

Crisp Vocational Provision

Units 2, 3, 11, 12, 14 Bennerley Court, Bulwell, Nottingham NG6 8UT

Unique reference number (URN): 152429

Pre-registration inspection report:

5 May 2026

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration

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 (the 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 a secure understanding of the standards. The proprietor has appointed a headteacher with extensive experience of working in independent special schools. Leaders currently in post have designed a suitable learning environment and a curriculum to meet the pupils' needs. The proprietor has operated a part-time vocational alternative provision (AP) over a significant period. Leaders have already demonstrated good knowledge and skills that will enable them to fulfil their roles.

The proprietor has established robust quality assurance procedures to ensure that the school will meet the standards, including over time. Senior leaders demonstrate the understanding necessary to ensure that the standards will be met securely and consistently over time. The proposed school building is compliant with all the standards and provides appropriate accommodation for pupils. The

proprietor has ensured that the premises are well maintained and that the health and safety of pupils is assured.

The policies, planned curriculum, safeguarding arrangements and the regular maintenance of the site provide confidence that the proprietor will actively promote pupils' wellbeing.

The standards are 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, that aims to provide pupils with experiences in a range of vocational areas and subjects aligned to the national curriculum. The proposed school intends to provide age-appropriate linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The provision intends for pupils to have opportunities to learn and make progress in all areas of learning. Leaders have a clear understanding of curriculum sequencing and have introduced pedagogical approaches for tutors to follow.

The provision's curriculum, in all core and vocational subjects, is supported by detailed schemes of work. These take into account pupils' starting points, aptitudes and ages. Planning and curriculum targets set for pupils with special educational needs and/or disabilities (SEND) consider the needs identified in their education, health and care plans.

Pupils' knowledge in the core subjects of mathematics and English is currently checked on entry to the provision. These baseline assessments are used to inform pupils' different starting points in the curriculum.

The curriculum ensures that pupils will be taught speaking, listening, literacy and numeracy skills. Those that need additional support for reading will be supported in one-to-one sessions with age-appropriate resources. Beyond this, pupils will have access to a range of books to develop their love of reading.

The provision has prepared a well-organised curriculum for pupils' personal, social and health education (PSHE). It reflects the provision's ethos and aims. It aims to encourage mutual respect and to promote pupils' understanding of the protected characteristics. The provision intends for pupils to be prepared well for their life in modern Britain.

Pupils will receive accurate and impartial careers advice and guidance from an external provider. This guidance, along with the online careers platform and planned experiences such as visiting local careers fairs, will help pupils to make an informed choice about their future employment and will enable them to reach their full potential.

The provision has prepared a policy regarding its delivery of relationships and sex education. The policy reflects the requirements set out by the DfE. The scheme of work for relationships and sex education makes clear the age-appropriate content that pupils will study. The provision intends to consult parents and carers before revising the relationships education policy. It has ensured that the necessary information about relationships education is made available to parents on request.

Teaching

The provision's curriculum policy and associated documents set out its approach to teaching. Subject schemes of work also set out the types of learning activities that will be used to help pupils understand new content and develop skills. These are organised to build pupils' knowledge and skills in a logical manner.

Leaders have considered how they will ensure that the teaching staff have the correct subject expertise they need. Leaders have a clear understanding of curriculum sequencing and the pedagogical approach to teaching subjects, such as sharing learning objectives with pupils and questioning techniques.

The provision has planned a programme of quality assurance activities to check on how well the curriculum is taught. It aims to ensure that tutors plan appropriate sequences of lessons and adopt effective teaching methods. Tutors will use shared planning. Some of this planning has been externally moderated to ensure that it meets the requirements of the vocational courses offered. The provision intends that teaching will actively promote pupils' understanding of fundamental British values.

The teaching seen in the 5 lessons visited during the inspection demonstrated that tutors have secure subject knowledge, and use effective teaching methods and high-quality resources. They have also received training about how to adapt learning and provide support for pupils with SEND. Staff manage pupils' behaviour well so that they act responsibly and engage in their learning.

Assessment

Pupils are assessed through a variety of methods. When they join the provision, assessments in English and mathematics identify their starting points and any gaps that they may have in their knowledge. Progress will be tracked half termly through reviews and pupils' personalised plans. Quizzes, end-of-unit tests and regular checks on learning in lessons will ensure that pupils make progress through the curriculum. Assessment is embedded throughout the curriculum and

used to inform teaching, track progress, and support personalised planning. The provision has an appropriate framework in place to assess pupils' learning and progress and report this to parents.

The standards are likely to be met if the DfE decides to register the provider as an independent school.

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

The spiritual, moral, social, and cultural curriculum and the wider provision show a considered, inclusive approach to preparing pupils for life in modern Britain. This provision extends beyond academic instruction to embed values, character development, and real-world experiences. It reflects the aims of the proposed school to support pupils who have had a negative experience of the education system. The curriculum has due regard to the protected characteristics as set out in the Equality Act 2010.

