

Hillingdon Grange School

Upton Grange, Datchet Road, Slough SL3 7LR

Inspection date

26 March 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)(f), 2(2)(h) to 2A(1)(b), 2A(1)(d) to 2A(2), 3 to 4.

- The proposed school intends to provide education for pupils with autism. Pupils are likely to arrive at the school at any time in their primary education, with varying degrees of previous success. All pupils will have an education, health and care plan (EHC plan). Leaders propose that the school will work alongside other professionals to provide pupils with the education and therapy that they need.
- All pupils will have special educational needs and/or disabilities (SEND). Therapeutic support, including speech and language therapy, occupational therapy, psychotherapy and play/drama therapy, will be an important part of the school's work. The school will also provide a counselling service for its pupils.
- A clear written curriculum policy highlights the school's intended approach of providing education and therapy in a cohesive way for the long-term benefit of pupils, including children in early years. Leaders' curriculum plans are carefully constructed to take pupils' likely and varied academic and pastoral needs into account.
- Pupils will learn a suitably broad range of subjects. The curriculum will include English, mathematics, science and the full breadth of foundation subjects. The school will also provide a wide range of enrichment experiences, for example lunchtime clubs, trips and visits.
- The school's curriculum will consist of three pathways. These will be based on the early years foundation stage curriculum, the national curriculum or a combination of both. The curriculum is designed to be responsive to pupils' individual needs.
- As new pupils start, leaders propose to undertake baseline assessments of pupils' attainment and identify promptly gaps in their understanding. From there, teachers will tailor the content of each curriculum pathway to suit pupils' differing needs. Leaders will check that the curriculum has been adapted appropriately, and suitable support is in place for each pupil. They will also maintain an overview of what is taught to ensure coverage and progression.
- There is appropriate provision for personal, social, health and economic (PSHE)

education. This includes activities that encourage tolerance and respect for other people and aims to prepare pupils for life in modern Britain. Leaders see this aspect of the school's work as having high importance, due to the complex backgrounds of pupils who will attend the school.

- Pupils will receive appropriate careers education and guidance. Leaders are keen to ensure that the advice and guidance offered to pupils is meaningful. They convey a firm understanding of how to achieve this. It is likely that this advice will meet the requirements of being impartial.
- Leaders will ensure that staff develop their expertise of the school's curriculum accordingly. In addition, leaders intend to maximise the potential benefits of sharing expertise across the network of schools within the Outcomes First Group. For instance, leaders have planned a schedule of peer monitoring reviews as part of their work to assure the quality of teaching.
- Leaders intend also for teachers to work with colleagues in the proprietor's group of schools and with specialist staff to moderate their assessments of the quality of pupils' work. This information will be used to provide parents, carers and/or local authorities with regular updates on the progress of pupils.
- Leaders understand the importance of staff being able to provide pupils with successful learning experiences. All staff will undertake training, including de-escalation training, to ensure that there is a common approach to managing the complex behaviour that pupils are likely to present.
- School leaders and the proprietor have a clear vision of the values that will underpin the school's culture. They will ensure that discrimination of any kind is not tolerated and that fundamental British values are promoted. Equality will be actively promoted through the wider curriculum.
- The independent school standards (the standards) in this part are likely to be met if the proposed school is granted permission to open.

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

Paragraphs 5 to 5(d)(iii)

- Leaders will promote pupils' spiritual, moral, social and cultural development through the curriculum and through a range of extra-curricular activities. They intend for pupils to learn about British values, such as democracy, individual liberty and mutual respect, through the curriculum and other activities. For example, leaders propose visits to local places of worship to develop pupils' understanding and appreciations of different religions and festivals. Their promotion of equality and consideration of those with protected characteristics are threaded through the wider curriculum.
- Celebrating difference will be at the heart of the day-to-day life at the proposed school. The planned PSHE curriculum is designed to help pupils to understand their own feelings. By understanding the reasons behind their actions, pupils will be encouraged to learn about how to manage their own emotions successfully.
- Leaders have set out their high expectations in the staff code of conduct. These include ensuring that pupils are not exposed to partisan political or religious opinions.

- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 9 to 16(b), 34(1)(c)

- Arrangements to safeguard pupils are appropriate and well considered. They reflect leaders' suitably strong understanding of their safeguarding responsibilities and how to address them. Leaders have developed a rigorous process of checks and counterchecks that are designed to ensure that nothing is missed.
- The school's policies, written guidance and procedures to ensure the welfare, health and safety of pupils are fit for purpose and are available on request. At the time of the pre-registration inspection, leaders were in the process of publishing these on the proposed school's website to make sure that these were accessible to parents and other relevant stakeholders.
- The safeguarding policy follows current guidelines. Key staff have already undertaken safeguarding training at levels appropriate to their levels of responsibility. This includes training for the school's designated safeguarding lead and the team. Induction training for new staff is comprehensive. For example, it includes extensive coverage of contextual safeguarding training and additional training to ensure that staff are aware of the school's policies and procedures to keep children with SEND safe.
- The behaviour policy is suitable for the ages and likely needs of the pupils to be admitted to the school. The anti-bullying policy is also appropriate. The behaviour policy sets out clear aims and sanctions for poor behaviour.
- Leaders have set out a clear policy to comply with relevant health and safety legislation. The proposed school is located across four sites. On each one, the school's buildings and premises provide a safe and well-maintained environment for pupils to learn in. The first-aid policy is suitable and makes provision for effective first aid.
- Suitable arrangements are in place to ensure that the admissions register contains all of the essential information about pupils' circumstances. Leaders have suitable plans in place for the supervision of pupils. They have appropriate plans in place to increase the number of pupils on roll in the school over time. Leaders have thought carefully about routines for safely managing pupils' arrival at and departure from the school each day in a way that looks likely to support pupils' well-being and their learning. Similarly, arrangements for ensuring that staff get appropriate breaks are built into leaders' plans.
- Fire safety is given a high priority. A detailed external fire safety audit has been completed on all four sites to check that all is in order. Fire extinguishers are installed at key locations throughout the buildings. Each school's fire evacuation plan is suitable, and fire signage provides a clear indication of procedures and exits. This includes fire marshal training for key members of staff on each site.
- The school's health and safety and risk assessment policies are suitable. They comply with relevant statutory requirements. The proprietor has ensured the completion of a

range of surveys and tests to ensure site safety, including an asbestos survey, water tests and general maintenance.

- The school's risk assessment policy is in place. Leaders have ensured that all required risk assessments are already in place. These include appropriate actions to reduce risk, including for any off-site activities.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

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

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

- The single central record (SCR) contains all the required checks on adults connected with the proposed school. Appropriate recruitment and suitability checks have been completed for all staff, the proprietor and members of the governing body. The school has appointed new teachers and support staff for the proposed increase in pupil numbers.
- The proprietor regularly assures itself that the SCR is accurate and compliant with current guidelines. It is checked by the regional director at regular intervals and by an external improvement partner.
- Leaders are aware of the procedures that they should follow where they employ any agency staff.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(2), 25 to 29(1)(b)

- The proposed school will be located across four sites. Three of these sites are currently operating as part of another school which is part of the Outcomes First Group.
- The accommodation at all four campuses is fit for purpose and suitable for the proposed age range and pupil numbers intended. Across all four sites, there are several spacious classrooms, suitable office spaces and additional breakout areas, such as the library, sensory rooms and technical and therapy rooms for pupils to use.
- Classrooms and other learning spaces are suitably furnished, airy and large enough to accommodate the proposed number of pupils. Facilities on each site also include additional spaces for one-to-one work.
- Toilet and shower facilities are appropriate. All four sites have sufficient water supplies, and the temperature of hot water is regulated appropriately. Drinking-water is clearly labelled as such and is readily available to pupils.

- The medical room at each site is fit for purpose. The rooms are suitably equipped with a medical bed, hand washing facilities and a lockable medical cabinet, with a toilet nearby.
- The four sites have access to a private courtyard and play areas which provide ample space for pupils to take a break. Physical education is provided on site and, where suitable, pupils also visit the local leisure centre to learn swimming.
- The lighting, heating and acoustics are all suitable at each school. Outside, there is sufficient lighting around the buildings and in the grounds to ensure safe passage in the dark.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- At the time of the inspection, leaders were in the process of uploading required information to the proposed school's website with a view for it to go live that week. The proprietor and leaders understand the requirements to publish key information on the school's website.
- Leaders are aware of the requirement to provide specified information detailed in part 6. This includes when pupils are funded or partly funded by a local authority. They also know that they need to have certain reports and other information as necessary available on request, particularly information required by parents, carers or local authorities.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has a suitable written complaints policy which is informed by guidance provided by the Department for Education (DfE). The policy includes clear explanation of the routes to be followed in the case of a complaint, including where there is a complaint about the proprietor.
- The school has a suitable written record of any complaints for the three schools which are operating currently as part of another school owned by the proprietor. The proprietor intends to continue to use this format for recording and monitoring complaints at the school.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(b)

