

Silver Linings School

28 Old Park Close, Bilborough, Nottingham NG8 4FR

Inspection date

27 March 2024

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) to 2(2)(b), 2(2)(h) to 2(2)(i), 3 to 3(g), 3(i) to 4

- Pupils will study a broad range of academic subjects. The curriculum in each of these subjects is well planned and sequenced. It is clear what pupils will learn and when. Key knowledge and subject-specific vocabulary are identified. The topics pupils will study often link to the school's local context. This well-thought-through approach will help pupils develop their literacy, numeracy, speaking and listening skills.
- The curriculum offers plenty of opportunities to nurture pupils' creativity and develop their independence. Outdoor learning will be a key part of this. A planned enrichment afternoon each week will enhance pupils' experiences. For example, pupils could choose to go swimming or take a trip to a local museum or learn how to bake.
- Pupils will be assessed when they join the school to see what they know. These checks will also consider their social and emotional needs. Teachers will use this information to ensure that each pupil is following a suitable curriculum.
- Teachers will use different approaches to deliver the curriculum so that it is ambitious for all pupils. Therapeutic support will help teachers modify how they teach the curriculum to meet each pupil's needs. The school has also considered how it can support pupils who speak English as an additional language.
- Teachers will pay close attention to pupils' reading skills, including their knowledge of phonics. Pupils who are at an early stage of learning to read will be taught phonics using an accredited scheme. All staff will have training to deliver this programme.
- Pupils will benefit from reading high-quality texts as part of the English curriculum. They will be able to choose their own books to read from the school's well-stocked library. Any pupils who struggle to read well will get extra help.
- The school has already purchased the resources that staff will need to deliver the planned curriculum. Additional resources will be purchased as the school grows.
- Precise targets on pupils' individual education plans will help teachers track each pupil's progress. When necessary, these targets will relate closely to pupils' individual education, health and care plans (EHC plan).

- Frequent check-ins by teachers will highlight what pupils know and what they need to revisit. End-of-term assessments will indicate how well pupils are achieving in each subject.
- The school intends to employ qualified teachers with experience working with pupils with special educational needs and/or disabilities (SEND). These teachers will know how to adapt how they teach the curriculum to meet pupils' needs.
- A well-planned monitoring programme will mean that the school can check how effectively the curriculum is being implemented.
- Leaders have already made links with other specialist educational provisions. This will mean that staff can share their ideas and resources with other professionals to improve their practice.

Paragraphs 2(2), 2(2)(d) to 2(2)(d)(ii)

- The personal, social, health and economic education (PSHE) curriculum will introduce topics that will support pupils' personal development and help them to stay safe. Pupils will learn how to look after their mental health, for example by understanding their own feelings, appreciating why sleep matters and knowing how to be hygienic.

Paragraphs 2A(1) to 2A(1)(a), 2A(1)(d) to 2A(2)

- Pupils will be taught about relationships and sex education (RSE). They will learn how to stay fit and healthy, and to eat well. The school's RSE policy is available on the school's website. Parents and carers will be consulted about this policy each time the school reviews it.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraphs 5 to 5(d)(iii)

- Building pupils' self-esteem will be a fundamental part of the school's work. There will be plenty of opportunities for pupils to become curious and inquisitive learners. This will help them to grow in confidence and become more independent.
- Pupils' successes will be celebrated. They will gain rewards when they get things right.
- Pupils will practise their social skills by working with others. They will learn to understand how they feel so that they can manage their emotions effectively.
- Pupils will develop an understanding of fundamental British values. They will learn about right and wrong and consider why being tolerant and respectful of others matters. This will help them to prepare for their next steps.
- Pupils will find out about public institutions such as paramedics, the police and the fire service. Representatives of these organisations have already been invited to meet with the pupils to explain how their roles help to keep pupils safe.
- The humanities curriculum will teach pupils about different faiths and cultures. Pupils will deepen their understanding of different religions by visiting local places of worship and by celebrating significant religious festivals.
- Pupils will make a positive contribution to the school's local community, as well as

supporting national charities. For instance, pupils will tidy up the local environment by collecting litter. They will host fundraising events in support of the local food bank and donate Christmas presents for children in a nearby hospital.

