

Infinite Schools - Warrington

Holly House, 73-75 Sankey Street, Warrington WA1 1SL

Unique reference number (URN): 152614

Pre-registration inspection report:

2 July 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards (the standards) consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proposed school has a coherent and well-defined vision. Its intended purpose is to offer specialist provision for pupils with special educational needs and/or disabilities (SEND), including pupils with social, emotional, mental health needs and pupils with autism. Supporting documentation, including policies, curriculum information and operational procedures, demonstrates that the proprietor has both considered relevant statutory expectations and the likely needs of the pupils the school intends to admit.

There is a clear leadership structure in place. The proprietor retains strategic responsibility for the school. Relevant leaders have been appointed who have the necessary experience to lead the proposed school and ensure compliance with the standards. The proprietor shows a deep understanding of the duties attached to the role, particularly in relation to safeguarding, the deployment and suitability of staff and quality of education.

The arrangements for ongoing compliance with the standards are suitably developed. Leaders have established a range of systems and processes. These include a document linked to the independent school standards regulations and a planned cycle of review to monitor whether the standards continue to be met. These arrangements are strengthened by an independent governing body, which is intended to provide robust challenge in relation to the standards and the school's performance. Proposed monitoring activities, such as scrutiny of pupils' work, visits to lessons and wider compliance checks, show that leaders have considered how they will evaluate the impact and effectiveness of the proposed school's provision.

The proposed school is likely to meet the standards in this part if the Department for Education (DfE) decides to register the provider as an independent school.

Part 1. Quality of education provided

Curriculum

The proprietor, alongside other senior leaders, has designed a broad and balanced curriculum. It meets the needs of pupils with SEND who will have varied starting points. Leaders are ambitious for pupils. They have a real zest for pupils to succeed and achieve well. The curriculum will provide a range of options for pupils. Pupils will have the chance to study for GCSEs, with other academic and vocational routes available to pupils. When pupils join the proposed school, leaders intend to use baseline information to identify gaps in pupil's knowledge quickly. This is intended to help them to support pupils to develop their fundamental knowledge and skills in key areas such as English and mathematics.

The proposed school has in place necessary policies relating to personal, social, health and economic (PSHE) education and relationships and sex education for secondary-age pupils. School leaders will consult with parents and carers about the content of the curriculum and work closely with any parents who have any questions or concerns. Staff will be well trained and supported to deliver this content sensitively.

Reading has a high priority in leaders' curriculum design. They intend to provide pupils with the lessons and interventions they need to become confident, fluent readers. This includes dedicated reading lessons, work to develop pupils' understanding of vocabulary and activities to develop a wider love and appreciation of literature.

Leaders intend to ensure that pupils' personal development, careers education, work experience and enrichment opportunities form part of pupils' holistic curriculum offer.

Teaching

Leaders intend to support teachers' curriculum delivery by providing a clear lesson structure and well-planned schemes of work. The intention to employ qualified teachers supports this approach. Leaders intend that teachers will have a range of information about pupils, including pupil passports, education, health and care (EHC) plan targets and individual learning plans, to ensure that teachers use sensible adaptations in lessons so that pupils access the curriculum successfully.

Assessment

Leaders have established clear assessment systems and processes. The proposed school's assessment policy sets out clear procedures for leaders and teachers to understand how well pupils are performing in both the short and long term. Staff will assess pupils during their first 2 weeks in school to identify any academic gaps in pupils' knowledge and their attitudes to learning. Teachers will use this information to plan and support curriculum delivery and any interventions. Leaders intend to use moderation to ensure assessment is accurate.

The proposed school is likely to meet the standards in this part if the DfE decides to register the provider as an independent school.

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

Leaders have planned suitable opportunities to support pupils' spiritual, moral, social and cultural (SMSC) development. For example, the proposed school will use enrichment afternoons and days, alongside the PSHE education curriculum, to help pupils learn about different faiths, cultures and beliefs.

The proposed school intends to build SMSC learning into pupils' wider experiences. For example, pupils will have opportunities to explore these themes through themed days, special events, visitors to school and assemblies.