The curriculum includes off-site visits to local museums and libraries. Community engagement with charities such as Bulwell community gardens and the local foodbank will provide pupils with experiences that allow them to contribute positively to the lives of those living locally. Trips, such as those to London and to the theatre, will expose pupils to the diverse cultural richness of wider society. There is a clear commitment to promoting British values, with regular PSHE lessons, structured topical discussions, and contextual safeguarding built into the school day.

A programme of tutor time sessions alongside lunchtime interactions with staff will provide pupils with opportunities to consider and discuss various ethical issues and current affairs. These should help to ensure that pupils are prepared well for life in modern Britain.

The provision will provide opportunities for pupils to develop an understanding about the rights and responsibilities of being a British citizen. Previous visits of the local police force and members of parliament have helped pupils to appreciate the difference between criminal and civil law. Pupil voice is encouraged through the production of 'mini manifestos' and the voting process for 'provision reps'. Such initiatives will equally take place in the proposed school.

Leaders will frequently check the quality of the PSHE curriculum to assure themselves that staff do not promote partisan political views. Leaders gave examples of the checks that they currently make on the information that visitors share with pupils when they are invited to speak to pupils.

The standards are likely to be met if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proposed school has appropriate arrangements in place to safeguard and promote the welfare of pupils. There is a comprehensive safeguarding policy that takes account of the relevant statutory guidance. The policy makes clear the actions that staff will be expected to take if they have a safeguarding concern. The school will record any concerns on an electronic system.

There is a designated safeguarding leader in position who is supported by other safeguarding-trained leaders. They demonstrate secure knowledge and skills suitable to their roles and an accurate awareness of the provision's contextual issues.

The provision delivers a comprehensive programme of safeguarding induction and ongoing training to ensure that staff have the necessary knowledge to keep pupils safe. Content is revisited over time to ensure that it is understood and applied consistently.

There are suitable arrangements in place to monitor and filter pupils' access to online materials. Leaders are promptly alerted to any attempts to access inappropriate online content.

Behaviour and supervision of pupils

The provision has a clear behaviour policy and systems to record and analyse behaviour, including the use of sanctions. The behaviour policy also outlines the use of suspension and exclusion, which the provision intends to use only as a last resort. The provision has an appropriate policy to guide staff in fulfilling their statutory duties to record and report any incidents of restraint or seclusion.

There are currently sufficient numbers of staff in the provision to supervise pupils throughout the day. The proposed staff increases and the non-teaching staff in the provision who are available at break and lunchtimes will provide adequate supervision for the proposed number of pupils.

Anti-bullying

An appropriate anti-bullying strategy is in place. The provision logs incidents of misbehaviour and bullying and reviews these at weekly behaviour and safeguarding meetings to identify any patterns. Pupils will be taught what to do if they experience bullying, including online. The anti-bullying policy sets out how incidents are managed.

Health and safety, fire and first aid

The provision has a suitable health and safety policy. The headteacher and office manager ensure its effective implementation, including through weekly checks. Records show that checks of the premises are thorough and accurate. The proprietor provides additional oversight through regular visits and document reviews.

An external company has completed a fire risk assessment. The site manager carries out daily, weekly and monthly fire safety checks. External contractors check fire safety equipment annually, and detection and alarm systems are covered by service and maintenance contracts. The provision complies with the Regulatory Reform (Fire Safety) Order 2005.

A suitable first aid policy is in place. Staff are trained in first aid. First aid boxes are available across the site and are checked and restocked regularly.

Admissions and attendance

The proprietor has ensured that there is an appropriate and up-to-date admission and attendance policy in place. The proposed school will record attendance on an electronic system. It will use this to identify any trends or patterns of absence. It will show the codes that staff will use to record the reasons for pupils' absence. The proposed arrangements for the school's admission register meets national requirements.

Risk assessment

The provision has a suitable risk assessment policy that gives clear guidance on how staff should assess levels of risk. The school has a wide range of risk assessments in place for the premises and pupil activities, including those off site. Risk assessments calculate the nature of risks and set out how these will be mitigated.

The standards are likely to be met 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 knows and understands their safer recruitment responsibilities. The provision ensures that all relevant checks are undertaken before adults are permitted to work with pupils. This includes checks on members of the proprietor body. All recruitment systems are thorough and well organised. Medical fitness is assessed during the onboarding process through a questionnaire related to the aspects of the job role. Suitable references are required and verified.

The provision uses a single agency for supply staff. The business manager checks that the agency has completed the required pre-employment checks, including ensuring that Disclosure and Barring Service (DBS) certificates are no more than 3 months old. The provision also verifies identity and DBS details on arrival.

The single central record of these recruitment checks

The required checks outlined in the standards and 'Keeping Children Safe in Education' are recorded in the single central record. The single central record contains all required information for appointed staff so far.

