Aurora Brampton Valley School

36 Roman Way, Market Harborough, Leicestershire LE16 7PQ

Unique reference number (URN): 152875

Pre-registration inspection report:	10 November 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 (ISS) 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 ISS first. Under part 8, the proprietor is required to ensure that the school meets all of the ISS 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 proprietor has a secure understanding of the ISS. They have experience of establishing and operating a significant number of independent special schools. The proprietor has appointed a leadership team and a headteacher with prior experience of working in independent special schools. The proprietor's central support team, which includes the regional director, provides an additional layer of expertise, support and accountability for school leaders. The proprietor has designed a suitable learning environment and a curriculum to meet the additional needs of pupils with special educational needs and/or disabilities (SEND). Leaders are already demonstrating appropriate knowledge and capacity to meet the ISS consistently. They have adopted a measured approach to opening the school and have planned carefully for gradual growth.

The proprietor has established robust quality assurance procedures to ensure that the school will meet the ISS, including over time. The proprietor, executive group directors and senior school leaders demonstrate the understanding necessary to

ensure that the standards will be met securely and consistently over time. The proposed school building is compliant with all the ISS and provides appropriate accommodation for pupils. The proprietor has ensured that the premises have been refurbished to a very high standard, are well maintained and that the health and safety of pupils are assured.

Systems to promote pupils' wellbeing are well considered, and leaders understand their statutory responsibilities, including those related to safeguarding, equality and adults' suitability to work with children.

The ISS in this part are likely to be met if the Department for Education (DfE) decides to register the provider as an independent school.

Part 1. Quality of education provided

Curriculum

The proposed school has a suitable curriculum policy that reflects the age range and needs of the pupils it intends to admit, including those with SEND. The policy is supported by appropriate schemes of work that aim to provide pupils on a more formal pathway with experiences in a range of subjects aligned to the national curriculum. Leaders have also designed curriculum pathways particularly for pupils who need an engagement- and communication-focused offer and a 'thrive' pathway for those who have social, emotional and mental health needs.

The provision intends for pupils to have opportunities to learn and make progress in all areas of learning. Detailed schemes of work consider pupils' starting points, aptitudes and ages. Planning and curriculum targets set for pupils with SEND consider the needs identified in their education, health and care (EHC) plans.

The formal curriculum is structured appropriately, with a clear emphasis on English mathematics and science, supported by a suitably broad wider curriculum offer. Reading has a high profile. Leaders intend to implement a range of approaches for pupils at the early stages of learning to read. This includes a systematic phonics programme and a reading system to assess reading ages and to support the reading development of older pupils.

The 'engage' pathway has an appropriate focus on developing pupils' communication and attention skills. The 'thrive' pathway has been designed to develop pupils' social interaction and communication as well as literacy and numeracy knowledge and skills. Pupils will be grouped and taught according to their educational stage rather than age. Leaders state that this will allow flexible grouping and for pupils to move within pathways so they can access the same broad curriculum content but at a level that is appropriate for them.

The personal, social and health education (PSHE) curriculum is well planned and includes coverage of important topics, such as those related to relationships, health, citizenship and life skills. Careers education is also embedded in the curriculum and wider provision. The requirements for relationships and sex education are likely to be met. Leaders plan for staff to deliver content through a structured PSHE programme. This programme reflects the proposed school's ethos and aims. It aims to encourage mutual respect, promote pupils' understanding of the protected characteristics and prepare them well for their life in modern Britain.

Teaching

Leaders demonstrate a secure understanding of curriculum design, sequencing and pedagogy. Shared planning, monitoring activities and proprietor oversight are intended to ensure consistency in curriculum delivery. The provision has planned a programme of quality assurance activities to check on how well the curriculum is taught. It aims to ensure that teachers plan appropriate sequences of lessons and adopt effective teaching methods. The proprietor plans to make training available for staff and provide them with opportunities to join subject hubs in order to benefit from the good practice of other teachers across the group.

Subject schemes of work set out the types of learning activities that will be used to help pupils understand new content and develop skills. These are organised to build pupils' knowledge and skills in a logical manner.

The curriculum seeks to promote pupils' communication, self-motivation, independence and engagement. Planned opportunities for developing communication skills along with discussion, reflection and debate will encourage pupils to think critically and develop confidence in their learning. Lessons are structured appropriately and make effective use of available resources, including specialist facilities such as the teaching kitchen and science classroom. The provision intends that teaching will actively promote pupils' understanding of fundamental British values.

Assessment

Leaders understand the importance of considering pupils' prior attainment carefully and have designed robust assessment arrangements to establish accurate starting points when pupils are admitted. Leaders intend to ensure that staff make effective use of assessment information to identify gaps in learning and to inform teaching. This is likely to support the proposed school's aim of helping pupils re-engage with education and make progress from their individual starting points. The provision has an appropriate framework in place to assess pupils' learning and progress and report this to parents and carers.

