

Chestnut Place

11–16 Chestnut Court, Jill Lane, Sambourne B96 6EW

Inspection date

7 January 2026

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)(h) and 2(2)(i) to 2A(1), 2A(1)(b) to 2(A)(2)

- The proposed school has designed a curriculum to build pupils' knowledge step by step over time. A clear written curriculum policy sets out ambitious goals for what pupils are hoped to achieve. The proposed school is ready to offer a broad range of subjects to meet individual interests and needs. It is expected that most pupils will be in the post-16 phase of education, completing GCSE and A-level qualifications.
- Each subject is supported by well-designed schemes of work. These schemes set out the knowledge, vocabulary and skills that pupils are expected to learn in order to make progress. The proposed school has carefully planned adaptations to ensure that all pupils can succeed. These adaptations do not lower the aims or ambitions of the curriculum. Instead, they focus on ensuring that pupils are well supported to access learning successfully.
- The proposed school intends to teach regular lessons in personal, social, health and economic (PSHE) education. The programme of study covers a wide range of relevant topics, including relationships and sex education. The curriculum is well matched to pupils' needs and includes areas such as respectful relationships and online safety. The curriculum promotes understanding and respect for protected characteristics, such as race or gender. It is likely that the curriculum will help pupils prepare for life in British society.
- The proposed school has designed an approach to careers education that should serve pupils well. The existing provision for students of non-compulsory school age already includes a range of opportunities that promote their understanding of the world of work. It is intended that all pupils will receive personalised advice from a careers adviser, as well as take part in volunteer or work experience opportunities.

Paragraphs 3(a) to 4

- The setting already provides education for students of non-statutory school age. Staff demonstrate the expertise to plan and deliver well-structured learning experiences that promote pupils' self-motivation and engagement. Many staff have qualified

teacher status. Subject specialists maintain an oversight of specific areas of the curriculum. It is likely that the curriculum will be implemented effectively if the proposed school opens.

- The proposed school plans to carry out a range of initial assessments when pupils join. Staff can demonstrate how these assessments are already used effectively within the existing non-registered provision. These baseline assessments are likely to provide a broad and accurate view of any gaps in pupils' learning and their needs at the point of entry.
- The proposed school plans to facilitate an online learning model that will be delivered on site. Leaders have given careful consideration to ensure that the model is suitably ambitious and that it is implemented well. They are able to demonstrate the positive impact that this teaching approach has already had for students of non-statutory school age. Staff reinforce online learning through immediate follow-up support sessions. Subject specialists also teach additional lessons to support pupils when needed.
- The proposed school has a framework in place to check pupils' work regularly. Staff intend to use ongoing assessments to identify areas where pupils may need extra help or support. It is likely that the approach to assessment will support pupils to progress through the curriculum.
- The proposed school is likely to meet all the standards in this part.

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

Paragraph 5 to 5(d)(iii)

- The proposed school places strong emphasis on promoting pupils' social development. The ethos and culture established within the existing non-registered provision actively promote mutual respect and understanding of others. Central to this work is helping pupils learn how to form and maintain healthy relationships. The PSHE curriculum supports this aim through carefully designed units of study. These are likely to develop pupils' social skills, encourage positive relationships, and strengthen their ability to build meaningful connections with others.
- The proposed curriculum promotes pupils' understanding of fundamental British values. Pupils will learn about cultural diversity and difference, helping them to develop respect and tolerance for others. Leaders also plan to organise visits, and wider experiences that deepen pupils' understanding of the local community and the wider world.
- Leaders recognise that some pupils may have had negative experiences of education in the past. Leaders have deliberately shaped the school's ethos to promote character development and independence. The planned curriculum supports pupils in developing self-awareness and taking pride in their achievements. The curriculum is enriched through meaningful learning experiences and activities. Pupils will have the opportunity to take part in a broad range of initiatives, including the Duke of Edinburgh's Award, should they choose to do so. Students in the existing provision already benefit from these opportunities, demonstrating the positive impact of such enrichment on personal development.

- The proposed school intends to promote a Christian ethos. Leaders have clear plans to teach pupils about spirituality. This includes learning about a range of faiths and beliefs, to support understanding, respect, and reflection.
- The proposed school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7 to 7(b)

- The proposed school has set out a policy to promote and safeguard the welfare of pupils. The policy reflects the latest guidance of the Department for Education (DfE) and is clear about the provider's accountability and responsibilities. It identifies a broad range of potential risks, specific to the context of the proposed school, and sets out how leaders intend to work with external agencies to protect pupils.
- Staff have already completed safeguarding training and demonstrate a secure understanding of their roles in keeping pupils safe. Staff already fulfil these roles within the context of existing non-registered provision.

Paragraphs 9 to 10

- The proposed school's behaviour and anti-bullying policies are well considered and cater for the needs of pupils who are likely to attend. Expectations are clearly set out for staff and pupils. These expectations align with the school's ethos and values.

