

# Haven Nook

73–75 Castle Street, Canterbury, Kent CT1 2QD

## Inspection dates

21 April 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)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2A(1), 2A(1)(b)–4*

- Leaders intend to provide bespoke education for pupils with special educational needs and/or disabilities (SEND). Leaders expect all pupils to have education, health and care (EHC) plans for autism spectrum disorder (ASD) and social and emotional mental health (SEMH) needs. Leaders have constructed a curriculum that they intend will provide for pupils' academic and pastoral needs. They describe this as 'a thoughtful focus on personal, social, health and economic (PSHE) education with supported social interaction' alongside academic subjects. They intend that each pupil will have a timetable constructed around their specific needs.
- The range of subjects on offer is likely to meet the requirements of the independent school standards. Subjects and pastoral support programmes are likely to aid pupils to acquire speaking, listening, literacy and numeracy skills. The special educational needs coordinator (SENCo) anticipates that pupils are likely to have gaps in prior learning and has a clear plan to identify and address these, especially regarding reading and numeracy.
- Leaders have planned to establish a culture of reading through the school, recognising that this might be about encouraging some pupils to embrace reading and others to widen their chosen range of reading materials.
- The proposed curriculum is currently in varying states of readiness for pupils as subject specialists have not yet been appointed and leaders do not yet know what the starting points of pupils will be. However, in the main, the plans show that leaders have thought about likely knowledge that pupils will need, and how best to enable them to progress through the curriculum. Leaders have detailed knowledge of how they will adapt academic and personal and emotional development programmes to meet the needs of individual pupils.
- Leaders intend that all pupils will develop 'pathways' that are linked to their EHC plans and their personal ambitions. It is planned that pupils will have careers information, advice, education and guidance as part of their timetables. Leaders intend to employ

independent careers advisers to provide impartial guidance and support pupils with planning their next steps.

- Relationships and sex education will be provided to all pupils. Leaders have published the details of this on the school website and intend to consult with parents and carers if the school is permitted to open. Leaders have made the statutory provision for parents to withdraw their children from the sex education aspect of this.
- Leaders aim for all staff to have expertise in their subject area and experience in working with pupils with SEND. They intend to appoint teaching staff with qualified teaching status. They see positive relationships as fundamental to the success of the proposed school and have planned a rigorous recruitment process.
- Leaders want pupils to experience a consistent approach throughout the school, particularly with how staff interact with pupils and manage their behaviour. Consequently, they have planned extensive induction and continual development for staff. The plans they have constructed are likely to encourage pupils to act responsibly. They promote fundamental British values, especially that of mutual respect.
- Leaders have planned various levels of ongoing assessment of pupils' performance. They will use a commercial programme to report to parents.
- The requirements for this part are likely to be met.

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

### *Paragraph 5–5(d)(iii)*

- Leaders have prioritised planning for pupils' spiritual, moral, social and cultural development through all aspects of their academic and pastoral curriculum. They aim for pupils to be fully prepared for adulthood as happy, fulfilled individuals who can make a positive contribution to society.
- Proposed plans indicate that pupils will be given support, time and guidance to develop self-belief and self-esteem. These plans combine discrete lessons, general subjects and pastoral work. Leaders are determined to focus on inclusion and learning how to navigate the world successfully. There is an understanding among leaders that this work is also likely to be directed by targets in pupils' EHC plans.
- Activities in and out of school are planned, such as trips and participation in events. Leaders are aware of their duties to vet all activities and to ensure that partisan political views are precluded. They understand the need to make sure that pupils are presented with balanced views when they consider and discuss current and political topics.
- The standard in this part is likely to be met.

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

### *Paragraph 7–7(b), 9–9(c), 10*

- The designated safeguarding lead (DSL) is experienced and has extensive knowledge of safeguarding and child protection requirements and processes. He has recently completed refresher training to undertake the DSL role. Leaders recognise that all staff have to have secure knowledge and understanding of safeguarding issues and

protocols. They intend that all adults working at the school will have thorough induction that will include safeguarding. Leaders also intend to have routine staff briefings to ensure that staff are alert to potential risks and know how to respond to them.