The PSHE education curriculum includes a broad range of topics, which meets current statutory guidance. It includes careers education, different types of relationships, physical and mental health, managing stress and an age-appropriate sex education programme.

Leaders understand that pupils must develop a balanced viewpoint on topics. They plan to actively promote fundamental British values. This includes helping pupils to understand each British value and providing opportunities to experience these values in their daily lives. For example, to support pupils' understanding about

democracy, pupils will visit the Houses of Parliament and meet with the local Member for Parliament to discuss and debate political issues relevant to them.

The proposed school is likely to meet the standards in this part if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The school has put in place a safeguarding policy that reflects current statutory guidance. A designated safeguarding lead is already in post.

Leaders understand the safeguarding risks that may affect pupils in the local community. They also recognise that pupils may be particularly vulnerable. The proprietor has established clear safeguarding procedures and recording arrangements. If staff use these systems as planned, they will be alert to possible safeguarding concerns and respond quickly if they think a pupil may be at risk.

Behaviour and supervision of pupils

Leaders have planned for a strong staff presence across the school during the day. They have made careful arrangements for the beginning and end of the school day. Staff will manage pupils' arrival and departure in an organised way to reduce risk and support calm routines.

Leaders have made their expectations for pupils' behaviour clear for both pupils and staff. They want pupils to learn how to interact positively and respectfully with staff and with one another. Staff will receive training so that they use the proposed school's approach in a consistent way. The approach is intended to promote positive choices, recognise success and support pupils when they find managing their behaviour difficult.

The proposed school has procedures in place for situations where staff may need to use physical intervention as a last resort to protect pupils and others. These procedures, including the use of effective recording systems, explain how staff should respond and how incidents should be followed up.

Leaders will record behaviour concerns on a single digital system. This will help them to review information, identify any repeated issues and take action where needed.

Anti-bullying

The proposed school has put suitable arrangements in place to prevent where possible and respond to bullying. Its policy explains the steps that staff will take if concerns are raised and how they will keep a record of any incidents.

Leaders plan to help pupils to understand bullying, including how to recognise and report it. They also intend to provide support for any pupils affected, so that any concerns are dealt with promptly and pupils feel safe in school.

Health and safety, fire and first aid

Leaders have taken steps to make sure that school site is safe. They have clear systems in place to check health and safety matters. The school complies with the Regulatory Reform (Fire Safety) Order 2005. For example, a suitable fire detection system is in place. Leaders have responded effectively to the fire risk assessments, which have added to this overall compliance with relevant legislation. The proposed school has suitable arrangements for first aid.

Admissions and attendance

The school has a suitable format for its admission register. It covers all the statutory requirements. The proposed school also plans to use a suitable system for recording pupils' attendance. This will help staff to record accurately whether pupils are in school each day.

Risk assessment

The school has a suitable risk assessment policy. A range of effective risk assessments are in place. For example, risk assessments for off-site visits, trips, classrooms, outdoor space and the local sports hall, identify any potential risk with carefully selected control measures in place to reduce these risks.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

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

The recruitment checks made on staff, supply staff and the proprietor

The proprietor and other leaders have extensive knowledge of current safeguarding legislation and guidance. They have suitable arrangements for ensuring that, if the proposed school opens, a positive safeguarding culture will be prevalent. The proprietor and school leaders understand the safer recruitment procedures that must be completed before any member of staff begins work at the

proposed school. Required checks have already been carried out for the proprietor, leaders and staff currently employed. Leaders are also clear about the checks that would be needed for any supply staff should the school decide to use them.

The single central record of these recruitment checks

The proposed school has established an electronic single central record to record the required recruitment checks. This is overseen by relevant senior leaders in school.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

There are sufficient toilet and washing facilities for the sole use of pupils, which were found to be clean, well maintained and of an appropriate standard. Separate toilet facilities are available for boys and girls and can be secured from the inside where necessary. All toilets have their own washing facilities and appropriate signage is displayed to indicate where water is not suitable for drinking.

Medical room and accommodation for pupils' therapy needs

The medical room is well presented and suitable for supporting pupils who are unwell during the school day. It contains a toilet, washing facilities, a bed and a pillow. A first-aid kit is located within the room, with additional first-aid kits positioned throughout the school.

