

# Woodside Park School

2 Blean Grove, Penge, London, SE20 8QU

## Inspection dates

8 January 2025

### 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) to 4*

- The proprietor has drawn up detailed schemes of work based on a written curriculum policy that sets out the school's aims. The schemes of work cover the required range of educational opportunities as set out in section 8 of the Education Act 1996.
- Documents provided by the proprietor include the school's approach to teaching and learning. This identifies the school's 'triple path approach': the nurture pathway, the enriched and therapeutic pathway, and the mastery formal pathway. The document shows a proposed timetable for each, and the overall arrangement for teaching. For example, it is proposed that the curriculum content within the subjects of history, geography, music, art, religious education, computing, and design and technology will be taught through a topic approach in the formal pathway.
- The proposed schemes of work take appropriate account of pupils' ages, aptitudes and needs. All pupils will have special educational needs and/or disabilities (SEND) and an education, health and care (EHC) plan. Pupils are to be matched to one of the three pathways in relation to their prior learning and EHC plan. Proposals make clear that pupils can move between these pathways as appropriate. The planned provision is thus likely to meet the needs of the pupils the school proposes to admit.
- Schemes of work identify clearly the sequence of learning. Appropriate emphasis is given to the teaching of English and mathematics to ensure that pupils acquire the speaking, listening, literacy and numeracy skills that they need to transition to secondary school. In mathematics, for example, the school intends to use a commercial scheme adapted to the specific needs of pupils.
- The programme for personal, social, health and economic (PSHE) education covers the fundamental British values fully. For example, the proposed long-term plan is split into three areas: relationships, living in the wider world, and health and well-being. Each includes identified curriculum end points for Years 3 to 6. Reference to the protected characteristics, as set out in the Equality Act 2010, is clear.

- The proposed school's relationship and sex education (RSE) policy makes clear reference to government guidance, including consultation with parents and carers on what is to be taught and their right to withdraw their children from sex education.
- The RSE programme is planned to be taught through the school's PSHE education curriculum. The policy notes that helping pupils with social, emotional and mental health needs to form positive relationships is crucial to their achievements and transition to secondary school.
- The assessment policy sets out clearly the purpose of assessment and how it is to be used in lessons. This is based on a detailed rationale that includes the importance of assessment informing planning, that it should be manageable and purposeful, and that it must provide clear information, especially about how to improve pupils' outcomes.
- The proprietor has ensured that the standards in this part are likely to be met.

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

### *Paragraph 5 to 5(d)(ii)*

- The proposed school's curriculum for PSHE education and RSE, and the proprietor's approach to teaching and learning, all contribute to the likelihood that the standards in this part will be met. For example, the PSHE education curriculum includes references to respecting other points of view and how to challenge views with which pupils disagree, constructively.
- Significant emphasis is given to relationships, including issues relating to consent. Proper attention is given to respect for others, particularly in relation to the protected characteristics set out in the Equality Act 2010. There is clarity about how the school intends to promote pupils' understanding of behaviour, including bullying, taking responsibility for one's actions, and understanding right and wrong.
- References to British values and institutions are threaded through the proposed PSHE education curriculum. This includes, for example, work on understanding the meaning of community, media literacy and money at work.
- The proprietor has ensured that the standards in this part are likely to be met.

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

### *Paragraph 7 to 7(b)*

- The proposed school's safeguarding policy is comprehensive. The policy provides detailed guidance about the roles and responsibilities of staff, including those of the proprietor, the headteacher and designated safeguarding lead.
- The safeguarding policy reflects the most up-to-date government guidance, including child sexual exploitation, preventing radicalisation and the Prevent duty. There is clear guidance about how to record and refer concerns, including allegations about staff.
- The safeguarding arrangements are in line with the local authority's safeguarding partnership. This includes details about its children and families hub and the arrangements for referring safeguarding concerns, together with contact information for key safeguarding personnel at the local authority.

- The proprietor has ensured that the standards in these paragraphs are likely to be met.

