

My Oasis Therapeutic Alternative Provision

97 Heaton Street, Standish, Wigan WN6 0DA

Inspection date

14 November 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

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

- There is a suitable curriculum policy in place, along with plans and schemes of work for each subject on offer. Pupils will have the opportunity to study towards qualifications in a broad range of subjects. Curriculum plans show leaders' consideration for what pupils will learn and when.
- Curriculum plans show leaders' knowledge and consideration of the needs of pupils who may join the proposed school. Staff benefit from professional development that will likely enable them to deliver the curriculum effectively.
- Leaders have thought carefully about the resources required to support the delivery of the curriculum in all subjects on offer.
- There are well-thought-out plans in place for pupils' learning in personal, social, health and economic (PSHE) education. These plans take into consideration the background of pupils who may attend the proposed school, including the likelihood that pupils have been to a range of previous settings.
- Leaders prioritise pupils' emotional development. The therapeutic offer is clearly defined and provides a detailed holistic picture of each pupils' profile on entry to the school. Through bespoke packages of support for pupils' emotional development, leaders intend that pupils will learn how to manage their emotions as well as learning about how they can impact others.
- The proposed plans and policies show due regard for the protected characteristics as set out in the Equality Act 2010.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)-2A(1)(g), 2A(2), 2A(3)

- The proprietor has taken the most up-to-date statutory guidance into account when planning the content for sex and relationships education (RSE). The proprietor has consulted with parents and carers about the content of the RSE curriculum. This will

likely give parents the depth of information that they need to make an informed choice about their right to withdraw their child from the non-statutory aspects.

Paragraph 3, 3(a)-3(j)

- Staff have been carefully selected to provide a range of expertise across the curriculum subjects. There is ongoing training for staff to ensure that subject leaders can review their subjects and check that the intended curriculum is being taught well.
- The headteacher and the chair of governors have the knowledge and expertise that they need to check that the curriculum is meeting pupils' needs.

Paragraph 4

- There is a suitable assessment policy in place.
- The headteacher has set out a clear rationale for how pupils' learning will be assessed and how this information will be used to impact further learning. Assessment of pupils' emotional needs will take place regularly.
- There is a comprehensive package of support in place for pupils when they first join the proposed school. The headteacher is aware that typically, pupils' previous experiences of education may have been negative. The support package is designed to identify pupils' barriers to learning and support their emotional development alongside their academic development.
- The independent school standards ('the standards') in this part are likely to be met if the proposed school opens.

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

Paragraph 5, 5(a)-5(d)

- The proposed curriculum shows how leaders have thought about supporting pupils' spiritual, moral, social and cultural development. Pupils will learn about respecting others who may live differently to them. The proposed school will provide a range of real-life experiences to develop pupils' confidence, self-esteem, communication and teamwork skills.
- The fundamental British values are woven through a range of curriculum subjects and activities. The proposed school values this aspect of the provision in preparing pupils for their next steps when they leave the school.
- The plans and schemes of work show that pupils will be presented with information in an impartial way and will be encouraged to consider different points of view.
- The standard in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a)-7(b)

- The headteacher has appointed another senior member of staff to be the designated safeguarding lead (DSL). The headteacher also has the same depth of knowledge to be able to quality assure the culture of safeguarding. There is a whistleblowing policy in place that has clear procedures for reporting any concerns about the headteacher.
- The safeguarding policy is published on the school's website. It reflects the most recent government guidance and shows regard for the needs of pupils who may

attend the proposed school. There is clear guidance for staff set out in the staff code of conduct, including how they would raise concerns about other adults who work in the proposed school.

- The headteacher has up-to-date safeguarding training. They plan safeguarding training for other staff based on their knowledge of current risks and the needs of pupils who will attend the proposed school. The induction package for new staff gives them the knowledge that they need to protect pupils from harm.

Paragraphs 9, 9(a)-9(c), 10

- The behaviour policy clearly sets out the proposed school's approach to promoting positive behaviour. There is a strong emphasis on meeting pupils' emotional needs. The proposed school has well-thought-out systems in place for recording any incidents of poor behaviour, including bullying or racism. The anti-bullying policy includes reference to the protected characteristics as well as how concerns about bullying will be handled.

Paragraphs 11, 12, 13

- The proprietor has ensured that all areas of the building have clearly visible emergency exit routes. In each room there is a map to show the route to the closest emergency exit, as well as the locations of fire-fighting equipment.
- There is a suitable health and safety policy in place. This contains the relevant information for the school to comply with the Regulatory Reform (Fire Safety) Order 2005. The proprietor uses an external specialist to audit and check emergency equipment and risk assessments. Regular fire drills take place with any action points identified.
- There is a suitable first-aid policy in place, along with enough staff with recognised first-aid qualifications. There are well-thought-out systems and procedures for recording first aid administration and when pupils require medication within the school day. Leaders plan to share records of this with parents.

Paragraph 14

- The proprietor has taken care to employ staff with a range of previous experiences and expertise in supporting pupils with special educational needs and/or disabilities (SEND). There will be a suitable number of staff to supervise pupils safely, including at the start and end of the school day.