- The proposed school will be another of a growing number of similar schools overseen by Outcomes First Group. Each group of schools is overseen by a regional director who is line managed by one of the managing directors. The headteacher who is responsible for the day-to-day running of the school and senior staff have been appointed.
- School leaders and the proprietor are knowledgeable and have an extensive background in education and social care. Their rationale for opening the proposed school is sound and is based on a clear moral purpose to provide primary-age pupils who have previously struggled in mainstream education with high-quality care and education in a safe and nurturing environment.
- The proprietor understands the importance of ensuring that those in positions of governance have the right skill set to hold leaders to account and provide support when needed. It has appointed a governing body, and the regional director is the chair of this board.
- The proprietor makes sure that leaders and staff know the standards well. Leaders check regularly on compliance. The proprietor brings in external specialists and improvement partners to give them assurance that the standards are being met.
- Leaders demonstrate a clear understanding of the requirements in the standards. They have ensured that the school is likely to meet all of these standards currently. Leaders are committed to ensuring that these requirements continue to be met to high standards. This includes actively promoting the welfare of pupils.
- The standards in this part are likely to be met if the proposed school is granted permission to open.

Schedule 10 of the Equality Act 2010

- Leaders already have a suitable accessibility plan in place for each of the four buildings. They intend to update the plan at appropriate intervals and dependent on the needs of pupils and staff once the school opens. The school is likely to meet paragraph 3 of schedule 10 of the Equality Act 2010.

Statutory requirements of the early years foundation stage

- Leaders demonstrate a detailed understanding of all the early years foundation stage (EYFS) statutory requirements. They intend to plan for children across all aspects of learning. Children's progress against this will be recorded and shared with parents through an online assessment tool.
- The proposed school is likely to comply with all the learning and development and safeguarding and welfare requirements of the EYFS.

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	151478
DfE registration number	871/6011
Inspection number	10383770

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	P Bloom Limited
Chair	Richard Power
Headteacher	Jemma Kerr
Annual fees (day pupils)	£67,890 to £97,890
Telephone number	01753 971090
Website	None
Email address	enquiries@hmschool.org.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 11	3 to 14	3 to 14
Number of pupils on the school roll	0	187	187

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	187
Number of part-time pupils	0	0

Number of pupils with special educational needs and/or disabilities	0	187
Of which, number of pupils with an education, health and care plan	0	187
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	187

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	27	31
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	7	8

Information about this proposed school

- Hillingdon Grange School intends to cater for up to 187 pupils between the ages of three and 14. All pupils will have an EHC plan, and their places will be funded by a local authority.
- The proposed school's first site will be called Upton Grange and is located at Upton Grange, Datchet Road, Slough, SL3 7LR. It will cater for up to 75 pupils aged three to 14. The premises is situated off a dual carriageway and in a residential area in Slough. The second site will be called Yiewsley Grange. It is located on High Street, Yiewsley, UB7 7QP, catering for 60 pupils aged five to 11. This site is located off a main road in Hillingdon. The third site will be called Colne Grange. It is located on Cowley Mill Rd, Uxbridge, UB8 2UZ and will cater for up to 22 pupils aged seven to 14. This site is situated near an industrial estate in Hillingdon. The fourth site is called Syon Grange. It is located on 390 London Rd, Osterley, Isleworth, TW7 5AJ. This site will cater for up to 30 pupils aged three to seven. It is situated off a main road in Hounslow.
- The school intends to specialise in providing education for pupils with autism and attention deficit hyperactivity disorder. Many pupils also have associated communication difficulties. Some pupils have often spent considerable periods of time outside formal education prior to joining the school.
- Hillingdon Grange School is part of P Bloom Limited group of schools within the Outcomes First Group.

- The school does not intend to have a particular religious character.
- It is not intended that the school will use alternative provision.
- A governing board has been appointed and will provide a degree of external oversight for the school.

Information about this inspection

- This inspection was commissioned by the DfE in response to the proprietor's application to open an independent school. This was the school's first pre-registration inspection.
- The purpose of this inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the standards to be registered.
- The inspector met with the regional director and senior leaders. The headteacher was unavailable at the time of the inspection. The inspector took a tour of all four sites with the facilities manager and senior staff. She reviewed documents provided by the school and those that will be available on the school's website. The inspector toured the school's four sites and checked the single central record of pre-appointment checks.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

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Store Street
Manchester
M1 2WD

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