

Conquest School

34 Ashlawn Drive, Boston, Lincolnshire PE21 9PX

Unique reference number (URN): 152463

Pre-registration inspection report:

26 March 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has ensured that all standards are likely to be met. They have established systems to quality assure their work across all areas of the independent school standards (the standards). This includes for the quality of the curriculum and teaching, health and safety, safeguarding and behaviour. Both the proprietor and leaders demonstrate appropriate skills and knowledge. This indicates they will be able to fulfil their responsibilities effectively. This is likely to promote the wellbeing of pupils.

The proprietor has ensured that there is a focus on staff and school leaders understanding the routines and systems set out in the school's policies. The reporting process on the performance of the school, and its quality assurance routines, are already established.

The proprietor has ensured that the standard in part 8 is likely to be met if the Department for Education (DfE) decides to register the provider as an independent school.

Part 1. Quality of education provided

Curriculum

The proposed school has a curriculum policy in place, supported by appropriate schemes of work. The curriculum has been sequentially planned in line with the national curriculum. The proprietor intends that the curriculum will be tailored to the needs of all pupils, including those with special educational needs and/or disabilities (SEND).

The school has established plans for each year group. It plans to teach by stage rather than age. This means pupils will access the materials at a lower level if they have knowledge gaps or are working behind their chronological age. The schemes reflect the needs and abilities of the intended pupils. This aligns with the school's intent to provide a primary and secondary curriculum that is as ambitious as the national curriculum. At the previous pre-registration inspection, this standard was judged as not likely to be met. Since then, the proprietor has established plans from key stage 1 to post-16. There are plans for a six-week induction programme and a 'ready to learn' curriculum for pupils who may require it. This is likely to identify any gaps in knowledge pupils may have. The school will then adapt the curriculum to meet the stage of a pupil's development. Consequently, this standard is now likely to be met.

The proprietor has employed qualified teachers. The indications are that the curriculum will be implemented with consistency and purpose. Leaders have considered how they will ensure that the teaching staff have the correct subject expertise as pupil numbers increase. The proprietor has already ensured that teaching will focus on English, including phonics, and mathematics, by employing suitably qualified staff. Leaders mean to work with other professionals. Pupils are likely to receive the support they need.

The personal, social, health and economic education curriculum and relationships and sex education and health education programme are appropriately planned. Parents and carers will be informed of the content of these curriculums. At the previous pre-registration inspection this requirement was judged as not likely to be met. Since then, the proprietor has established age- and stage-appropriate content that supports pupils' development and understanding of life in modern Britain. Consequently, this requirement is now likely to be met.

Careers education is a structured and integral part of the curriculum. The planned curriculum, if implemented in line with policies and the intent documents, will likely prepare pupils well for opportunities, responsibilities and experiences of life in British society.

Teaching

The proprietor and leaders articulate a clear vision for teaching to develop self-motivated pupils. Leaders aspire to help pupils apply intellectual, physical and creative effort across subjects and enrichment activities. The proprietor's ambition is for staff to create opportunities for debate, and for pupils to reflect on their learning, think critically and learn for themselves.

Leaders have established a programme of staff development. This sets out the ongoing approach, and the proposed quality assurance, to ensure the staff have the expertise to deliver the intended curriculum. This includes utilising the experience of local schools and subject expertise.

Leaders have already bought a wide range of resources to support the delivery of the curriculum. There is a well-equipped library. Each classroom is equipped with the necessary resources.

Leaders plan to use consistent approaches to manage behaviour and promote responsibility. Staff are clear on expectations for pupils to behave well. Structured tracking will help identify pupils' needs. This information will be used to support pupils to act responsibly.

Assessment

Leaders have established a range of systems that will track pupils' learning. The key areas leaders plan to track are in reading, social, emotional and mental health and attendance. Entry assessments will check if pupils enter with any knowledge gaps. There will then be half-termly assessments through team reviews and pupils' personalised plan reviews. Assessment points are embedded throughout the curriculum and used to inform teaching, track progress and support personalised planning. End-of-unit tests and regular checks on learning in lessons should help pupils make progress through the curriculum. Any information gathered through assessments will be used to support future pupil pathways.

The proposed school is likely to meet all the standards in this part if the DfE decides to register the provider as an independent school.

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

Leaders have a clear commitment to spiritual, moral, social and cultural (SMSC) development and a vision for its delivery. They have a curriculum that explores right from wrong, teaches and promotes fundamental British values, such as democracy. While there is adequate provision planned leaders know they will need to go beyond that already in place. They aim to adapt to the needs of pupils when they arrive and consider their interests.