- The safeguarding and child protection policy sets out the school's intended processes clearly. It fulfils national and local requirements and covers the 'Prevent' duty. It is published on the school's website.
- Leaders have identified a commercial program they intend to purchase to record and securely share any safeguarding concerns about pupils. They will use a different program to monitor behaviour worries and associated responses, including sanctions. They have set out a protocol to ensure that all information is considered through a safeguarding lens so that nothing is missed.
- Leaders have written and published a behaviour policy that explains how they see their supportive, pastoral approach as the main way they will support and manage pupils' behaviour. However, leaders recognise that sanctions might be required, and these are set out. In addition, the proposed school has CCTV in all areas, which will be monitored by senior leaders. Leaders intend that this will help them to support staff by intervening if needed and so prevent more-serious misbehaviour.
- The proposed anti-bullying policy runs alongside the behaviour policy. It sets out clear approaches for dealing with cases of bullying. Leaders have also set out how they will work to prevent bullying in the first place. These plans run through pastoral and PSHE work and are reasonable.
- Leaders have thought carefully about how to manage the start-up of the school, should the Department for Education (DfE) decide to register it. They recognise that pupils need to be grouped carefully and that they will have to build up to the proposed capacity gradually. Their plans are sensible and based on the anticipated needs of pupils.

#### *Paragraphs 11–15*

- The health and safety, first aid and fire safety policies are suitably detailed and cover elements specific to the pupils, including their anticipated SEND needs, and the building. Processes are set out in it and leaders plan routine walkabouts to check and rectify issues speedily. They have already drawn on external experts to assess aspects of safety, including fire safety, and intend to repeat these assurance visits annually. As with safeguarding, they intend to train staff to recognise that everyone has a responsibility to notice and report any issue.
- Leaders have thought carefully about managing fire drills and alarms when it is possible that pupils could have extreme responses to the alarms and critical situations. They have a set of sensible protocols that are likely to help pupils at these times.
- Leaders have set out proposed staffing arrangements which are suitable and allow for individual support as required. Pupils will always be supervised. Leaders intend to employ qualified teachers for the academic roles. They aim for all staff to have prior experience working with pupils with ASD and SEMH.

- Leaders have identified the electronic system they will purchase to record admission and attendance information. They understand the requirements regarding recording and checking pupils' attendance.

#### *Paragraphs 16–16(b)*

- Currently, the risk assessment policy focuses mainly on the physical environment and activities. Leaders intend that all pupils will have risk management plans agreed as part of their induction process. They recognise that these will need frequent review and will make changes as needed.
- The standards in this part are likely to be met.

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

##### *Paragraphs 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)*

- Leaders understand the safer recruitment processes and requirements. They have made use of a human resources manager to compile the single central record. Some section 128 checks were completed on the day of inspection. Leaders understand that they need to keep referring to the most recent version of 'Keeping children safe in education' to ensure that the single central record is consistently correct.
- The single central record is kept securely. It includes required information including identity checks and qualifications. Leaders understand the processes they need to follow if they employ supply staff. They know how they will work with any supply agency to ensure that the correct checks are undertaken before any person works with pupils.
- The requirements of this part are likely to be met.

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

##### *Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 25–29(1)(b)*

- The intended school building is a listed Georgian building in the centre of the city. It is in very good condition, with inviting rooms and furnishings. The lighting and acoustics are fit for purpose. Leaders aim to make this feel very different to a mainstream school as they anticipate that pupils attending are likely to have had negative experiences prior to joining. Rooms are set up to allow for a mix of small groups and individual work. As such, the CCTV will be used to ensure that no pupil or member of staff is ever 'alone' with just one other person.
- There are suitable toilets provided for the sole use of pupils. There are no changing rooms or showers as leaders intend to use a local sports centre for physical education. The hot water is thermostatically controlled so does not present a scalding risk to pupils. Leaders intend to check this as part of their routine site inspections. Drinking water is freely available and labelled as such.
- The medical room is appropriately situated near a toilet. A plumber is booked in the next week to fit a basin to provide a washing facility in the room. There is a bed and lockable cabinet for medicines and pupil information.
- Leaders have ensured that the outside space is clear and safe. It has different areas for pupils to use, including a plastic greenhouse and planters for gardening activities. External lighting is installed here and around the building.

- There is a security system at the front of the school that will allow the receptionist to see who is asking for entry. However, leaders intend that all pupils will be met by their key member of staff at the start of each day. It is anticipated that some pupils will arrive by taxi and leaders have considered how to manage drop-off and pick-up times.
- The requirements of this part are likely to be met.

#### Part 6. Provision of information

##### *Paragraph 32(1)–32(1)(d), 32(1)(f)–32(1)(j), 32(2)–32(4)(c)*

- The school website is in the process of being completed but contains the information required, such as the safeguarding and behaviour policies. It provides the required contact details for the proprietor and chair of the governing body. Some information was made clearer on the day of the inspection.
- Leaders know they have to publish other information as it becomes available, for example inspection reports.
- Leaders have identified a commercial program they will use to allow them to report formally to parents. This program will also allow them to provide an annual account to local authorities, including when a pupil has an EHC plan.
- The standards in this part are likely to be met.