*Paragraph 9 to 10*

- The proprietor has detailed behaviour and anti-bullying policies that set out unambiguously the school's expectations. Rewards and sanctions are identified clearly. For example, the policy makes clear that a restorative approach is used rather than punitive sanctions.
- The school intends that suspension and exclusion are to be used only as a last resort to serious incidents and to ensure a safe environment ready for pupils to return to school.
- The proprietor has ensured that the standards in these paragraphs are likely to be met.

*Paragraph 11 to 15*

- The proposed school's health and safety policy reflects the relevant statutory requirements. It covers the full range of health and safety topics, including fire and electrical safety, the control of substances hazardous to health, first aid, Legionella, home working, risk assessment, asbestos and accidents.
- The thorough first aid policy and handbook reflect fully government guidance, including the responsibilities of trained first aiders, procedures in case of an accident, injury or illness, and administering medication. A detailed table showing the Health Protection Agency's guidelines for dealing with infectious diseases is also included.
- The school complies with the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has been drawn up and action taken to remedy any issues. The London Fire Brigade has been contacted and the school has arranged for an independent fire risk assessment, as recommended, when the work to refurbish the building is complete.
- The proprietor has ensured that there are clear procedures for recording admissions and attendance. These are based on those procedures used in the group's other schools.
- The proprietor has ensured that the standards in these paragraphs are likely to be met.

*Paragraph 16 to 16(b)*

- There are well-defined procedures for risk assessment, including a written policy that provides clear guidance. For example, the DBS disclosure risk assessment is designed to ensure that all relevant information is available before appointment. Where there are concerns, clear lines of action are provided, for example supervising those staff who are waiting for an enhanced criminal record check.
- Similarly, the fire risk assessment identifies hazards and the action taken to reduce the risks to pupils' safety and welfare.
- The proprietor has ensured that the standards in these paragraphs are likely to be met.
- The proprietor has ensured that the standards in part 3 are likely to be met.

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

### *Paragraph 18(2) to 21(8)*

- The proprietor has robust procedures in place to ensure the suitability of staff appointed to the proposed school. It maintains a single central record (SCR) that complies with government guidance. Appropriate vetting checks are carried out before staff are appointed, including under section 128 of the 2006 Act. All staff are required to provide proof of identity and the right to work in the UK. All required information is recorded on the SCR and is readily available for scrutiny.
- The proposed school's safer recruitment procedures ensure that where the school uses supply staff, it gains written notification of the person's suitability. This includes an enhanced criminal record check, the right to work in the UK and whether a prohibition order is in place.
- The safer recruitment procedures include making sure that those named as the proprietor are subject to the same vetting checks as members of staff. This includes checking that a person is not barred from regulated activity or subject to a prohibition order.
- The proprietor has ensured that the standards in part 4 are likely to be met.

## Part 5. Premises of and accommodation at schools

### *Paragraph 22 to 30*

- The premises for the proposed school have been refurbished to a high standard. There are separate toilet facilities for boys and girls that are always available. These have cubicles that can be locked from the inside. These toilets have a suitable supply of hot and cold water for washing. The proprietor has fitted temperature regulators to the hot water taps to ensure that there is no risk of scalding.
- Drinking water is separate from the toilet facilities and labelled as such. The school also intends to provide pupils with bottled water in those classrooms where there is no supply of water.
- There are suitable changing facilities and showers for those pupils aged 11 years. This accommodation is lockable from the inside.
- The proprietor has ensured that there is suitable provision to cater for the medical and therapy needs of pupils. These include a medical room with water supply and a separate therapy room.
- Classrooms and corridors are well designed to take account of the needs of pupils. For example, non-flicker lighting is provided throughout the building and each classroom has acoustic ceiling tiles to maintain effective sound insulation.
- There are clear procedures for ensuring that the building is maintained to a high standard. The health, safety and welfare of pupils are likely to be assured should the Department for Education (DfE) approve the school's registration.
- The proprietor body has ensured that the standards in part 5 are likely to be met.

