

# EdStart Schools Wigan

Marsh Green Clinic, Harrow Road, Pemberton, Wigan WN5 0QL

**Inspection date**

15 February 2023

**Overall outcome**

**The school is likely 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)(b)(ii), 2(2)–2(2)(e)(iii), 2(2)(g)–2(2)(i)*

- The proprietor body has prepared an appropriate curriculum policy which sets out a sufficiently broad range of subjects for pupils to study. This policy explains leaders' aims for the curriculum. For example, the policy shows how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education. The policy sets out how pupils will learn about fundamental British values, such as tolerance of those people with different faiths and beliefs from their own. This policy also describes how pupils' knowledge and understanding of life as a British citizen will be developed.
- The curriculum policy is supported by schemes of work for each subject. These schemes of work reflect leaders' ambitious intent for what pupils should learn during their time in the school. Leaders have given due consideration to the order in which pupils should learn important knowledge so that their learning builds up securely. The curriculum design considers the specific and individual needs of pupils, including those with special educational needs and/or disabilities (SEND).
- Pupils will have access to a range of academic and vocational qualifications according to their abilities, interests and needs.
- Leaders have placed appropriate importance on the teaching of reading, writing, speaking and listening and mathematics. Pupils will also study subjects including biology, religious studies, information technology, art, citizenship and physical education (PE).
- There is a scheme of work for pupils' personal, social, health and economic (PSHE) education. There is an emphasis on the development of pupils' skills for future life, for example managing personal finances. The topics covered in PSHE are extensive. These include topics which encourage pupils' respect for other people, including those with the protected characteristics as set out in the Equality Act 2010.
- Leaders have developed a policy and scheme of work for careers education in line with the Gatsby benchmarks. Leaders intend to offer pupils impartial careers information, advice and guidance. This will be tailored to the individual needs and

interests of pupils.

*Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(3)*

- The PSHE curriculum will provide pupils with relationships and sex education and health education. The proposed school's policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents and carers about the policy, including parents of pupils new to the proposed school. Leaders are aware of their duty to ensure that the policy statement is placed on the proposed school's website.

*Paragraph 3(a)–3(g)*

- Leaders intend that staff receive advice and guidance to help them to deliver the curriculum effectively. Leaders have planned a range of quality assurance activities to ensure that in each subject, pupils increase their understanding and develop the knowledge that leaders intend.
- Leaders intend that teachers will carry out assessments to establish pupils' starting points when pupils join the proposed school. Teachers will check pupils' progress and attainment regularly. Teachers will use the findings from these assessments to inform their teaching.
- Leaders have provided an appropriate quantity and range of resources for pupils, such as stationery and textbooks. These resources are of good quality.

*Paragraph 3(h)–3(j)*

- There is an appropriate policy in place setting out leaders' expectations for pupils' behaviour. There is a focus on supporting pupils to manage their own behaviour in readiness for future life. The policy states that bullying will not be tolerated in the proposed school. The policy provides information about how leaders and staff will promote responsible behaviour in the proposed school. The policy sets out leaders' strategies for dealing with inappropriate behaviour, including bullying.

*Paragraph 4*

- Leaders have a suitable assessment policy in place.
- Pupils' progress will be shared regularly with parents and carers, and those responsible for governance.
- The independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

*Paragraph 5, 5(a)–5(d)*

- Leaders' policies show that appropriate consideration has been given to pupils' SMSC development. Through the curriculums for religious studies and PSHE, pupils will learn about a range of faiths and cultures. The curriculum will provide them with opportunities to learn about British values such as the rule of law and democracy. Pupils will have opportunities for a range of trips and visits to places of interest and cities beyond their own.
- Leaders intend to provide pupils with opportunities to contribute to their local community. For example, pupils will help to maintain the grounds at the local library.

Pupils will be encouraged to take part in events and activities such as those provided at the local sports centre.