The SMSC curriculum and wider provision shows a considered, inclusive approach to preparing pupils for life in modern Britain. It extends beyond academic instruction to embed values, character development and real-world experiences. This is further supported through other curriculum subjects, where pupils will be taught about comparative religions. Leaders have made links with the local church as well as other religious places of worship.

The proposed programme includes off-site visits to local sites of interest, community engagement, and exposure to the local diverse religious groups. This will help broaden pupils' horizons and challenge perceptions of marginalisation. There is a clear commitment to promoting fundamental British values, with daily personal, social, moral and economic lessons and structured debate built into the school day.

Leaders have made contact with local public services, including the police. The school plans to ensure that pupils meet the local officers to discuss civil and criminal law and the importance of learning their responsibilities as citizens.

Pupil voice will be encouraged through a student council. This demonstrates an ethos of listening, while responsibility, independence and resilience will be supported through celebration events, reflection sessions and tailored support.

Mental and physical health are to be supported through visits to the nearby park during breaks, healthy meals and tailored physical education. The curriculum aims to respond to pupil interests with lunchtime clubs. The school is waiting until there are pupils before it sets up clubs so that it can cater for individual interests. It plans to have clubs such as LEGO, reading and jigsaw, as well as arranging sporting events in partnership with other special schools.

The proposed school is likely to meet the standard in this part if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor has ensured that there are stringent safeguarding arrangements in place. This is well supported by an appropriate policy. All safeguarding leads have been appropriately trained. The proprietor ensures that it has a strong oversight of this important work. Fortnightly sharing of key safeguarding indicators will enable it to be informed about and to check on the safety of pupils. Leaders have ensured that all the required checks have been made so far on staff to ensure that they are safe to work with pupils.

The proprietor has ensured that there is a regular programme of safeguarding training. This includes annual updates relating to Keeping Children Safe in Education. Current staff demonstrate a secure awareness of the safeguarding policy. They know how to record and report concerns. Staff know what to look out for as indicators of harm or if something is not right. This includes specific additional vulnerabilities pupils with SEND may have.

Leaders are aware of any contextual issues associated with the area. Specific training for staff to be aware of these are in place. Leaders have planned opportunities in the curriculum to ensure that pupils learn about these risks and know how to look after themselves.

Behaviour and supervision of pupils

The proprietor has in place an appropriate policy to manage pupils' behaviour. Fundamental to this approach is ensuring that staff support pupils through developing positive relationships. The policy sets out how records of pupils' behaviour will be recorded, monitored and acted on. It makes clear expectations of pupils, any possible sanctions and subsequent support. While this sets out the basics, the proprietor also has plans to utilise pupil voice to adapt approaches further when pupils arrive.

Staff have received training in accredited safe handling approaches. This includes how to record incidents. However, the aim is to establish a calm, orderly environment, one where pupils respect rules and understand their own responsibilities towards themselves and others.

The proprietor will routinely check behaviour records. This will provide oversight and identify any further development needs.

Anti-bullying

The proposed school has established a clear anti-bullying policy. The policy makes it clear how staff will identify, record and address any bullying concerns. Current staff are aware of the term 'banter' and clear that this is not acceptable in their school.

The proposed curriculum sets out how pupils will understand bullying and its impact. Pupils will learn about respect for one another, equality and those characteristics protected by law.

Health and safety, fire and first aid

The proprietor has put in place a clear health and safety policy. This sets out the roles and responsibilities of staff. It further establishes routines so that monitoring by staff will help keep the site safe.

At the previous pre-registration inspection, the requirements about fire safety and first aid were judged as not likely to be met. This was because there was not a fire safety certificate in place or appropriate first-aid equipment. Since then, the proprietor has undertaken this work. There is now a fire-safety certificate, all staff are fire warden trained and appropriate first-aid provision in place. These requirements are now likely to be met.

Admissions and attendance

The proposed school's admissions and attendance policies set out how attendance will be monitored. It is clear how any late or non-arrivals will be followed up. Routines for safe arrival and exit of pupils are set out. The admissions register contains all the required information.

Risk assessment

The proprietor has ensured that the risk assessment policy is suitable for the setting. It provides clear guidance to help staff know how the levels of risk are calculated. Risk assessments seen are on a standard template and are very thorough and outline key areas of risk and how these will be mitigated against.

The proposed school is likely to meet all the standards in this part if the DfE decides to register the provider as an independent school.

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

The recruitment checks made on staff, supply staff and the proprietor

The proprietor has a safer recruitment policy in place. This aligns with guidance in KCSIE. Leaders have undertaken safer recruitment training. Leaders do not plan to use supply staff but know what checks they need to do to ensure agencies have undertaken all the right vetting procedures.

Appropriate checks are in place for visitors, contractors, volunteers, members of the governing body and the chair of the proprietorial body.

