

Aurora Fairway School

Westwood Road, St. Ives, Cambridgeshire PE27 6RS

Inspection date

26 July 2022

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)(a)–(b), 2(2), 2(2)(a)–(i), 2A(1), 2A(1)(a)–(g), 2A(2)

- The proprietor body intends for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). All pupils will have an education, health and care (EHC) plan. Leaders anticipate that pupils who will attend the proposed school are likely to have experienced a previously disrupted education.
- School leaders (leaders) will establish each pupil's needs and capabilities through discussions with pupils and parents, and information from pupils' previous settings and appropriate agencies. Leaders plan to use a range of academic assessments and information from each pupil's EHC plan to ensure that there is suitable continuation of previous or ongoing support.
- The curriculum will be a blend of national curriculum coverage and bespoke learning based on each pupil's needs. Leaders have planned for pupils to learn a curriculum that includes art, citizenship, design and technology, English, geography, history, information technology, mathematics, physical education, personal, social and health education (PSHE), religious education and science. The curriculum will be underpinned by a sustained focus on developing pupils' love of, and fluency in, reading.
- In keeping with their vision that pupils will become confident members of society, leaders have prepared considerable support for pupils' personal development. For example, the curriculum will be enriched by programmes in multi-media studies, life and living skills, sports and pupils' contributions to school and wider community life.
- Leaders have put in place an appropriate PSHE programme. This includes the teaching of online safety and of relationships and sex education (RSE). Leaders have drawn up a suitable RSE policy. Pupils will also receive an apt careers education programme.

Paragraphs 3, 3(a)–(j), 4

- Leaders' curriculum documentation provides staff with sufficient information to design and deliver sequences of lessons in each subject. Leaders are equipping the school with the learning resources to support teachers to deliver the curriculum effectively.

- Leaders have set out how teachers will assess pupils' progress and achievement over time. Leaders have set up systems to enable leaders and staff to make use of this information to adjust the teaching and support pupils will receive.
- The independent school standards relating to the quality of education are likely to be met when the proposed school opens.

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

Paragraph 5, 5(a)-(d)

- Leaders aim to provide pupils with the education to help them gain qualifications and confidence to lead successful independent adult lives. With this in mind, leaders have developed a daily 'intervention' programme that will be adapted to each pupil's needs, interests and capabilities. This programme and the wider curriculum will place significant emphasis on developing pupils' social and speaking and listening skills.
- Leaders' curriculum includes opportunities for pupils to learn about a range of public institutions, cultures, faiths and traditions.
- The independent school standard relating to the spiritual, moral, social and cultural development of pupils is likely to be met when the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a)-(b), 9, 9(a)-(c), 10

- The child protection policy is on the proposed school's website. Leaders have devised a staff induction programme that includes appropriate safeguarding and health and safety training. Leaders have arranged for staff to receive frequent, regular safeguarding updates.
- Leaders' 'promoting positive behaviour' policy sets out how good behaviour will be encouraged and specifies key success indicators. It also includes the proposed school's approach to responding to incidents of poor pupil behaviour. The policy is framed in the likely needs of pupils, for example in the use and application of individual behaviour plans.

Paragraphs 11, 12, 13, 14, 15, 16, 16(a)-(b)

- As outlined in the appropriate health and safety policy, leaders have arranged for staff to receive health and safety training. For example, all staff will have first aid and fire safety training.
- Leaders are operating a calendar of necessary maintenance, checks and risk assessments on the proposed school's premises. This includes checks by external agencies. Leaders keep well-ordered records of these activities and their findings.
- Leaders have planned staff deployment so pupils will be appropriately supervised.
- Leaders have established suitable admission and attendance registers to record required information as pupils join or leave the school.
- There is an apt risk assessment policy. Leaders have put in place necessary risk assessments. These include risk assessments for pupils' travel to and from, and use of, local sports facilities.

- The independent school standards for the welfare, health and safety of pupils are likely to be met when the proposed school opens.

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

Paragraphs 18(2), 18(2)(a)-(f), 18(3), 19(2), 19(2)(a)-(d), 19(3), 20(6), 20(6)(a)-(c), 21(1), 21(2), 21(3), 21(3)(a)-(b), 21(4), 21(5), 21(5), 21(5)(a)-(c), 21(6), 21(7), 21(7)(a)-(b)

- The proprietor body uses robust recruitment processes. Leaders who conduct staff interviews are safer recruitment trained. Leaders have also drawn up a staff induction programme that covers the proposed school's policies and practices relating to the education, safety and care of pupils with SEND.
- Leaders have ensured that the required checks on staff are made prior to them starting work at the proposed school. Leaders' single central record includes required details of these checks.
- Leaders do not intend to use supply staff.
- Designated staff know the contextual safeguarding risks that pupils with SEND may face.
- The independent school standards for the suitability of staff and proprietors are likely to be met when the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a)-(c), 24(1), 24(1)(a)-(b), 24(2), 25, 26, 27, 27(a)-(b), 28(1), 28(1)(a-d), 28(2), 28(2)(a-b), 29(1), 29(1)(a-b)