The ISS in this part are likely to be met if the DfE decides to register the provider as an independent school.

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

Leaders demonstrate a strong commitment to promoting pupils' spiritual, moral, social and cultural (SMSC) development. The proposed curriculum reflects the provision's ethos and will support pupils who may have experienced significant time outside education. Aspects of SMSC development are threaded through the proposed pathway structure. Elements such as 'outdoor learning' will provide pupils with understanding of the local area as well as cultural experiences of diverse nearby cities. PSHE and the key stage 4 reading curriculum provide regular opportunities to explore morality, citizenship, world views and social issues.

Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For instance, plans are in place to help pupils to be involved in local charity work and to celebrate cultural events.

British values are woven throughout the curriculum and wider provision. Protected characteristics, diversity and inclusion will be promoted appropriately. Leaders also place suitable emphasis on pupils' physical and mental wellbeing through therapeutic support, pastoral provision and the planned delivery of physical education.

Leaders plan to check the quality of the PSHE curriculum frequently to assure themselves that staff do not promote partisan political views. There is a policy in place that guides staff to ensure that any visiting speakers provide a balanced point of view.

The ISS in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proposed school has appropriate arrangements in place to safeguard and promote pupils' welfare. There is a comprehensive safeguarding policy that reflects current statutory guidance. The policy makes clear the actions that staff will be expected to take if they have a safeguarding concern. The school will record any concerns on an electronic system.

All senior leaders have received designated safeguarding leader training. There is further oversight of safeguarding provided by the proprietor's executive leadership, which includes an annual safeguarding audit and regular school visits. Leaders demonstrate secure knowledge and skills suitable to their roles and an accurate awareness of the provision's contextual issues.

The provision plans to deliver a comprehensive programme of safeguarding induction and ongoing training to ensure that staff have the necessary knowledge to keep pupils safe. Content will be revisited over time to ensure that it is understood and applied consistently.

There are suitable arrangements in place to monitor and filter pupils' access to online materials.

Behaviour, anti-bullying, use of restrictive interventions and supervision of pupils

The proprietor has established appropriate behaviour and anti-bullying policies, which include suitable and proportionate sanctions. Leaders are aware of the DfE's guidance on restrictive physical intervention (RPI) and have put in place procedures that meet statutory requirements, including the recording and reporting of incidents. Incidents of poor behaviour, including those involving RPI, will be recorded and analysed systematically to identify patterns to inform further support for pupils and training for staff.

Leaders have planned appropriate systems to manage behaviour and to support pupils effectively. Staff will be expected to implement these arrangements consistently, with a clear emphasis on relational approaches, de-escalation strategies and helping pupils to regulate their behaviour.

Clear routines and expectations have been arranged. Staff will be expected to adapt their approaches to meet pupils' individual needs. Arrangements for the supervision of pupils are likely to be suitable, including during off-site activities, where clear staffing ratios and appropriate oversight will be maintained.

Health and safety, fire and first aid

The proprietor has a health and safety policy that is tailored to the proposed school building. It complies with all relevant laws. The proprietor has ensured the school's compliance with the Regulatory Reform (Fire Safety) Order 2005 through commissioning an external fire risk assessment, regular fire safety checks of the building by leaders and annual maintenance from a fire protection company. The proprietor has an appropriate first-aid policy in place. First-aid boxes are available across the site. Some of the staff already appointed have undergone first-aid training.

Admissions and attendance

The proprietor has ensured that there is an appropriate and up-to-date admission and attendance policy in place. The proposed school will record attendance on an electronic system. It will use this to identify any trends or patterns of absence. It will show the codes that staff will use to record the reasons for pupils' absence. Systems are in place to ensure that records of admissions will adhere to the Education (Pupil Registration) Regulations 2024.

Risk assessment

A written risk assessment policy is in place. The risk assessments that have already been completed show that leaders plan to take appropriate actions to minimise risks on the premises and during pupil activities, including those off site. Risk assessments calculate the nature of risks and set out how these will be mitigated. Leaders have carefully considered risks associated with some pupils' additional needs and a detailed safety plan template has been created.

The ISS 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 and the single central record of these recruitment checks

The proposed school has established a single central record that meets statutory requirements. It contains the required information, including checks relating to the proprietor. The proprietor understands the requirement to complete all necessary suitability checks before staff take up their posts.

All of the suitability checks, including those relating to the leadership and management of a school, have been carried out. The proprietor and members of the executive leadership team have completed appropriate training to support the appointment of suitable staff to work in a school. The headteacher, deputy headteacher and some teaching and support staff have already been appointed. The proprietor plans to have another round of recruitment in January to appoint additional teachers and support staff as the school grows. Leaders have established appropriate induction arrangements. These make clear that new staff will receive safeguarding training and other relevant training when they are appointed.

