

# Strive for Education

21 North Park Road, Harrogate HG1 5PD

**Inspection date**

9 November 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

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)*

- The proprietor has ensured that there is a written policy that details the curriculum that is on offer for pupils at Strive for Education. There is a core offer, which can be adapted to meet the needs of each individual pupil.
- There is an overview of each subject, with some content for teachers to consider when teaching. There is also the specification for each subject that teachers use. The proprietors intend to amalgamate these two documents so that the knowledge they want pupils to learn and the order in which they will do so is clearly set out.
- The proprietors intend to employ a special educational needs coordinator once the school opens. This is to ensure that the curriculum meets the needs of pupils and that there is a strong understanding of the requirements of pupils' education, health and care plans among staff.
- There is a scheme of work for personal, social, health and economic (PSHE) education. This document details what pupils will study each term and includes preparing pupils for life in modern Britain. The proprietor plans that pupils will learn about the protected characteristics as defined by the 2010 Act.
- If the school opens, the proprietors intend to increase the time that pupils are studying PSHE. This is because they recognise the vulnerability of pupils here and the need for extensive work.
- As an alternative provision, there is a careers programme in place for pupils. The majority of this comes from working with external agencies. This helps to ensure that the advice is independent. There is also a full section in the PSHE scheme of work on careers. Leaders intend that, should they be able to open as a school, this offer will be extended. The pastoral assistant headteacher is clear that they are considering the Gatsby career benchmarks, and an individualised programme for each pupil will be in place.

- The curriculum for pupils in the sixth form will be similar to that for key stage 4 pupils. The offer contains additional life skills preparation and opportunities for exploring the world of work for these students.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)*

- The proprietor proposes that pupils will learn about relationships and sex education (RSE) through the PSHE curriculum. This is already in place.
- There is a separate policy for RSE on the school's website. This was constructed in consultation with parents and pupils.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The staff who are currently teaching in the alternative provision will remain in the school. Some of these teachers are qualified teachers. The proprietor intends to recruit further as the alternative provision becomes a school.
- The proprietor intends to monitor the quality of teaching through the appraisal cycle. There are regular drop-ins to lessons and regular training opportunities for staff.
- During the inspection, some lessons were visited. Pupils behave well. Teachers use resources in lessons that are of a good quality and appropriate to the intended learning. The proprietor has planned for purchasing additional resources, such as equipment for science lessons if the school opens.
- There is recognition that some staff will require their subject knowledge to be developed to teach certain things. The proprietors spoke confidently about the steps they take to check staff's current knowledge and then how it will be broadened where necessary.
- The standards in part 1 are likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- The scheme of work sets out that pupils will learn about independence, diversity, local risks and keeping safe. They will also learn about public institutions, such as the police. Currently, there are regular visitors to the alternative provision from the police force. Leaders will continue with this and further expand this as a school.
- The proprietor intends that PSHE topics will be taught in termly rotation. They intend that they will teach the things where the need is greatest. For example, if there are pupils at risk of criminal exploitation, this will be taught first.
- There is a clear focus on academic education and pastoral support in this proposed school. The proprietors believe that these aspects go hand in hand, and they work to ensure that both strands are in place.
- Any external speakers are vetted prior to coming to the school. Staff remain in the sessions with pupils.
- The standards in part 2 are likely to be met.

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

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

- There is a written safeguarding and child protection policy in place. This policy is up to date with the requirements of Keeping Children Safe in Education 2022.
- The policy provides detailed information for staff on dealing with safeguarding concerns and how to report them. Staff who are designated safeguarding leads in school are named on the policy. Pupils know who they can go to if they have a problem.
- Staff have all completed safeguarding training. The school makes use of links with North Yorkshire County Council and attends their safeguarding training and accesses their monthly safeguarding bulletin. These are used to keep staff up to date of any changes.
- The designated safeguarding lead (DSL) and deputy DSL are both knowledgeable about the risk pupils face. They are clear on what they will do if there is a safeguarding concern and how they will deal with it. They have strong relationships with external agencies. They work with them now for the pupils in alternative provision and will continue with these relationships.

#### *Paragraph 9, 9(a), 9(b), 9(c), 10*

- There is a written behaviour policy in place. It details the school's expectations for positive behaviour management and the sanctions to take when pupils do not meet these expectations.
- The policy includes a section about when suspension can be used as a sanction. Proprietors are clear that suspensions are a last resort.
- There is an electronic system for logging behaviour incidents and sanctions. This enables leaders to be clear about patterns of pupils' behaviour. If they open as a school, analysis of this information will take place regularly.
- There is an anti-bullying policy in place. It meets the requirements of the standards. Pupils here say that bullying is rare and not tolerated by staff.

#### *Paragraph 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- There is an appropriate health and safety policy in place. The site tour showed that this is implemented effectively.
- Fire safety checks take place regularly. Fire extinguishers, emergency lighting and smoke alarms are serviced. Fire drills take place to ensure that pupils can leave the site quickly and safely. The proprietors have arranged for a full fire safety audit to take place prior to the school opening.
- There is a first-aid policy in place and an accident book is kept in order to record all incidents. First-aid equipment is kept securely and is all in date.
- Pupils are well supervised throughout the day. There is a minimum of two staff members to six pupils. Pupils in the sixth form are allowed off site at lunchtime. There is a process of signing in and out so it is clear who is in the building.
- The admissions policy is in place. All of the requirements for an admissions register are stored in pupils' individual records. The proprietors are aware of the legal

requirements for an admissions register and have plans to put this in place should the Department for Education (DfE) agree to opening the school.