The single central record of these recruitment checks

The proprietor has established an online single central record. This is already in place. It contains the necessary information to demonstrate that all required checks have been completed for current staff.

The proposed school is likely to meet all the standards in this part if the DfE decides to register the provider as an independent school.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

Suitable toilet and handwashing facilities are available throughout the school. Each toilet is designed for single-person use and can be locked from the inside. All toilet facilities have appropriate washing facilities. These have hot and cold taps and hot taps do not provide a scalding risk. The school has provided labelled drinking water facilities.

Appropriate changing facilities are available on site. These include showering facilities.

Medical room and accommodation for pupils' therapy needs

The site includes an appropriately equipped medical room. It has a medical bed, water supply, locked medicine cabinet and a toilet nearby.

Ensuring the health, safety and welfare of pupils

The school has systems in place, as per the school's health and safety policy, so that routine checks take place to ensure pupils' safety. These include on lighting and water temperature, and electrical testing. Leaders have provided appropriate firefighting equipment, clear signage, a functioning alarm system and an identified assembly point. Fire exits are clearly marked, and external lighting supports safe movement around the site. All relevant safety certificates have been obtained.

Leaders have given consideration to pupils' welfare. The inside and outside environment has spaces to support pupils' sensory needs. The environment is a safe and calm space.

Lighting and acoustic conditions

All spaces have suitable lighting, including natural light. Indoor and outdoor areas are well lit, with emergency lighting suitably placed. All lighting is subject to routine checks. There are appropriate acoustic measures in place to reduce transference of noise between classrooms.

Outdoor space

The proprietor has ensured that there is a suitable outdoor play space. At the previous pre-registration inspection, this requirement was judged as not likely to be met as there were uneven surfaces that could be a trip hazard. Since then, the proprietor has undertaken work to remove these hazards. The outdoor environment no longer provides such a risk. This requirement is now likely to be met.

The proposed school is likely to meet all the standards in this part if the DfE decides to register the provider as an independent school.

Part 6. Provision of information

The proposed school has a website with the necessary information for parents. This includes policies, contact details and safeguarding information. It clearly sets out the aims and ethos of the school. Leaders have effective processes for reporting pupil performance to parents. This includes academic performance, attendance, behaviour and progress towards pupils' education, health and care (EHC) plans.

Leaders are aware of the need to publish any inspection reports, or actions from the Secretary of State to put restrictions on the school.

The proposed school is likely to meet all the standards in this part if the DfE decides to register the provider as an independent school.

Part 7. Manner in which complaints are handled

The complaints policy sets out the actions the school will take should it receive a complaint. It explains the steps the school will take in order to consider the complaint. This includes timescales for actions and the process for appeals. The school intends to use an independent, external body to consider any appeals.

The proposed school is likely to meet the standard in this part if the DfE decides to register the provider as an independent school.

The school's accessibility plan

There is an accessibility plan in place in accordance with Schedule 10 of the Equality Act 2010. The plan will be reviewed regularly and adapted to reflect the evolving needs of pupils, academically and physically, staff and parents.

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the headteacher, the deputy headteacher, teachers and a representative from the proprietor during the inspection. The inspector toured the proposed school premises to check its suitability.

The proprietor expects that all pupils who attend this school will have an EHC plan. Most are likely to be placed by a local authority. The school intends to cater predominantly for pupils with autism. In addition, pupils may also have the following SEND: cognitive and learning needs; social, emotional and mental health needs; speech, language and communication difficulties and moderate learning difficulties.

Lead inspector

Mark Anderson

His Majesty's Inspector

Team inspector

Dave Gilkerson

His Majesty's Inspector

About this proposed school

Proprietor	Conquest Schools Ltd
Headteacher	Simon Reynolds
Type of school	Other independent special school
Capacity	50
Number of full-time pupils of compulsory school age on roll	Provider's current position: 0 Provider's proposal: 50
Number of part-time pupils of compulsory school age on roll	Provider's current position: 0 Provider's proposal: 0
Number of pupils with special educational needs and/or disabilities on roll	Provider's current position: 0 Provider's proposal: 50
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's current position: 0 Provider's proposal: 50
Age range of pupils	Provider's current position: 7 to 19 Provider's proposal: 7 to 19
Gender of pupils	Provider's current position: Mixed Provider's proposal: Mixed
Total hours operating as a school per week	Provider's current position: 0 Provider's proposal: 28
Total hours of teaching provided per week	Provider's current position: 0 Provider's proposal: 28
Number of full-time equivalent teaching staff	Provider's current position: 4 Provider's proposal: 10
Number of part-time teaching staff	Provider's current position: 0 Provider's proposal: 0
Annual fees for day pupils	£6,5000
Email address	Enquiries.BS@conquestschools.co.uk

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