Paragraphs 11 to 16(b)

- The proprietor understands their responsibility to uphold all relevant health and safety standards. Leaders' roles and responsibilities are clearly defined, supported by a coherent and organised system to ensure that these standards are consistently maintained.
- The proprietor has ensured that the proposed school complies with the Regulatory Reform (Fire Safety) Order 2005. This has included the proprietor completing a fire risk assessment and seeking guidance from the local fire service.
- The proposed school has an appropriate first aid policy in place. Staff are trained to administer first aid and have relevant experience of providing care within the existing non-registered provision.
- A suitable risk assessment policy is in place. Leaders understand processes for assessing risks and have completed a range of assessments in relation to the premises. For example, they have conducted surveys to check the safety of water supplies. In addition, various risk assessments have been completed concerning aspects of provision for pupils who will attend the proposed school.
- The proposed school is likely to meet all the standards in this part.

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

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

- Leaders understand the principles of safer recruitment and reflect these in their practice. The proposed school has already established robust systems to check the

suitability of adults. Required checks are completed before staff are employed, and all current employees have undergone these procedures.

- The proprietor has established a single central record that records the necessary checks about the suitability of staff. For example, checks made through the Disclosure and Barring Service have been entered on the record.
- The proposed school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

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

- The proposed school occupies a modern, spacious building equipped with well-resourced facilities. There are dedicated and well-equipped areas for art, science, and music. Recreational spaces feature gym equipment and a games room with air hockey and a pool table. Pupils also have convenient access to outdoor areas, which provide space for physical and recreational activities.
- Learning spaces are suitable, providing adequate space for the number of pupils who may attend. The interior design and resources have been carefully chosen to create a calm, sensory-friendly environment that minimises reminders of past negative school experiences. This thoughtful approach supports pupils' well-being.
- Suitable toilet and handwashing facilities are available. Each facility can be secured from the inside and is designed for use by one pupil at a time, ensuring privacy and safety.
- An area has been allocated as a medical room. The area is complete with its own toilet facility that includes a hand basin. While the space may serve other purposes at times, leaders intend for it to remain readily available for the medical examination and treatment of pupils whenever needed.
- The proposed school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii) to 32(3)(g)

- The proposed school provides a range of necessary information on its website. It serves as a clear and accessible resource for prospective pupils and their families, providing easy access to essential policies, including safeguarding, behaviour, and complaints procedures. Information includes relevant contact details to ensure that parents and carers can reach the school when needed.
- Leaders plan to report to parents in writing on an annual basis, providing detailed updates on pupils' learning and progress. They are also fully aware of their responsibility to supply relevant local authorities with relevant information to support annual review processes for pupils with education, health and care (EHC) plans.
- The proposed school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has a formal complaints procedure to guide parents should they wish to raise concerns. The policy provides clear guidance on the steps for parents to

take if they wish to complain. These steps include a staged approach with the option for parents to raise complaints informally if they wish. There are clear timescales in place for the proposed school to respond to concerns.

- The proposed school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Leaders bring considerable knowledge and experience of school leadership to their roles. Their expertise has allowed the proposed school to be well prepared to provide education and support to pupils who are likely to attend.
- The proprietor body has a clear understanding of the independent school standards. Members have experience of managing another school and they routinely review the standards as part of their monitoring and accountability processes. This proactive approach has helped to ensure that the standards are likely to be consistently maintained at Chestnut Place.
- Robust systems are in place for holding the school to account. This includes a governing board that will act in the capacity of a 'critical friend' to challenge and support the school's leadership team.
- The proposed school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- There is an accessibility plan in place in accordance with Schedule 10 of 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	152153
DfE registration number	937/6052
Inspection number	10421160

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 status	Independent day school
Proprietor	Wider Ambition Ltd
Chair	Alison Chalmers
Headteacher	Alison Prosser
Annual fees (day pupils)	£117,500 to £135,000
Telephone number	01905 936021
Website	widerambition.org
Email address	chestnutplace@widerambition.org
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	16 to 25	15 to 25	15 to 25
Number of pupils on the school roll	17	35	35

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	Not applicable	35
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	35
Of which, number of pupils with an education, health and care plan	Not applicable	35
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15	15
Number of part-time teaching staff	1	1

Information about this proposed school

- Chestnut Place is located at 11–16 Chestnut Court, Jill Lane, Sambourne B96 6EW.
- The proposed school intends to educate pupils with EHC plans. It intends to cater for pupils with speech, language and communication needs; autism; and social, emotional and mental health needs.
- The proposed school does not intend to use any alternative provision.
- The proposed school has a Christian ethos.
- Unregistered provision is already in place on the site. This provision is to educate students of non-compulsory school age and does not require registration in its current position. At the time of inspection, 17 students accessed education at the site.
- The proposed school intends to operate with the oversight of a governing body.

Information about this inspection

- This inspection was commissioned by the DfE to determine if the school is likely to meet the standards if the DfE registers the school.
- This was the first pre-registration inspection of the proposed school.
- The inspector carried out a range of activities to ascertain if the proposed school is likely to meet the independent school standards. These activities included: meeting with a representative of the proprietorial body, holding discussions with senior leaders, reviewing a broad range of policies, and reviewing curriculum aims and examples of schemes of work, as well as reviewing leaders' intended systems and procedures for managing the school.
- The inspector conducted a tour of the premises.
- The inspector visited a lesson and spoke with a group of students at lunchtime.
- The inspector discussed safeguarding arrangements with leaders, including the designated safeguarding lead.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026