



Material Change Inspection Report

Fountain Head House School

September 2023

School's details

School	Fountain Head House School			
DfE number	908/6012			
Address	Fountain Head House School Saltash Campus Church Road Saltash Cornwall PL12 4AE			
Telephone number	01752 853891			
Email address	info@fhhschool.co.uk			
Headteacher	Miss Thereza de Lucca			
Chair of governors	Dr Julie Smith			
Proprietor	Fountain Head House School Ltd			
Age range	5 to 16			
Number of pupils on roll	49			
	Juniors	25	Seniors	24
Date of inspection	12 September 2023			

1. Introduction

Characteristics of the school

- 1.1 Fountain Head House School is an independent co-educational special day school. It was founded in 2021 and is overseen by a board of governors. The school supports pupils with a range of special educational needs and/or disabilities (SEND), including autistic spectrum disorder. All pupils have an education, health and care (EHC) plan. One pupil speaks English as an additional language. The school's previous inspections were a school inspection, which took place in May 2022, followed by a school progress monitoring inspection in November 2022. Both these inspections were conducted by Ofsted. This is the first inspection of the school by ISI.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to change the age range from 5 to 16 to 4 to 16 years and increase the school's capacity from 50 to 80 pupils. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 13 (first aid)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraph 18–21 (suitability of staff, supply staff and proprietors)	Met
Part 5, paragraph 23–29 (premises and accommodation)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met

Part 8, paragraph 34 (leadership and management)	Met
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2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school provides pupils of all ages with a suitable and highly bespoke curriculum that takes their particular individual needs into account. The curriculum is planned effectively to promote the development of pupils' speaking and listening, literacy and numeracy skills. Learning plans seen indicate that the school is likely to provide children aged 4 to 5 years with an appropriate curriculum suitable for their age and developmental abilities. This is informed by relevant guidance for children in the EYFS with due regard given to pupils' individual learning needs. The school provides pupils with appropriate personal, social, health and economic education (PSHE) and older pupils with suitable careers guidance designed to meet their needs.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school meets the standard.
- 2.4 The school's bespoke teaching is based effectively upon a good knowledge and understanding of the individual pupils' needs, abilities, interests and prior achievement. As such, it motivates pupils and enables them to increase and consolidate their knowledge and understanding and make good progress from their individual starting points. Teaching observed demonstrated effective use of pertinent resources, teaching strategies and behaviour management which have due regard to pupils' special educational needs.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.5 The school meets the standard.
- 2.6 The school implements an appropriate framework for pupils' performance. It maintains constant assessment of individual pupils' progress, attainment and wellbeing, including in relation to the pupils' EHC plans.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The school actively promotes the values encompassed by the standard such as respect for other people, with particular regard to the protected characteristics; appreciation of diversity; and respect for democracy. Pupils articulated the school's intentions by stating that it encourages them to be nice to one another. Observations of interactions between staff and pupils demonstrated that staff model the positive behaviours and attitudes promoted by the school.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.9 The school meets the requirements.

- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.11 The school meets the standard.
- 2.12 The school implements its safeguarding procedures effectively. It acts in the best interests of the child and actively encourages them to share any concerns that they might have. When pupils express concerns, they receive a response and the school takes appropriate action where needed. Scrutiny of safeguarding records confirms this, and that the school follows locally agreed safeguarding procedures when a safeguarding concern arises. This includes liaising and referring to pertinent external agencies when appropriate. The proprietor, leaders and staff, including the designated safeguarding lead (DSL) and deputy DSLs, are suitably trained in safeguarding. Staff understand their safeguarding responsibilities and the staff code of conduct. They also understand the different types of abuse and recognise the particular vulnerabilities of pupils with SEND. The school has appropriate procedures for responding to child-on-child abuse, including by providing suitable support to pupils affected. The school also has suitable arrangements for responding to any allegations against or low-level concerns about staff. Staff who spoke to the inspectors expressed confidence in using the whistleblowing procedure should the need arise. The school filters and monitors internet use appropriately and teaches pupils how to keep safe, including when online. The school implements suitable safer recruitment procedures. The proprietor maintains a suitable oversight of the safeguarding policy and procedures. The DSL and safeguarding team provide sufficient coverage for their role and have the capacity to continue to do so once pupil numbers increase to 80 and the school caters for children in the EYFS aged 4 to 5 years. Suitable plans are in place to meet the particular requirements with regard to safeguarding in the EYFS.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

- 2.13 The school meets the standard.
- 2.14 The school implements a suitable health and safety policy effectively. Leaders ensure that all required health and safety checks and maintenance are carried out regularly and systematically. The school's health and safety procedures are likely to remain suitable once the proposed material change takes place.

Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]

- 2.15 The school meets the standard.
- 2.16 The school's fire safety policy and procedures are suitable. Staff, including fire marshals, are appropriately trained. The school commissions regular fire assessments and acts on their findings. Fire evacuation drills are held at least termly and often at least monthly. Leaders ensure that fire safety equipment is appropriately checked and maintained. The school's fire safety procedures are likely to remain suitable once the proposed material change takes place.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]

- 2.17 The school meets the standard.
- 2.18 The school implements its first aid policy effectively. Pupils are provided with appropriate first aid should they feel unwell or become injured. Accidents, injuries and administration of first aid are recorded, monitored and communicated to parents appropriately, including any which occur in the

playground. The school has sufficient trained first aiders and paediatric first aiders to be able to cater for 80 pupils, including children aged 4 to 5 years. The school's first aid provision is likely to remain suitable once the proposed material change takes place.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

2.19 The school meets the standard.

2.20 Leaders ensure that all pupils are effectively supervised. Observations of teaching and learning and the tour of the school confirmed that each pupil is supported by at least one member of staff at all times, with some pupils being supported by two. Constant bespoke and continuous supervision are in place, including in the playground. Existing staff have the capacity to supervise higher numbers of pupils and leaders plan to increase the number of staff as pupil numbers grow incrementally over time. The school's planning for the introduction of younger pupils is aware of necessary supervision ratios in the EYFS. The school's supervision of pupils is likely to remain suitable once the proposed material change takes place.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

2.21 The school meets the standard.

2.22 The school implements its written risk assessment policy effectively. Scrutiny of a sample of risk assessments confirmed that suitable risk assessments are in place for each individual pupil and for activities, trips, resources and the premises, including play areas. The school is preparing effectively for specific forms of risk assessment required in the EYFS. The risk assessments seen consider pupils' wellbeing appropriately.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

2.23 The school meets the standards.

2.24 The school carries out all necessary pre-employment checks before staff commence working at the school. These checks are recorded accurately as required on a single central register of appointments.

Premises and accommodation [ISSR Part 5, paragraph 23–29]

2.25 The school meets the standards.

2.26 The school provides pupils with suitable water, toilet, washing and medical facilities. The premises' acoustics and internal and external lighting are suitable. Leaders ensure that the premises and accommodation are secure and well maintained. The school site contains sufficient outdoor space, as well as teaching and dining areas, to cater for 80 pupils, including children aged 4 to 5 years.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

2.27 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.28 The school meets the standard.

- 2.29 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. They have planned effectively for the proposed material change.

3. Recommendation with regard to material change inspection

- 3.1 It is recommended that the school's proposal, to change the age range from 5 to 16 to 4 to 16 years and increase the school's capacity from 50 to 80 pupils, be approved.

4. Summary of evidence

- 4.1 The inspectors held discussions with the headteacher, senior leaders and other members of staff and met with the chair of governors and another governor. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.