaviour and their social and emotional development. Pupils who are already attending the provision integrate well and show respect to others.
- British values are at the heart of the school's ethos and the SMSC curriculum. The headteacher and staff provide strong guidance to pupils, including taking steps to protect pupils from extreme or partisan political views.
- Leaders expect teachers to challenge stereotypes and tackle any extremist views. Safeguarding is central to the pupils' development and well-being. As a result, pupils are taught how to stay safe and make valuable contributions to the world around

them. The provision promotes the Equality Act (2010) with sensitivity and regard for the protected characteristics.

- Leaders are ambitious for pupils. They want pupils to express their views and opinions. For example, pupils have their say through the 'student voice' meetings and other school surveys. Consequently, pupils feel valued and are a part of the decision-making in the school.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a)–(b)

- The proprietor ensures that the school complies with the latest safeguarding guidance issued by the Secretary of State. Leaders demonstrate good knowledge of safeguarding arrangements, including child protection. The child protection and safeguarding policy is published on the school's website. This is a comprehensive document, including how allegations made against members of staff will be handled.
- Leaders ensure that all staff and directors are fully trained to look after pupils. For example, all necessary checks of current staff and governors comply with the requirements of 'Keeping children safe in education (2020)'.
- Leaders and staff routinely check the pupils' welfare. If there are any concerns, these are followed up swiftly. Staff know how important it is to make timely referrals to children's services and to work with other agencies, particularly given the vulnerable nature of the pupils.
- Leaders are already implementing safeguarding and health and safety policies, as the site is already operating for 18 pupils. For example, the current COVID-19 risk assessment is in full effect for pupils, staff and visitors, and robust safer recruitment processes are currently being implemented to appoint staff.
- Leaders understand their responsibilities for the welfare, health and safety of pupils. They are knowledgeable and have relevant experience to look after the most vulnerable pupils, including those with SEMH needs.
- The standard in this paragraph is likely to be met.

Paragraphs 9–10

- The proprietor has ensured that there is a written behaviour policy. The policy takes full account of the vulnerable nature of pupils attending the school. It appropriately identifies how staff will work with the pupils with SEND, including those with SEMH needs and autism spectrum disorder (ASD).
- Leaders consider the use of sanctions, particularly exclusion, to be a last resort. Details of sanctions for pupils' misbehaviour are published on the school's website. Leaders have appropriately considered the Equality Act (2010) as part of the school's behaviour policy.
- The school has an anti-bullying policy which, along with the written behaviour policy, aims to promote harmonious relationships through communication, mutual respect and tolerance.
- The standards in these paragraphs are likely to be met.

Paragraphs 11–12

- The proprietor has ensured that there is an appropriate health and safety policy. This covers the range of risks associated with the running of the school. The school's health and safety officer has completed a range of appropriate audits to ensure that the site is safe for pupils.
- The directors have commissioned an external company to provide additional checks, such as for fire risk and safety. As a result, leaders are assured through regular, independent and professional advice that the school meets relevant health and safety requirements.
- Leaders are fully aware of their duty to comply with the Regulatory Reform (Fire Safety) Order 2005. The premises have fire extinguishers, emergency lighting, fire doors and a designated fire assembly area. The health and safety officer checks the school's equipment and maintains logs appropriately.
- The standards in this part are likely to be met.

Paragraphs 13–15

- A first aid policy has been drafted and is available on the school's website.
- All staff have completed first aid training to an appropriate standard. The headteacher and proprietor make this a requirement for all staff.
- Leaders anticipate that all pupils will have an EHC plan. As a result, all pupils will have individual supervision if this is required.
- The proprietor has appropriate admission and attendance records. These are maintained regularly and in accordance with the Education (Pupil Registration) (England) Regulations 2006. Staff record pupils' daily attendance on an online system which aligns with other records and personal data. As such, leaders and directors are able to regularly check the attendance of groups and individuals.
- The admissions register is maintained appropriately and contains the necessary information. During the inspection, leaders added pupils' onward destinations to help track pupils and prevent any from missing education.