Ensuring the health, safety and welfare of pupils

Kitchen areas are clean, well maintained and fitted with appropriate safety equipment and procedures. This includes fire blankets and suitable measures to prevent pupils accessing potentially hazardous areas unsupervised. Equipment, appliances and storage areas were found to be in good condition and did not present any risks arising from poor maintenance.

Classrooms are well presented, free from trailing wires and other obvious hazards. The significant investment made by the proprietor is evident throughout the premises and contributes to a safe and suitable learning environment.

Lighting and acoustic conditions

Acoustic conditions are suitable for the pupils the proposed school intends to admit. There are quieter spaces available within the building to support pupils who may need opportunities to regulate their emotions and behaviour.

Internal lighting is maintained to a high standard. It will allow pupils and staff to carry out their day-to-day activities effectively. External lighting ensures that the building can be accessed safely during hours with limited light.

Outdoor space

Physical education will predominantly take place off site. Risk assessments demonstrate that the proprietor has identified potential risks and implemented appropriate control measures to keep pupils safe. There is also sufficient outdoor space available on and off site to meet the needs of the proposed pupils. There are appropriate arrangements in place to ensure its safe use.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 6. Provision of information

The proprietor has put in place a website that provides useful information about the proposed school. The website includes relevant policies and other key details for parents, carers and pupils, including arrangements relating to safeguarding.

Leaders have prepared an appropriate format for annual reports to parents. These reports are intended to give parents clear information about pupils' progress and wider development.

Leaders have established procedures for sharing information about expenditure with the relevant local authorities. They also understand the need to provide information to local authorities so that EHC plans can be reviewed appropriately.

The proprietor has ensured that standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 7. Manner in which complaints are handled

The school's arrangements for managing complaints are detailed and appropriately aligned with the relevant requirements. The policy sets out a clear route for concerns to be raised and resolved, beginning with informal resolution and moving, where necessary, through formal stages. It also identifies expected

timescales and explains how matters may be escalated. The requirement for an independent person to sit on a complaints panel supports a fair and objective consideration of any complaints.

Leaders have put in place suitable arrangements to keep an overview of complaints once the proposed school is operating. These include maintaining a written record of complaints and using oversight procedures to identify any patterns, follow up actions and confirm that issues have been dealt with appropriately.

The planned procedures are suitably thorough and should enable complaints to be addressed in a timely, consistent and compliant manner. They provide an appropriate framework for ensuring that concerns are taken seriously, recorded properly and reviewed with sufficient oversight.

The proposed school is likely to meet the standard in this part if the DfE decides to register the provider as an independent school.

The school's accessibility plan

The school's accessibility plan aligns with the requirements of the Equality Act 2010.

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspector spoke with the proprietor, executive headteacher, special educational needs coordinator, head of safeguarding and curriculum leaders. The inspector checked a range of documentation, including various policies, curriculum information and the single central record. The inspector also conducted a tour of the premises to ensure compliance with relevant standards.

The school is located at Holly House, 73-75 Sankey Street, Warrington WA1 1SL.

The proprietor is Infinite Schools Ltd. The chair of the proprietor body is Stuart Howarth.

The school intends to offer education on a full-time basis for up to 45 pupils. Pupils will be aged between 11 and 16 years old. They are likely to have SEND, including autism and social, emotional, mental health needs.

Lead inspector

Stuart Perkins

His Majesty's Inspector

About this proposed school

Proprietor	Infinite Schools Ltd
Chair of the proprietor body	Stuart Howarth
Headteacher	Dympna Woods
Type of school	Other independent special school
Capacity	45
Number of full-time pupils of compulsory school age on roll	Provider's proposal: 45
Number of part-time pupils of compulsory school age on roll	Provider's proposal: 0
Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 45
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 45
Age range of pupils	Provider's proposal: 11-16
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 32.5
Total hours of teaching provided per week	Provider's proposal: 28.5
Number of full-time equivalent teaching staff	Provider's proposal: 9
Number of part-time teaching staff	Provider's proposal: 5
Annual fees for day pupils	£20,550 to £63,000
Email address	enquiries@infiniteschools.co.uk

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