- Pupils will be encouraged to share their views about the school. They will also play a role in the recruitment of new staff. This will show pupils that their views are listened to and valued.
- The school will actively promote the protected characteristics so that pupils understand what they have in common with others.
- Checks will be made to ensure that teachers and visitors present balanced views so that pupils can form their own opinions about issues.
- The school is likely to meet all the requirements of the standard in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 32, 32(1)(c)

- The school's safeguarding policy is up to date. It provides information about a range of different safeguarding issues, as well as guidance about working with local safeguarding partners. The policy is available on the school's website.
- Leaders have completed recent safeguarding training. They are well informed about the potential risks that might affect pupils. They know the signs that could suggest a pupil is at risk of possible harm.
- Leaders understand how they should respond to safeguarding concerns, including when they need to involve external organisations.
- Staff will complete training so that they understand their safeguarding responsibilities.
- There are clear systems for staff to use to report a safeguarding concern. A log of these concerns will help leaders track the actions they take in response so that nothing gets missed.
- The school will gather any relevant information about new pupils in relation to existing safeguarding concerns. Some pupils will have their own risk assessment that will include specific strategies to help keep them safe.
- The PSHE curriculum will give pupils plenty of opportunities to learn about how they can keep themselves safe. For example, pupils will learn about suitable relationships and how to stay safe online.
- Staff will check promptly on the welfare of any pupil who is absent.
- The school's computer network will be monitored to ensure that pupils' online use is appropriate.

Paragraphs 3, 3(h), 9 to 9(c), 10

- The behaviour policy explains how the school will create an environment where pupils feel like they 'BELONG' and can build positive relationships with others.
- Pupils will work with staff to put together an individual plan that identifies what makes them 'wobbly' and how staff can support them. Weekly meetings will give staff the chance to review these arrangements and make any necessary changes.

- Pupils will learn how to conduct themselves appropriately. They will be rewarded with 'tickets' for their positive behaviour.
- The anti-bullying policy explains that pupils will learn what bullying is and that everyone deserves to be treated fairly.
- A behaviour tracking system will help the school identify any patterns in pupils' behaviour so that appropriate actions can be taken in response.

Paragraphs 11 to 13

- The school's health and safety and first-aid policies are suitable. All staff will complete health and safety, fire safety and first-aid training as part of their induction.
- Extensive refurbishment of the building has taken place recently to make sure that the accommodation is suitable. A programme of health and safety checks has been organised to ensure that the site remains well maintained.
- Staff will record any health and safety issues in a maintenance log so that these can be resolved quickly. An external organisation will oversee some aspects of the school's health and safety arrangements.
- A fire risk assessment of the school has been completed recently. Action has been swiftly taken to address the areas that needed attention. Fire safety checks and evacuation procedures are appropriate.
- Any accidents or incidents that require first aid will be recorded using a suitable system.

Paragraph 14

- The school will make sure that pupils are supervised appropriately on site and during off-site activities. The school will provide a one-to-one staffing ratio for most pupils.

Paragraph 15

- The online admissions register will contain all the information required about pupils who are on the school's roll.
- There are clear procedures in place to record pupils' daily attendance.

Paragraphs 16 to 16(b)

- The risk assessment policy recognises the need for different types of risk assessments, including for individual pupils, for trips and visits and for the school site.
- The risk assessment policy outlines who is responsible for completing risk assessments and overseeing their implementation. It explains how the severity and likelihood of risks should be assessed. It summarises how often risk assessments should be reviewed.
- Staff will have training so that they know how to complete risk assessments and implement them effectively.
- Pupils' individual risk assessments will be updated at least every term to ensure that they remain up to date and relevant.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)

- Leaders know the checks they must complete to be sure that staff they recruit are suitable to work with children. These checks will always be carried out before a new staff member begins their role.
- Leaders know the information they require if they use the services of supply staff.
- A record of the recruitment checks completed is kept online. Supporting documentary evidence of these checks is also stored electronically.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(b), 28(1), 28(1)(b), 28(1)(d)

- There are toilets available for the sole use of pupils, each in their own lockable room. Two sinks near to these toilets provide suitable washing facilities. The temperature of the hot water supply is regulated so that it does not pose a risk of scalding users.
- There is an accessible toilet that can also be used by staff and visitors.

Paragraphs 24(1) to 24(1)(b), 24(2)

- A medical room has been set aside to treat pupils who require first aid. This room is well equipped with a bed and suitable first-aid supplies. Washing facilities are readily available and there is a toilet nearby.