- The school's policies include positive references to all of the protected characteristics set out in legislation. Leaders understand the need to ensure that pupils benefit from a balance of opposing views when they learn about politics.
- The standard in this part is likely to be met if the proposed school opens.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- The proprietor body has followed current statutory guidance in the development of its arrangements to keep pupils safe. There is a suitable and up-to-date safeguarding policy in place. Leaders have put in place all necessary arrangements to safeguard pupils and to promote their welfare at the proposed school.
- The headteacher of school will be the designated safeguarding lead in the school. The proprietor body has ensured that those staff deputising for the designated lead have been trained to the same level.
- All new staff will receive an appropriate induction programme, safeguarding training and regular updates on areas such as radicalisation and extremism and e-safety.

#### *Paragraphs 9, 9(a)–9(c), 10*

- The proprietor body has detailed behaviour and anti-bullying policies in place. 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 behaviour policy includes appropriate and proportionate sanctions. The anti-bullying policy contains details of the actions that leaders will take to address any bullying incidents.

#### *Paragraphs 11, 12*

- 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.
- Staff new to the proposed school will receive health and safety training as part of their induction. There are arrangements in place for regular checks of the premises to identify and rectify any faults. For example, electrical equipment and water temperatures are tested regularly.
- Leaders have ensured that in the building where the proposed school will operate, there are a range of measures in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers which are checked regularly. The building has smoke alarms. Leaders have made arrangements for regular fire drills for staff and pupils. There is signage around the building identifying fire doors and muster points to facilitate escape in the event of fire.

#### *Paragraph 13*

- The proprietor body has drawn up a first-aid policy. They have made adequate arrangements for the provision of suitably qualified staff to ensure that the policy can be implemented as intended.

#### *Paragraph 14*

- The proposed number of staff will ensure that pupils will be supervised effectively throughout the school day. Leaders intend that pupils will always be supervised, including at breaktimes and when undertaking visits to the local sports centre.

#### *Paragraph 15*

- Leaders have appropriate systems in place to register pupils' attendance and to allow them to monitor any absences effectively. Leaders will report on attendance on a regular basis to the proprietor body. Reports to parents and carers will include information about pupils' attendance.
- The school has a suitable admissions policy. Leaders have established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.

#### *Paragraph 16, 16(a), 16(b)*

- Leaders have put a suitable risk assessment policy in place. Leaders have carried out a wide range of risk assessments showing how they plan to take appropriate actions to minimise risks. This includes assessments for trips and visits beyond school.
- The standards in this part are likely to be met if the proposed school opens.

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

*Paragraphs 17, 18(2), 18(2)(a)–18(2)(e), 18(3), 19(2), 19(2)(a)–19(2)(d)(ii), 19(3), 20(6), 20(6)(a)–20(6)(c), 21(1)–21(5)(a)(ii), 21(5)(c), 21(6)*

- Leaders understand the checks that need to take place prior to staff working in the school. These include an enhanced criminal record check, as well as checks on staff's identification and their right to work in the UK.
- Leaders understand the checks that they need to carry out in order to ensure any agency staff that they employ are suitable to work with pupils.
- All the required checks for the proprietor body and leaders for the proposed school have been completed.
- Leaders have established a single central record. This record meets the requirements for the information that it must contain, including that which relates to the leadership and management of the school.
- Leaders have completed safer recruitment training.
- The standards in this part are likely to be met if the proposed school opens.

### Part 5. Premises of and accommodation at schools

#### *Paragraph 25*

- The proposed school is located in a former health centre. There are several classrooms, a sensory/relaxation room, a kitchen and dining area and a number of offices. The proprietor body has ensured that the accommodation is of a good standard and is well maintained.

#### *Paragraphs 23, 28*

- There are separate toilet facilities for male and female pupils. These toilet cubicles can

be locked from the inside to provide privacy. There is hot and cold running water. The hot water does not pose a scalding risk. There are toilets for the use of disabled pupils and adults. These are lockable from the inside. One of these facilities contains a shower.

- Leaders have ensured that pupils will have access to drinking water throughout the day. Sources of drinking water are in a separate area from the toilet facilities. Leaders have also arranged for the installation of a water dispenser in one of the corridors.

#### *Paragraph 24*

- There is a room set aside for the short-term care of sick and injured pupils. Washing and toilet facilities are adjacent to this room. The room contains a bed and a first-aid box.