Paragraph 16, 16(a)–(b)

- Leaders have written an appropriate risk assessment policy. This reflects the uniqueness of the provision.
- Risk assessments are in place for various activities, such as for outdoor education and off-site visits. Every pupil has an individual risk assessment, matched to their EHC plan.
- Risk assessments are reviewed regularly, even on a weekly or daily basis, should the need arise. Leaders use four separate plans to inform a pupil's overarching risk assessment. While this provides much appropriate information, leaders are currently taking the steps to reduce the number of plans and simplify the process.
- Each day, leaders hold morning briefings and after-school catch-up sessions to check pupils' well-being. These are in addition to the other routine activities already established to safeguard pupils.
- The standards in this part are likely to be met.

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

Paragraph 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c)

- The proprietor ensures that all necessary pre-employment checks are completed in line with the statutory guidance of the Secretary of State and the independent school standards.
- The proprietor holds the school's single central register (SCR) centrally, at its company's headquarters. The SCR is comprehensively maintained and updated. This complies with the independent school standards. It takes the full range of personnel checks expected of different staff, supply staff and leaders into account.
- The school does not use supply staff to cover teachers' absence. The headteacher uses current staff who are already known to ensure continuity and familiarity for pupils.
- The chair of the proprietorial board has received the appropriate enhanced criminal checks from the Secretary of State, in anticipation of the school's opening.
- The standards in this part are likely to be met.

Paragraph 21(1)–21(7)(b)

- The single central register is well maintained and legible, being in an electronic format.
- Leaders demonstrate a robust and diligent approach to ensuring that the right checks are made in recruiting, vetting and appointing staff and others with access to pupils.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–24(2)

- The school has two toilets with washing facilities that are suitable for the sole use of pupils. These can be secured from the inside for use by one pupil at a time.
- When the school is not under the current COVID-19 restrictions, pupils use a local sports and leisure centre as part of their regular physical education programme. Pupils aged 11 years and over make use of these facilities for showering.
- The school has a medical room which can be suitably adapted to meet the short-term care of pupils, including during emergencies. It is conveniently located next to a separate toilet and washroom.
- Leaders ensure that toileting, washing and emergency care or medical facilities comply fully with the independent school standards.
- The standards in these paragraphs are likely to be met.

Paragraphs 25–29(1)(b)

- The proprietor acquired the premises on a leasehold agreement in December 2014. The site was previously used by the National Health Service. The grounds are spacious and afford ample room for pupils' education, relaxation and recreation. The premises include a lawned area and a separate car park. The school site, which includes five classrooms, gardens and an enclosed wooded area for outdoor

education, is sufficiently large to accommodate up to 24 pupils aged between seven and 19.

- The school premises are in good condition, both inside and outdoors. Classrooms are well presented to add to the orderly environment and feel of the school. The grounds are also well maintained so that pupils and staff can use these without hindrance, or risk to their personal safety. The main school site is clearly signposted so that visitors must enter and be checked before gaining further entry to the school.
- The acoustics and sound insulation are appropriate for the premises and the proposed activities as a special school.
- Rooms are well lit. There is a good source of natural light in every room. The premises have double-glazed windows, which contribute well to the ventilation, light and sound insulation around the school, including in each of the classrooms.
- The site benefits from appropriately spaced and well-located external lighting to keep those who use the school safe from harm.
- The school has safe drinking water, coming off the mains supply. The school has a suitable supply of water across the entire property, including in the medical room. Drinking water sources are clearly marked for pupils.
- The temperature of hot water does not pose a scalding risk to users. Taps have individual thermostats to regulate the water temperature and prevent pupils from harm.
- All facilities for drinking, washing and the separate toilet areas are accessible to those who use the school, as needed, throughout the day.
- The standards in these paragraphs are likely to be met.
- The school has suitable outdoor space for pupils to play games for recreation, relaxation, and as part of the curriculum. A separate lawn and tarmacked space can be used for small games and other physical activities to benefit pupils of all ages, including post-16 students.
- A wooded area provides opportunities for high-quality outdoor education and is readily accessible, being part of the school site. The boundary is secured for the added protection of pupils.
- Overall, the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(c), 32(1)(f)–32(3)(f)