Paragraph 15

- The proposed school has an electronic system in place to record pupils' attendance. This will be used to evaluate patterns in attendance. Leaders plan to share this information with governors.
- The proposed school intends to implement an admissions register that includes all of the required detail as set out in the Education (Pupil Registration)(England) Regulations 2006.

Paragraph 16, 16(a)-16(b)

- The proprietor has a risk assessment policy in place that sets out how risks will be identified and evaluated. There are suitable risk assessments in place for all aspects of the proposed school, including when pupils learn off-site.
- The standards in this part are likely to be met if the proposed school opens.

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

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

- The proprietor makes the right safeguarding checks during recruitment. These checks are recorded with accuracy on the single central record (SCR). The proprietor has a secure understanding about building and maintaining a strong culture of safeguarding. The proprietor makes sure that recruitment checks will be completed before staff start their employment.
- The SCR contains space to record any required overseas background checks. There are systems in place to make and record any required checks with accuracy on the SCR.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The proposed school is set in a two-storey building that was previously used as an office space. The accommodation is well-organised, clean and tidy. It has several teaching spaces, a hall, communal spaces, and an office which is also used as a medical room. There is an area to the side of the building which will be used for social times.

Paragraphs 23(1), 23(1)(a)–(c), 28(1), 28(1)(a)–(d), 28(2), 28(2)(a)–(b)

- There are separate toilets for boys and girls and an accessible toilet. All toilets have washing facilities with appropriate signage to warn about hot water. Hot water is set at a safe temperature. Leaders make regular checks on the temperature of water. Leaders intend for pupils to access drinking-water throughout the school day from clearly labelled taps as well as bottled water.

Paragraph 24(1), 24(1)(a)–(b)

- There is a medical room that has a toilet close by. The medical room contains a portable sink, portable bed, pillow and blanket. There is suitable storage for medication and clearly outlined procedures for documenting the administration of medication.

Paragraphs 26, 27, 27(a)–(b)

- The lighting and acoustics in all parts of the building make a suitable learning environment for pupils.

Paragraph 29(1), 29(1)(a)–(b)

- There is an external area to the side of the building that pupils can use for social times. Physical education (PE) will take place using local facilities. These facilities have been risk assessed to ensure that they are suitable and safe for pupils to use.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraph 32(1)-32(1)(k), 32(2)-32(2)(d), 32(3)-32(3)(g)

- The school website contains the relevant policies as set out in the standards. Contact details for the proprietor are made available to parents.
- The proposed school will provide regular communication to parents about their child's progress and attainment. The proprietor understands the requirement to publish inspection reports on the school's website once they are available.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)-33(k)

- The school complaints policy clearly sets out each stage of the complaints process for parents. This includes clear timescales for each step and how the proposed school aims to resolve complaints initially at the informal stage.
- There is a copy of the complaints policy on the school's website.
- The standards in this part are likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)-34(1)(c)

- The headteacher, who is also the proprietor, has the expertise and background to make sure that the standards are likely to be met securely and consistently over time. They have appointed a chair of governors who also has the knowledge and skills to check that the standards are met over time.
- The headteacher has already appointed several staff who have a secure understanding of the needs of pupils who will attend the proposed school. The headteacher's plans to appoint additional staff are carefully considered to ensure that all aspects of the quality of education and pupils' welfare will be supported.
- The standards in this part are likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan fully reflects the statutory requirements.

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	151387
DfE registration number	359/6008
Inspection number	10370320

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 special school
School status	Independent day school
Proprietor	Charlotte Lowe Psychological Services Ltd
Chair	Charlotte Lowe
Headteacher	Charlotte Lowe
Annual fees (day pupils)	£28,275 to £37,050
Telephone number	07734650859
Website	www.my-oasis.uk
Email address	charlotterlowe@yahoo.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	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	20	20

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	20
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	4
Number of part-time teaching staff	3	4
Number of staff in the welfare provision	8	12

Information about this proposed school

- This proposed independent special school is located at 97 Heaton Street, Standish, Wigan, WN6 0DA. It is housed in a modern two-storey building previously used as office space.
- It is proposed that the school will provide full-time education for up to 20 pupils, aged between 11 to 16. It is intended that the proposed school will cater for pupils who struggle to cope with mainstream education by providing them with a small, nurturing learning environment.
- The proposed school will cater for pupils with social, emotional and mental health needs and autism. It is expected that most pupils will have an education, health and care plan.
- The proprietor is Charlotte Lowe Psychological Services Limited. At the time of the inspection the proprietor was also the headteacher. There are plans to appoint a new headteacher.

- There is a governing body in place with a chair of governors appointed.
- The proprietor does not intend to use any alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the standards if the DfE decides to approve the request to register this school.
- This is the proposed school's first pre-registration inspection.
- The inspector held discussions with the headteacher, who is also the proprietor.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant standards. She also looked at a wide range of documents and policies, including those relating to the curriculum, behaviour, health and safety and safeguarding.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

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