#### *Paragraphs 26, 27–27(b), 29(1)–29(1)(b)*

- Pupils will have access to a safe outdoor space. This will provide an appropriate place for PE and for pupils to play when not in lessons. Formal PE sessions will be regularly timetabled in accordance with the school's curriculum. Pupils will also access the facilities at the local sports centre for activities such as basketball. When this happens, pupils will have sole use of changing facilities.
- The acoustic conditions and lighting in each room are of a suitable standard, having regard to the nature of the activities that will take place.
- There is suitable external lighting. This ensures that pupils, staff and visitors can enter or exit the building safely in the dark.
- It is likely that all of the standards in this part will be met if the proposed school opens.

### Part 6. Provision of information

#### *Paragraph 32(1)–32(1)(c), 32(1)(f)–32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b)–32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3)–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 information that it is required to publish on the proposed school's website.
- There is a suitable range of information available for parents and pupils when they join the school. All the required policies are in place, such as admissions, curriculum, behaviour and safeguarding policies. All documents will be made available for parents on request from the school, as well as available on the school's website.
- For pupils with an education, health and care plan (EHC plan), leaders intend to provide the necessary information to the responsible local authority for the review of the plan.
- Leaders intend to provide termly and annual reports on pupils' progress and attainment to parents. Reports will be detailed and provide a range of information about pupils' progress. Parents will also receive information on pupils' attendance and behaviour. Leaders are aware that following any inspection, copies of the report must be provided to parents and published on the school's website.
- The standard in this part is likely to be met if the proposed school opens.

## Part 7. Manner in which complaints are handled

### *Paragraph 33–33(k)*

- The proprietor body has an appropriate complaints policy. This policy sets out the timescales for responding to complaints and includes information about the storage and sharing of written records. The policy ensures that the procedure for making a complaint is transparent.
- This policy is published on the school's website.
- The standard in this part is likely to be met if the proposed school opens.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1)–34(1)(c)*

- The members of the proprietor body have experience in setting up and running another independent school and a number of alternative provisions. The proprietor body has ensured that those with responsibilities for leadership and management have appropriate knowledge and skills to carry out their roles.
- The standard in this part is likely to be met if the proposed school opens.

## Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

## **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	149591
DfE registration number	359/6007
Inspection number	10275950

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	EdStart Schools Wigan Ltd
Chair	James Lowe
Headteacher	Stuart Howarth
Annual fees (day pupils)	£16,000 to £56,000
Telephone number	07900086030
Website	<a href="http://www.edstartschools.com">www.edstartschools.com</a>
Email address	<a href="mailto:stuart.howarth@edstartschools.com">stuart.howarth@edstartschools.com</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	13
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	None
Total hours operating as a school per week	20
Total hours of teaching provided per week	12

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16



Number of pupils on the school roll	13	25	25
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## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	4	25
Number of part-time pupils	9	None
Number of pupils with special educational needs and/or disabilities	None	25
Of which, number of pupils with an education, health and care plan	None	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	None	25

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	6
Number of part-time teaching staff	None	None
Number of staff in the welfare provision	2	2

## Information about this proposed school

- The proposed school is located in a former health centre at Marsh Green Clinic, Harrow Road, Pemberton, Wigan WN5 0QL.
- It is proposed that the school will provide full-time education for up to 25 pupils, aged between 11 and 16 years. It is intended that the proposed school will cater mainly for pupils who have been excluded from or are at risk of exclusion from mainstream schools.
- The proprietor body intends to cater for pupils with SEND. The school will provide for

pupils with communication and interaction; cognition and learning; social, emotional and mental health; and sensory needs. Some of these pupils may have an EHC plan.

- The proprietor body intends that pupils will be placed at the school by local authorities and mainstream schools.
- The proprietor body does not intend to use any alternative provision.

## Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the independent school standards if the DfE decides to approve the request to register this school.
- This is the school's first pre-registration inspection.
- The inspector held discussions with the chair of the proprietor body, the headteacher, the executive headteacher and other senior leaders.
- The inspector visited some lessons and spoke to some staff and a small number of pupils.
- The inspector completed a tour of the school to check the suitability of the proposed premises against the relevant standards. The inspector also looked at a wide range of documents and policies, including those relating to the curriculum, behaviour and health and safety. The inspector checked documents relating to safeguarding.

## Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

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