- As the provision is already operating, leaders have ensured that all required policies have been drafted. They understand that information must be made available to parents on request and are able to do this, as and when required.
- At the time of this inspection, some information was not yet published on the school's website, including the admissions policy. However, the headteacher has collated all required information and intends to upload this once the school's registration is approved.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proprietor has a comprehensive complaints policy that meets the requirements of the independent school standards. The policy provides appropriate information about the nature of different complaints. It sets out how complaints may be resolved on an informal or formal basis.
- The process for escalating a complaint is clear. This includes relevant timescales and details of support for the complainant. The policy gives appropriate guidance for what to do next, should a complainant not be fully satisfied with the internal investigation.
- The proprietor has ensured that there is a fair complaints process in place. For example, this includes steps to hear a complaint with a panel of members who are independent of the school and proprietor. There is provision for the complainant to be accompanied at a panel hearing.
- Leaders are likely to take complaints seriously and record these diligently, as part of the school's policy and practice. They have the processes in place to resolve complaints speedily.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(a)–(b)

- Leaders, including directors, do not have a sufficiently strong understanding of what, when, or how key content of the curriculum is to be taught. This is likely to impact on pupils in all key stages and different subjects, including early reading and mathematics.
- Consequently, some standards in part 1 are unlikely to be met.
- However, the proprietor has taken all reasonable and practicable steps to be assured that the standards in parts 2 to 7 are likely to be met.
- The requirements in these paragraphs are unlikely to be met.

Paragraph 34(1)(c)

- Leaders and staff are diligent in promoting the well-being and safety of pupils. Policies and practice relating to pupils' welfare, and their health and safety, are likely to be effective.
- The requirement in this paragraph is likely to be met.
- Overall, the standard in this part is unlikely to be met.

Schedule 10 of the Equality Act 2010

- The school has an acceptable accessibility plan.

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	148523
DfE registration number	878/6086
Inspection number	10180503

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 special day school
School status	Independent special school
Proprietor	On Track Education Services Limited
Chair	Jane Cox
Headteacher	Simon Wood
Annual fees (day pupils)	£30,000–£55,000
Telephone number	01803 445 943
Website	www.ontrackededucation.com
Email address	swood@ontrackededucation.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	17
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	17
Total hours operating as a school per week	30
Total hours of teaching provided per week	25

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 19	7 to 19	7 to 19
Number of pupils on the school roll	17	24	24

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	17	24
Number of part-time pupils	1	1
Number of pupils with special educational needs and/or disabilities	17	24
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	17	24
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	17	24

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	7
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	18	18

Information about this proposed school

- The proposed school is located in Devon, near to the town of Dartington.
- Pupils currently using the school are registered with On-Track Totnes independent special school, which was rated as good by Ofsted in July 2018.
- Leaders expect all pupils will have an EHC plan. The proprietor's application is for pupils with complex SEND needs, particularly SEMH and ASD.
- The proposed pupil groups include pupils from the ages of 7 to 19.
- The school will be for pupils who are at risk of exclusion or have struggled in mainstream schools and other specialist provision.
- The proposed school will be run by On Track Services Limited. The proprietor currently has 7 schools, all currently rated as good by Ofsted.
- The school will be managed by directors on behalf of the proprietorial body.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This inspection was commissioned by the Department for Education. It was the first pre-registration inspection for this provision.
- The proposed school is currently operating for 18 pupils, 17 of whom are of compulsory school age. All pupils who are using the provision have an EHC plan. The date of the first admission was 20 November 2017.
- The inspector visited three lessons and spoke with three teachers, including the headteacher, as part of the inspection.
- This inspection took place over two days on 9 and 10 March 2021, due to restrictions caused by COVID-19. The first day was conducted remotely. This consisted of documentation checks and discussions with leaders, via videoconference. The inspection was completed on-site the next day. This involved further discussions with leaders, and a review of health and safety policies (Paragraphs 11, 12 and 16). A check of the school's premises and accommodation (Part 5) was also undertaken.
- The inspector checked the school's safeguarding policies, and matters relating to safe recruitment and the single central register, including the chair's identity and enhanced criminal check from the Department for Education.
- Discussions were held with two directors of the proprietorial board, one of whom is the registered responsible person (chair).
- The inspector also checked the school's website for details of its remote education policy, in line with the latest guidance, 'Review your remote education provision (January 2021)', as set out by the Department for Education.

Inspection team

Stewart Gale, lead inspector

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)(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(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; and
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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 4234, 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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021