Paragraphs 25 to 27(b)

- The proposed school occupies self-contained, single-storey accommodation. The building has been refurbished recently, both inside and outside. The school site and the building are secure.
- There are several rooms in the building that are suitable for teaching small groups of pupils, as well as a sensory room and spaces where pupils can learn one to one. There is also a library, a small dining hall and a kitchen available.
- The acoustic conditions throughout the building are appropriate.
- Most rooms in the building benefit from natural light. When this is not the case, suitable lighting is available that can be modified according to pupils' needs.
- Outside lights to the front and side of the building come on automatically when activated.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2) to 28(2)(b)

- Drinking-water is readily available in the kitchen. Water from other cold water taps is marked as not being suitable to drink.

Paragraphs 29(1) to 29(1)(b)

- There is an enclosed outdoor area where pupils can play, exercise and socialise. Pupils will also make use of leisure facilities in the local community, for example at a local swimming pool.
- Much of the outdoor space is laid to lawn, with areas of seating and activities that

pupils can engage with. This space is surrounded by a secure fence.

- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(b), 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii), 32(2)(d) to 32(3)(e), 32(3)(g)

- A summary of the school's ethos and vision is available on the proposed school's website, as well as in its prospectus.
- The proposed school's website contains all the information required for prospective parents. This includes policies relating to the curriculum, behaviour, anti-bullying, health and safety, and first aid. There is also information available on the website about the school's admissions arrangements. Paper copies of all this information are available on request.
- Termly and annual reports will keep parents informed about the progress their children are making.
- The school will provide information about its use of funds provided by local authorities to support pupils. The school will also work with local authorities to review pupils' EHC plans.
- The school is likely to meet all the requirements of the standard in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 33 to 33(k)

- The complaints policy sets out the procedures that parents can follow if they are concerned about any aspect of the school's work.
- The policy makes it clear how the school will respond to a complaint and the timescale involved at each stage of the process.
- The school is likely to meet all these requirements of the two standards.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor demonstrates the knowledge and understanding needed to ensure that all the standards will be met securely and consistently over time.
- The proprietor has a clear rationale for wanting to open a school for primary-age pupils with SEND in this location. They are committed to providing these pupils with a positive experience and a high-quality curriculum that is closely matched to these pupils' needs.
- The chair of the proprietor board and the headteacher both benefit from considerable experience working with pupils with SEND in educational settings. They are well qualified and demonstrate good skills and knowledge appropriate to their respective roles. When the school first opens, they intend to work together closely to establish suitable systems and procedures that will aid the school's smooth running.

- The proprietor is ambitious for the school. It has carefully thought through how it wants the school to develop over time and what it needs to do to achieve this. The intention is that it will take three years for the school to reach its full capacity to ensure that the right staff are in place to support the pupils.
- There is a planned schedule in place to monitor different aspects of the provision so that the proprietor and school leaders know what is working well and where improvements are needed.
- The proprietor is keen to seek advice and guidance from others. It intends to establish a 'challenge and support' committee as part of the school's structure of governance. This committee will involve members of the local community and parents, as well as external experts.
- The proprietor has already made connections with other specialist and mainstream educational settings so that staff can share good practice with external professionals.
- The school is likely to meet all the requirements of the standard in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan identifies how the school's curriculum, premises and published documentation will be adapted for any pupils with SEND.
- The school is likely to meet the regulation in this part.

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	150681
DfE registration number	892/6029
Inspection number	10336385

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	Silver Linings Education Limited
Chair	Catherine Tumman
Headteacher	Julia Whitesides
Annual fees (day pupils)	£81,000
Telephone number	0115 841 3487
Website	www.silverliningsed.co.uk
Email address	office@silverliningsed.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 11	5 to 11
Number of pupils on the school roll	Not applicable	30	30

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	To be confirmed
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	24

Information about this proposed school

- The proprietor of the proposed school is Silver Linings Education Limited
- The proposed school will provide full-time education for up to 30 pupils with SEND, aged between five and 11 years. Pupils will have cognitive and learning needs or social, emotional or mental health needs. Some of the pupils are likely to have a diagnosis of autism. Some will have an EHC plan.
- Pupils will be placed at the school by local authorities. Some of these pupils may be in the care of the local authority.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- The inspector met with the chair of the proprietor board. She spoke with the headteacher, who is also the school's safeguarding leader.
- The inspector conducted a tour of the proposed site to check the premises against part 5 of the standards. She met with leaders to discuss the school's health and safety arrangements.
- The inspector scrutinised a wide range of documentation, including policies, curriculum plans and the school's website.
- The inspector checked the arrangements for staff recruitment. She discussed with leaders the school's proposed approach to ensuring the health, safety and welfare of pupils.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

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