- The proprietor body has commissioned and overseen a complete refurbishment of the proposed school building. The building is well suited to its intended purpose. Classrooms are well resourced for general teaching and for that of art, design and technology and science. There is an appropriately kitted-out therapeutic room. Each room has suitable acoustics, lighting and ventilation.
- There are appropriate toilet and washing facilities, including separate facilities for adults, including visitors. There are clearly marked cold water drinking supplies.
- There is a medical room, which includes washing facilities and a bed. This room is adjacent to toilets.
- The proposed school has a new outdoor multi-use-games-area (MUGA) and a covered seating area. There is sufficient space for pupils to play and socialise outside. The outside areas are bordered by newly installed security fencing.
- The independent school standards for the premises and accommodation are likely to be met when the proposed school opens.

Part 6. Provision of information

Paragraph 32(1)(a)-(j), 32(2), 32(2)(a)-(d), 32(3), 32(3)(a)-(g), 32(4), 32(4)(a)-(c)

- The proposed school's website includes the required information, including a prospectus.
- The proprietor body expects that all pupils who will attend the proposed school will be funded by a local authority. The proprietor body has well-established processes for

sharing information about the income and expenditure of funding that the proposed school will receive.

- The independent standard relating to the provision of information is likely to be met when the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)-(k)

- Leaders have drawn up a written complaints policy, which is available on the proposed school's website. This policy sets out the processes and timescales that leaders will follow when a complaint is raised.
- Leaders have set up a log to record the details of, and response to, any complaints that are raised.
- The independent standard relating to the manner in which complaints are handled is likely to be met when the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a)-(c)

- The school will be overseen by a headteacher with experience of leading special schools. The headteacher will be supported by a senior leadership team.
- The proprietor body has a detailed understanding of the independent school standards. It has established suitable quality assurance structures and processes to support leaders to ensure the school consistently meets the independent school standards.
- Over the course of this inspection the headteacher and a representative from the proprietor body reflected on their original plan to admit 56 pupils between the ages of 11 and 16 years to the proposed school's roll. The proprietor body's new proposal is to admit a maximum of 49 pupils between the ages of 11 and 16 years.
- The independent standard relating to the quality of leadership in, and management of, schools is likely to be met when the proposed school opens.

Schedule 10 of the Equality Act 2010

- Leaders have drawn up a suitable accessibility plan. Leaders' commitment to inclusion, diversity and equality is evident in the proposed school's documentation and in leaders' curriculum design.
- All requirements are likely to be met when the proposed school opens.

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	149186
DfE registration number	873/6060
Inspection number	10243263

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
School status	Independent special school
Proprietor	Beechkeys, part of The Aurora Group
Chair	Mark Costello
Headteacher	Julie Sadler
Annual fees (day pupils)	£59,201
Telephone number	01480 772 930
Website	www.theauroragroup.co.uk/sen-special-needs-schools/aurora-fairway-school
Email address	FairwaySchool@the-aurora-group.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11 to 16	11 to 16
Number of pupils on the school roll	N/A	49	49

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed

Number of full-time pupils of compulsory school age	N/A	49
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	49
Of which, number of pupils with an education, health and care plan	N/A	49
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	49

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	10
Number of part-time teaching staff	N/A	0

Information about this proposed school

- The proprietor body is Beechkeys, part of The Aurora Group. The proprietor body is seeking registration with the Department of Education (DfE) as an independent special school to admit 49 pupils between the ages of 11 and 16. The intention is for the proposed school to admit pupils from September 2022.
- The proprietor body intends to admit no more than 24 pupils in the first term of the proposed school's operation.
- All pupils likely to attend the proposed school will have SEND. The proprietor body anticipates that it will provide education for pupils with the following SEND: cognitive and learning needs; specific learning needs; moderate learning difficulties; behavioural, emotional and social development needs; behavioural, emotional and social difficulties; communication and interaction needs; speech, language and communication needs; and autistic spectrum disorder.
- The proposed school is based in St Ives, Cambridgeshire. The proprietor body's intention is that pupils attending the proposed school will also make use of nearby sports facilities.

- The proprietor body proposes to admit pupils from local authorities within transportation distance.

Information about this inspection

- This was the first pre-registration inspection of the proposed school.
- The proposed school is not in operation.
- The inspection was commissioned by the DfE. This one-day inspection took place at the proposed school's premises.
- The inspector met with the proposed school's leaders, including the headteacher and school business manager.
- The inspector also met with the proprietor body's director of quality assurance, and spoke by phone with the chair of the proprietor body.
- The inspector met with a representative of Cambridgeshire local authority. This meeting was held virtually.
- The inspector visited all parts of the proposed school's premises, including outdoor areas. The inspector also visited the sports facility that the proprietor body intends pupils to use for physical education.
- The inspector scrutinised the proposed school's documentation, including policies, procedures and the single central record.

Inspection team

John Lucas, lead inspector

Her Majesty's Inspector

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