The proposed school is aware of the procedures that it should follow when employing supply staff, to ensure that they are suitable to work with pupils. The

proprietor does not intend to engage volunteers. However, the proprietor is clear about their responsibility for checking the suitability of volunteers who may work with pupils if this does occur.

The ISS 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

Suitable toilet and washing facilities are provided for pupils. Hot and cold water are available. The hot water does not present a scalding risk. Drinking water is available and clearly labelled. Taps supplying non-drinking water are clearly identified. Suitable changing and shower facilities are available on the school site.

Medical room and accommodation for pupils' therapy needs

There is suitable accommodation provided for the sole purpose of the medical examination and treatment and short-term care of sick or injured pupils. It includes a washing facility and is close to a toilet. Other rooms are dedicated to the therapeutic provision which the school intends to offer.

Maintaining school premises to safeguard the health, safety and welfare needs of pupils

The proposed school site has recently been refurbished to a very high standard. There are no obvious health and safety hazards and leaders have established a schedule of regular checks which will ensure that the building and facilities are maintained to a high standard. The proposed school site is secure, and the building can only be accessed via electronic fob-controlled doors.

Lighting and acoustic conditions

All rooms have modern, adjustable LED lighting and most have large windows providing natural light. All teaching spaces have adequate lighting and appropriate acoustic measures are in place to reduce transference of noise between classrooms.

Outdoor space

There are several reasonably sized areas to the rear and side of the building, where pupils can spend time relaxing and playing outdoors. There is a fenced off multi-use games area and outdoor gym and play equipment provided for pupils.

Some physical education is planned to be delivered using the school's games area, with other aspects taking place off site at a local leisure centre.

The ISS 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 is fully aware of the requirements for the information that a school should publish on its website. It has set up a school website that contains appropriate information. There is a suitable range of information available for parents and carers and their children when their children first join the school. This includes information on admissions, behaviour, the curriculum and safeguarding. All key documents will be made available for parents on request from the school office, as well as being published on the school's website.

The proposed school intends to provide to parents with termly and annual reports on their children's progress and attainment. Reports will provide a holistic picture of a pupil's progress, including towards outcomes listed in the pupil's EHC plan.

The proprietor is aware that any inspection reports and examination results need to be made available once released. The proprietor is also aware of the statutory requirements to report incidents to parents, as outlined in the DfE April 2026 guidance on RPI.

The ISS 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 complaints policy sets out how parents can raise concerns about the proposed school's work, including through both informal and formal routes. It clearly explains each stage of the process and the timescales involved. Parents who remain dissatisfied can request an independently chaired panel hearing. Leaders will keep a written record of all complaints and the actions taken.

The ISS in this part are likely to be met if the DfE decides to register the provider as an independent school.

The school's accessibility plan

The proposed detailed accessibility plan identifies how leaders will ensure that the site, the curriculum and any documentation are accessible for pupils with SEND.

The school is likely to meet the regulation in this part.

About this inspection

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

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

The inspector met with the chair of the proprietor body, the headteacher, the deputy headteacher, the office manager, members of the proprietors' executive leadership team and a group of school staff. The inspector conducted a tour of the proposed site to check the suitability of the premises. He scrutinised a wide range of documentation, including policies, curriculum plans and assessment information. He also considered a wide range of documentation relating to health and safety, including a sample of the school's risk assessments, and checked the arrangements for safeguarding and staff recruitment, including the single central record.

This was the proposed school's first pre-registration inspection.

The inspector confirmed the following information about the proposed school:

It does not propose to use any alternative provision.

The proposed school intends to provide full-time education for up to 80 pupils from 5 to 18 years old. The school will have a focus on the provision of education to pupils with SEND who have experienced significant periods of non-attendance at school.

The school is proposing to be a special school providing for pupils with autism, speech, language and communication needs and those with social, emotional and mental health needs.

Lead inspector

Dave Gilkerson — His Majesty's Inspector

About this proposed school

Proprietor	Beechkeys Ltd
Chair of the proprietor body	Sharon Pearson
Headteacher	Emma Williams
Type of school	Other independent special school
Capacity	80
Number of full-time pupils of compulsory school age on roll	**Provider's proposal:** 80
Number of part-time pupils of compulsory school age on roll	**Provider's proposal:** 0
Number of pupils with special educational needs (SEN) support	**Provider's proposal:** 0
Number of pupils on roll who have an education, health and care plan	**Provider's proposal:** 80
Age range of pupils	**Provider's proposal:** 5 to 18
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:** 30
Number of full-time equivalent teaching staff	**Provider's proposal:** 40
Number of part-time teaching staff	**Provider's proposal:** 0
Annual fees for day pupils	£67,932
Email address	bramptonvalleyschool@theauroragroup.co.uk
Telephone	01858 799015
Website	www.theauroragroup.co.uk

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