- Attendance is registered electronically. The system allows for analysis of pupils' attendance. A system is in place to check why pupils are not attending on the first day that they are absent. This will remain in place in the school.
- The risk assessment policy is comprehensive. Risk assessments sampled during this inspection show that risks are well considered. The proprietors will amend the storage system for tools in the workshop area of the school to match the risk assessment.
- The standards in this part are likely to be met.

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

*Paragraph 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3)*

- The proprietor has ensured that all required checks have been made on staff who work at the school. Two members of staff required S128 checks and these were carried out during this inspection.

*Paragraph 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)*

- Supply staff will occasionally work in the school. The proprietor is clear about the checks that need to be carried out on supply staff.

*Paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- All checks are in place regarding the co-proprietor.

*Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- All of the required checks are recorded on the single central record. This is checked by the proprietor and the operations manager. They are both safer recruitment trained.

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

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- The proposed school is currently operating as an alternative education provision. It is bright and airy and very well kept. All areas are clean and tidy.
- There is a medical room in place that contains a bed, a sink and a toilet. It doubles up as a girls' toilet. There is a lockable cupboard close by that contains the first-aid equipment. Separate toilets are available for boys and girls.
- Physical education (PE) does not take place on the school site. There are agreements with various off-site facilities where pupils are taught different sports. Some of these

facilities have showers and they have space to change. The proprietor has written consent from the landlord for a shower to be fitted in the medical room in the school building. There are plans for this to be installed prior to the potential opening of the school.

- Classrooms are well lit and the acoustics are appropriate. Classroom displays include pupils' work and useful information relating to the curriculum. Each classroom has a whiteboard and a screen.
- Drinking water is accessible to pupils in the kitchen area and is clearly labelled.
- Toilets are very clean and stocked with soap for handwashing. There is access to hot and cold water. The temperature of the hot water does not pose a scalding risk.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- There is a small outside space at the back of the building for pupils to socialise at breaktimes. It has two picnic tables in it. This area is to be made more secure prior to the school opening. Additional picnic tables will be added if the school is approved to open. The area is not suitable for PE and so this will always take place off site.
- The standards in part 5 are likely to be met.

#### Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)*

- All policies as required by the independent school standards are available to parents on the school website. The proprietor will publish Ofsted reports on their website when they receive them. Paper copies will be available on request.
- Leaders have produced a template that they will use for reporting to parents. It covers the topics that will be studied and is designed to inform parents about the progress that their child is making academically and pastorally.
- Where pupils are funded by the local authority, the proprietors have plans in place to account for their use of funding.
- The standards in this part are likely to be met.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- There is a complaints policy in place that meets the requirements of the independent school standards. It will be available to parents on the school website and on request from school.
- The standards in this part are likely to be met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Over the last two years, the proprietors have developed a strong understanding of the independent school standards. They know that they are required to meet them consistently. They have plans in place to regularly check that the school is compliant.
- The proprietors come from different employment backgrounds, one in education and one in business. This has helped them to carefully consider the size of the proposed school and how to make it as successful as possible in changing the lives of the pupils who attend here. They intend to have a gradual approach to bringing pupils on to the school roll.
- Leaders and teachers here are really passionate about the purpose of the school. They know that there is a need for schools like theirs to support pupils who have become disengaged from education.
- The proprietors have safeguarding and pupils' welfare as an absolute priority. They ensure that staff access safeguarding training annually and there are regular updates throughout the year. Safeguarding and concerns are discussed in daily briefings so that all staff are aware of any issues that may be affecting pupils.
- The proprietors intend to set up an advisory board to bring an additional layer of challenge and additional support if the school opens.
- The standards in this part are likely to be met.

### Schedule 10 of the Equality Act 2010

- There is an accessibility plan in place which covers access to the curriculum, premises and information.

## **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	149401
DfE registration number	815/6055
Inspection number	10252031

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
School status	Independent special school
Proprietor	Strive for Education Limited
Headteacher	Andy Brown
Annual fees (day pupils)	From £25,000
Telephone number	01423 649070
Website	<a href="http://www.striveforeducation.co.uk">www.striveforeducation.co.uk</a>
Email address	<a href="mailto:andy@striveforeducation.co.uk">andy@striveforeducation.co.uk</a>
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	14 to 19	14 to 19
Number of pupils on the school roll	N/A	18	18

## 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	12
Number of part-time pupils	N/A	6



Number of pupils with special educational needs and/or disabilities	N/A	Up to 18
Of which, number of pupils with an education, health and care plan	N/A	Up to 18
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Up to 18

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	8
Number of part-time teaching staff	N/A	2

### Information about this proposed school

- The school is located close to Harrogate city centre in a row of terraces. There is an additional workshop for woodwork and bike mechanics that is one mile away from the main school premises in Starbeck.
- The school does not have a religious character.
- The school intends to take pupils who have autism spectrum disorder and those who struggle with social, emotional and mental health.
- The proprietor intends that a total of 18 pupils will be placed on the school roll, 6 who will be dual registered with the commissioning school. The dual registered pupils will attend on an alternative provision basis. The 18 pupils will be based across both sites.

## Information about this inspection

- The proprietors applied to register the alternative provision as a school in February 2020 but withdrew their application. This was the first full pre-registration inspection to take place. This was commissioned by the DfE to check whether the school is likely to meet the independent school standards if the DfE approves it to open.
- The proposed school currently operates as an alternative provision.
- The inspector met with the proprietors and the assistant headteacher for pastoral care. She visited lessons, spoke with staff and met with pupils. She toured the premises. She also scrutinised documents relating to safeguarding and others as required by the independent school standards.

## Inspection team

Debbie Redshaw, lead inspector

Senior His Majesty's Inspector

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