

Edan Court School

Edan Court, Colliers Way, Clayton West, Huddersfield HD8 9TR

Inspection date

8 May 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

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(g) to 2(2)(i)

- The school has set out clear aims for the curriculum. The curriculum policy is accompanied by schemes of work for pupils from the age of eight to 18. The curriculum planning considers the needs of the pupils and can be adapted to suit. There is a broad range of subjects available. These align with the requirements of the national curriculum.
- The proposed school will admit pupils with special educational needs and/or disabilities (SEND). The proprietor has considered how the curriculum will be adapted to meet the needs of pupils. This includes having access to a range of appropriate interventions for those pupils who may need them.
- The school staff have a variety of experience in the education sector. This includes working with pupils with a range of special educational needs. All staff complete autism training.
- Pupils will have physical education (PE) lessons off site. The school has secured the use of local facilities and local coaches to implement their PE curriculum.
- The school has a programme for personal, social, health and economic (PSHE) education. Resources are from a commercial source and will be adapted to meet the needs of pupils who attend this school. This will support pupils to develop their knowledge and understanding of life in modern Britain.
- The school has ensured that there is a detailed and comprehensive approach to careers advice. As well as links across the curriculum, pupils will be supported to take up work experience and work placements as they move through the school. The school links with local businesses to help pupils understand the world of work. The school plans for impartial careers advice to be regular.
- The school has considered how it will support pupils who speak English is an additional language.

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

- There is a relationships and sex education (RSE) policy in place which meets statutory

requirements.

- The policy sets out what pupils in the primary-age phase and the secondary-age phase will learn. It states how parents and carers can withdraw their child from aspects of sex education.
- Parents are consulted on the content of this policy. The policy is published and available to them upon request.

Paragraphs 3 to 3(j), 4

- The proprietor and those leaders already in post are experienced and knowledgeable teachers of pupils with SEND. They know how to adapt teaching to meet individual pupils' needs. There are clear plans in place to train newly appointed staff to ensure individual support plans are implemented effectively. There are plans in place to provide training for staff where needed. This includes training for SEND, safeguarding and teaching the curriculum. There is a network of experts in other schools that the proprietor runs who can be deployed to support when necessary.
- Lessons will be planned by qualified teachers with experience of subjects and in line with the schemes of work that are in place. Curriculum content is age-appropriate and well sequenced.
- The school has carefully considered how any gaps in pupils' knowledge and understanding will be understood. The school intends to use a suite of assessment tools to assess pupils' academic and pastoral needs. The ongoing assessment resources that staff will use are clear. These approaches will ensure that the school makes regular checks on what pupils know and remember over time.
- There is a template for reporting to parents in place in addition to regular electronic communication.
- 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

Paragraphs 5 to 5(d)(iii)

- The PSHE programme is designed to teach pupils about life in modern Britain and also covers RSE, aspects of religious education and preparing for adulthood education. Pupils will be educated about protected characteristics as defined by the Equality Act 2010.
- Pupils' understanding of fundamental British values is woven across school life. The school plans to support pupils' understanding through discrete lessons and through day-to-day expectations and routines.
- The school has created opportunities throughout the school day to focus on pupils' spiritual, moral, social and cultural development. There are plans for regular reflection time. This will include some learning in the locality of the school, using resources such as the nearby nature reserve.
- The school has established links with local businesses, the fire service and the police to help pupils understand and engage with public institutions. This will support pupils

to hear impartial views from a range of visits and visitors.

- The standards in this part are likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- There is a safeguarding policy in place which is up to date with the latest government statutory guidance. Staff have received training on this policy.
- The designated safeguarding lead has undertaken relevant training. There is additional training available from the proprietor. As well as child protection training, members of staff have completed training modules on subjects such as the 'Prevent' duty and safer recruitment.
- Leaders receive regular updates regarding safeguarding from the proprietor and from external sources. School leaders ensure that staff also receive these updates.
- Systems for reporting any safeguarding concerns are clear, and staff have received training on these. There is an induction process for all new staff which covers the importance of safeguarding and the additional vulnerabilities pupils with SEND may face.
- All pupils will have access to speech and language support, education psychology and occupational therapy. Wider support is available through the proprietor, such as psychiatric therapies.

Paragraphs 9 to 10

- The behaviour and anti-bullying policies set out what the school will do to deal with misbehaviour and bullying. There are clear sanctions. There is an electronic system for recording any incidents. School leaders will analyse any patterns that emerge. The school will not tolerate bullying.

Paragraphs 11 to 16(b)

- There is a suitable health and safety policy in place. Accompanying documents show that the policy is being implemented. The school building is very well maintained.
- The school complies with the requirements the Regulatory Reform (Fire Safety) Order 2005. Firefighting equipment is available throughout the school. The equipment is new and has been checked on installation.
- There are systems in place for making regular health and safety and fire checks. While the school is not currently operational, these systems are in place. The school carries out the required weekly and monthly checks.
- There is a first-aid policy which sets out how first aid will be administered. There is an electronic recording system for monitoring of incidents requiring first aid.
- The risk assessment policy sets out how risks to pupils should be assessed and minimised. There are accompanying risk assessments in place, for example accessing the kitchen when cooking or going on school trips.
- Procedures are in place for a suitable electronic admission register and attendance registers.