The standards are likely to be met 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

There are suitable, separate toilet and washing facilities that are provided for the sole use of pupils. An accessible toilet is also available. The toilets have an adequate supply of hot and cold water. The hot water does not pose a scalding risk.

Drinking water is available in the canteen area. It is clearly labelled. Taps in the toilets are clearly signed as not drinking water.

There are suitable changing and showering facilities on the school site.

Medical room and accommodation for pupils' therapy needs

There is suitable accommodation which will be used solely for the short-term care of sick or injured pupils. It includes a washing facility and is close to a toilet. There is also a room that will be used by the school counsellor that is provided for the therapeutic needs of pupils.

Ensuring the health, safety and welfare of pupils

The proposed school site is a collection of industrial units which have been extended and refurbished since the previous pre-registration inspection. There are no obvious health and safety hazards on the site. The proprietor has taken all necessary steps to ensure the health, safety and welfare of pupils.

Lighting and acoustic conditions

All rooms have modern LED lighting and some have doors or windows providing natural light. All teaching spaces have good lighting and appropriate acoustic measures are in place to reduce transference of noise between classrooms and workshops.

Outdoor space

There is a reasonably sized grassed area to the rear of the building where pupils can spend time playing outdoors. Physical education is planned to be delivered offsite and in the provision's sports hall and gym.

The standards are likely to be met if the DfE decides to register the provider as an independent school.

Part 6. Provision of information

The provision's website contains the key information and policies required including the safeguarding policy. The required name of the headteacher and address of the school and contact details of the proprietor are available. There are also details about how the provision will manage complaints. Parents will be able to request paper copies of policies and documents if needed. The provision understands the requirement to publish any future inspection reports. Leaders also plan to publish any results from public examinations on the website. The provision has a suitable format for reporting to parents about pupils' achievements while at school.

The provision intends to provide information to local authorities, regarding pupils who are looked after and pupils with an education, health and care plan, when requested. The school will work with local authorities to facilitate this.

The standards are likely to be met 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 how parents can raise concerns about the school's work, including both informal and formal routes. It clearly explains each stage of the process and the timescales involved. Parents who remain dissatisfied can request an independently chaired panel hearing. Leaders keep a written record of all complaints and the actions taken.

The standards are likely to be met if the DfE decides to register the provider as an independent school.

The school's accessibility plan

The proposed accessibility plan identifies how leaders will ensure that the site, the curriculum and any documentation are accessible for pupils with SEND.

The school is likely to meet the regulation in this part.

About this inspection

The inspector carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. The inspector 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 renewed 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 inspector met with the chair of the proprietor body, the headteacher, the provider's designated safeguarding leader and the office manager. The inspector conducted a tour of the proposed site to check the suitability of the premises. He scrutinised a wide range of documentation, including policies, curriculum plans and assessment information. He also considered a wide range of documentation relating to health and safety, including a sample of the school's risk assessments and checked the arrangements for safeguarding and staff recruitment, including the single central record.

The proposed school is already operating as an unregistered part-time AP. All pupils are dual-registered either with another AP or a referring school. There are 46 part-time pupils recorded on the provision's admissions register and the date of the first admission was 20 November 2023.

Teaching was observed during the inspection. There are some pupils who are looked after by the local authority.

This was the proposed school's second pre-registration inspection. The first inspection took place on 22 and 23 July 2020.

The inspector confirmed the following information about the proposed school:

It does not use any other AP.

The proposed school intends to provide full-time education for up to 44 pupils from 13 to 16 years old. The school will have a focus on the provision of vocational subjects.

The school is proposing to be a special school providing for pupils with autism, attention deficit hyperactivity disorder and those with social, emotional and mental health needs.

Lead inspector

Dave Gilkerson

His Majesty's Inspector

About this proposed school

Proprietor

Crisp Vocational Provision Ltd

Headteacher

Andrew Hawksworth

Type of school

Other independent special school

Capacity

44

Number of full-time pupils of compulsory school age on roll

Provider's current position:
3

Provider's proposal:
44

Number of part-time pupils of compulsory school age on roll

Provider's current position:
43

Provider's proposal:
0

Number of pupils with special educational needs and/or disabilities on roll

Provider's current position:
46

Provider's proposal:
44

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:
12

Provider's proposal:
44

Age range of pupils

Provider's current position:
13 to 16

Provider's proposal:
13 to 16

Gender of pupils

Provider's current position:
Mixed

Provider's proposal:
Mixed

Total hours operating as a school per week

Provider's current position:
25

Provider's proposal:
25

Total hours of teaching provided per week	Provider's current position: 12 Provider's proposal: 20
Number of full-time equivalent teaching staff	Provider's current position: 8 Provider's proposal: 10
Number of part-time teaching staff	Provider's current position: 0 Provider's proposal: 0
Annual fees for day pupils	£175 per day
Email address	office@crispvocationalprovision.co.uk

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