## Part 6. Provision of information

### *Paragraph 32(1) to 32(4)(c)*

- The newly established website for the proposed school is not yet live. However, the proposed website follows the same format as those for other schools in the group and was made available to inspectors. It provides quick access to 15 policies including those for safeguarding, complaints, behaviour, anti-bullying, RSE and the curriculum.
- The proprietor's contact details are provided, including its registered office, and details for the chair of the proprietary body and the chair of governors. The names of the headteacher and deputy headteacher are easily accessible, as is further information about term dates and admissions. The website includes a proposed link to the Ofsted report.
- The SEND policy, available on the school's proposed website, sets out the procedure for the annual review of EHC plans. For example, it makes clear that parents must be involved in the consultation and notes that a summary report of the review meeting will be available within 15 days.
- Where additional information is requested by parents, the website makes clear that the school will be happy to provide details.
- The proprietor has ensured that the standards in part 6 are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33 to 33(k)*

- The published complaints policy, available on the proposed school's website, meets all the requirements in this part. It is available to parents, sets out clear timescales and provides for complaints to be considered informally as a first step. Provision is made for a hearing by an independent panel.
- The policy makes clear that a written record of the panel's findings and recommendations will be made available to parents. The policy also notes that a written record will be retained on the school premises.
- The proprietor has ensured that the standards in part 7 are likely to be met.

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

### *Paragraph 34(1) to 34(1)(c)*

- The wide range of available policy documents, curriculum plans and check lists, demonstrate that the proprietor, and those with leadership and management responsibilities, have the skills and knowledge to fulfil their role effectively. The detail of this information, and the clarity of the policies and guidance, mean that the independent school standards are likely to be met consistently.
- The proposed school's policies emphasise assuring pupils' health, safety and welfare. This includes, for example the safeguarding, and health and safety policies. Together, these show that the proprietor is likely to promote the well-being of pupils strongly.
- The proprietor body has ensured that the standards in part 8 are likely to be met.

## Schedule 10 of the Equality Act 2010

- The proposed school has devised a suitable accessibility plan. Its aims are to 'increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are

prepared for their next steps.' It also aims to improve and maintain access to the physical environment of the school.

- The plan identifies targets, actions and timescales as well as the success criteria for each improvement area. For example, the plan identifies the need to carry out an annual review of the curriculum to ensure that pupils are able to access as broad a range of subjects as possible.
- The proprietor has ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

## **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	151446
DfE registration number	305/6021
Inspection number	10376412

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	Acorn Care and Education Limited
Chair	Richard Power
Headteacher	Martin Nirsimloo
Annual fees (day pupils)	£67,000 to £97,000
Telephone number	0208 149 5187
Website	<a href="http://www.woodsideparkschool.co.uk">www.woodsideparkschool.co.uk</a>
Email address	<a href="mailto:lee.jarrett@ofgl.co.uk">lee.jarrett@ofgl.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	Not applicable	7 to 11	Not applicable
Number of pupils on the school roll	Not applicable	36	Not applicable

## 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	36
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	36
Of which, number of pupils with an education, health and care plan	Not applicable	36
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	36

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	6

## Information about this proposed school

- Woodside Park School is operated by Acorn Care and Education Ltd, which is part of Outcomes First Group.
- The proposed school will be based at 2 Blean Grove, Penge, London SE20 8QU in recently refurbished accommodation.
- The school will cater for pupils with social, emotional and mental health needs.
- All pupils will have an EHC plan.

## Information about this inspection

- The inspection was commissioned by the Department for Education.
- This was the proposed school's first pre-inspection inspection.
- Meetings were held with the headteacher and the deputy headteacher. Inspectors also met with the office manager, the chair of governors, who is also a regional director for the Group, and one other governor.
- Inspectors toured the premises with the headteacher and the deputy headteacher. They also reviewed the single central record and other relevant documents.

## Inspection team

Brian Oppenheim, lead inspector	His Majesty's Inspector
Kieran Bird	His Majesty's Inspector

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