- 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 17 to 18(3), 19(2) to 19(3), 20(6) to 20(6)(c), 21(1) to 21(7)(b)

- The proposed school has an electronic single central record. At present, this contains details of the proprietor body and the staff who have already been appointed. It shows that all appropriate checks have been made on them.
- The single central record includes a section where overseas checks can be recorded should this be required.
- The school administrator is responsible for the day-to-day maintenance of the single central record. Staff from the central team check it on a regular basis.
- The proprietor has trained several staff on safer recruitment procedures. Someone with this training partakes in the shortlisting of applicants and sits on the interview panel.
- Leaders understand the required checks that must be made on new staff, volunteers, contractors and members of the proprietor body. They know that these checks must be completed before staff are appointed.
- The proprietor body consists of operational and non-operational directors. All have had the required checks to meet the standards.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 24(1)(b), 24(2), 25 to 28(2)(b)

- The school has been fully refurbished. It is exceptionally clean and well maintained. Drinking-water is available and is clearly labelled.
- The premises have suitable toilet and washing facilities that are adequate for the proposed number of pupils. The toilet suite is lockable from inside in the absence of separate toilets for male and female pupils.
- The PE curriculum will be offered off site where there are changing facilities and showers.
- The school's medical room is solely used for the care of sick and/or injured pupils. There is access to a toilet and sink.
- There are four teaching spaces. Each one has suitable lighting and acoustics. There are displays in place regarding the curriculum. The learning spaces are warm and welcoming. They provide spaces to relax and learn. The school is equipped with resources linked to academic learning and reflects the needs some pupils may have.
- There is a lockable cabinet for chemical storage.
- External lighting is in place to support staff and pupils when they arrive or exit the school in the dark.

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

- The school has suitable playground space for pupils to use during social times. There is also a garden area for pupils to relax in. The school site does not have sufficient space for PE. However, the proprietor has secured the use of an appropriate off-site local facility with suitable changing and shower facilities.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraph 32(1) to 32(2)(a), 32(2)(b) to 32(2)(b)(i), 32(2)(c) to 32(3)(g)

- The school already has a website. There are dedicated pages on the website for the school to meet the requirements linked to part 6 of the standards. This includes the necessary contact details for the proprietor.
- School leaders are aware of the requirement to ensure that following an inspection, the report is made available to parents.
- The school will be part of and will attend annual reviews for pupils who have education, health and care plans (EHC plan).
- There is a template that is ready for annual reporting of the progress pupils make to parents.
- There is also a system in place for reporting expenditure to the local authorities who pay for pupils' places.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- There is a complaints policy available on the school's website. It sets out clearly how to complain and provides a structure to do so.
- There are three stages to the complaints process, as set out in the standards. The policy allows for complaints to be kept confidential and for outcomes to be available for inspection. There is provision for an independent person to attend any hearing panel to consider a formal complaint.
- 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

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

- Leaders and the proprietor have a wide range of educational experience and skills. They bring a detailed understanding of pupils with SEND to the school. They have the knowledge and expertise to enable them to maintain suitable oversight and ensure there is a quality education offer at the school.
- The proprietor has a strong understanding of the standards and can demonstrate how it will ensure that the school continually meets the requirements of these standards.
- Pupils' well-being and safety are paramount to school leaders. They ensure that

safeguarding is a priority and that staff training and educating pupils is at the forefront of their thinking.

- Leaders are aware of the local safeguarding arrangements and when to involve social services or the local authority designated officer.
- The standards in this part are likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

The proposed school has a written accessibility policy and action plan. The accessibility policy fully reflects how the proposed school will fulfil its statutory responsibilities under the Equality Act 2010.

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	151690
DfE registration number	382/6038
Inspection number	10393859

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	Other independent special school
School category	Independent day school
Proprietor	Young Foundations Limited
Chair	Niall Kelly
Headteacher	Claire Shaw
Annual fees (day pupils)	£60,188 to £81,306
Telephone number	07570266942
Website	www.edancourtschool.com
Email address	Niall.kelly@youngfoundations.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	8 to 18	8 to 18
Number of pupils on the school roll	Not applicable	26	26

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	26
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	26
Of which, number of pupils with an education, health and care plan	Not applicable	26
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	26

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	7
Number of part-time teaching staff	0	0

Information about this proposed school

- The proposed school is located at Edan Court, Colliers Way, Clayton West, Huddersfield, HD8 9TR.
- The school does not have a religious character.
- The school does not intend to use alternative provision.
- The school proposes to cater for pupils with communication difficulties; social, emotional, and mental health difficulties; and those who have a diagnosis of autism. The school anticipates that all pupils who will attend the school will have an EHC plan.

Information about this inspection

- This was the first pre-registration inspection of the school. It 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.
- The proprietor's original pre-registration application was for the school to host pupils aged between the ages of 10 and 18. During this inspection, the proprietor requested (via the DfE) that the age range be extended to 8 to 18. This wider age range was consideration during this inspection by the inspection team.
- The inspectors toured the school premises and checked records relating to health and safety.
- The inspectors reviewed policies and documents required to meet the standards. This included a review of the safeguarding policy. They also checked the single central record.
- The inspectors met with the headteacher, the deputy headteacher, the director of education and members of the proprietor body, including the chief executive officer.

Inspection team

Mary Cook, lead inspector

His Majesty's Inspector

Mehnaz Kauser

Ofsted Inspector

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