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

##### *Paragraph 33(a)–33(k)*

- The complaints policy is published on the website. It meets requirements, setting out a staged process where complaints will first be managed on an informal basis. If needed, there is provision for a more formal stage and then a panel hearing, with the panel comprising members not involved in the matters detailed in the complaint and one member independent of the management and running of the school. The policy sets out how written records will be kept securely. They will be evaluated so that any lessons may be learned.
- The school is not yet operating so there have not been any complaints in the last academic year. Leaders intend to publish this information as part of the complaints policy in the future.
- The requirements of this part are likely to be met.

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

##### *Paragraph 34(1)–34(1)(b)*

- Proprietors and leaders have considered the requirements of the independent school standards as they have planned the operation of this proposed school. They understand what is required, particularly regarding the curriculum and offer for pupils. Elements of some policies needed tidying up during the inspection as they did not reflect what leaders had planned in reality. Leaders recognise that these administrative errors cannot be repeated if the DfE decides to register this school. They know that they have to ensure that the standards are met consistently.
- The proprietor intends to set up a governing body to provide scrutiny and challenge for leadership decisions, including financial and strategic actions. A chair and one other governor have, so far, agreed to join this body, with other persons with

expertise in specialist education in discussion about these roles. This is a work in progress and currently there is not the required expertise regarding the independent school standards. The proposed chair of the governing body recognises this as essential if they are going to play their part in ensuring that these standards are met consistently.

*Paragraph 34(1)(c)*

- All professionals currently involved with the school express strong moral purpose and see this school as meeting a need for the pupils they envisage admitting. Through all discussions with leaders and the proprietor, the well-being and successful futures of pupils were clearly at the heart of their motivation and ethos.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan that sets out appropriate steps planned to enable access to information, the curriculum and the physical environment.

## **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	149146
DfE registration number	886/6174
Inspection number	10237344

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	Secondary special
School status	Independent special school
Proprietor	Haven Nook Ltd
Chair	Ruth Minhall
Headteacher	Ruth Minhall (Executive Headteacher)
Annual fees (day pupils)	£52,000 to £56,000
Telephone number	01227 469156
Website	<a href="http://www.havennook.co.uk">www.havennook.co.uk</a>
Email address	<a href="mailto:info@havennook.co.uk">info@havennook.co.uk</a>
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	18	18

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	18
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	18
Of which, number of pupils with an education, health and care plan	Not applicable	18
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	18

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	18
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	5

## Information about this proposed school

- Haven Nook is proposed to be a special secondary school providing education with a therapeutic focus for up to 18 pupils aged 11 to 16. The stated aims are to 'transform outcomes by igniting a love for life and learning' and 'to bring inspiration and creativity to children and young adults with neurodiverse, social, emotional and mental health needs.'
- The proprietor proposes to admit pupils with EHC plans for ASD and SEMH needs. It is likely that many of the pupils will have previously spent time out of school due to these needs.
- The proprietor proposes that the school will grow gradually, taking a small group of pupils in September 2022, and increasing to full capacity over time. The number of staff will increase alongside the numbers of pupils. The proprietor runs a tuition service locally. The proposed school may employ subject-specialist staff from this service on a part-time basis as the school grows to full numbers of pupils.
- A proposed head of school has been appointed. Other leaders are currently working across the tuition service as well as the school. If the DfE decides to register the school, these leaders will move to Haven Nook full time.
- The proposed secondary site is located in the centre of Canterbury, in a listed Georgian building. Leaders have identified specialist venues to take pupils to for sports, outdoor and technology lessons. School staff will accompany pupils at all times during these visits. These are: Kingsmead Leisure Centre, Kingsmead Road, Canterbury CY2 7PH; Person Exams Office, Recording Studio and Hair and Beauty Salon Workshop, 8 Roper Yard, Roper Road, Canterbury CT2 7EX; and Woodland, Pound Fall, Dunkirk, ME13 9LN.

## Information about this inspection

- This inspection was commissioned by the Department for Education (DfE). The purpose of the inspection was to determine whether the school is likely to meet the independent school standards. This was the school's first pre-registration inspection.
- Prior to arrival at the site proposed for the school, the inspector scrutinised the documents submitted to the DfE by the proprietor as part of the application. The inspector also reviewed other documents and records sent electronically once the inspection was announced.
- The inspector met with the chair of the proprietor body and the proposed chair of the governing body in video calls. She met with the head of school and other members of staff, including the proposed DSL, SENCo and head of therapy at the intended site of the school.
- The head of school, DSL and the inspector toured the proposed premises. The inspector also considered and discussed further documentation and records provided by leaders as evidence towards the standards. These documents included behaviour, safeguarding and curriculum information.

## Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

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