

Redstone Hall School

11 Fore Street, Ipswich, Suffolk IP4 1JW

Inspection date

14 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)(g) to 4

- The proposed school has an appropriate curriculum policy in place. The curriculum is designed to meet the specific needs of pupils with special educational needs and/or disabilities (SEND). It is broad, balanced and ambitious. The curriculum is designed to be easily adapted by teachers to create individualised curriculum pathways for pupils.
- The curriculum is enhanced by the wider offer in place that aims to support pupils' personal development and readiness for the next stage. This will include a range of team-building and life-skills-focused activities.
- The proposed school has placed early numeracy, literacy and phonics at the centre of the curriculum. They have identified a validated scheme for the teaching of phonics and ensured all resources are ready to be used with pupils on their arrival. Well-sequenced schemes of work are in place for both English and mathematics, which enable learning to be personalised to each pupil's stage of learning.
- The proprietor intends to provide education to pupils with SEND. All pupils will have an education, health and care (EHC) plan. The proprietor has considered and put in place the required specialist therapeutic support that pupils need to meet their SEND. This is in addition to the integrated therapeutic approach that the proposed school intends to embed in all classrooms through high-quality and robust staff professional learning.
- An approach to assessment has been designed and is ready to use when pupils arrive. A range of baseline checks will be carried out to create a holistic view of each pupil. This will include assessments in core learning areas as well as personal development and readiness for learning. Information from these checks will be used to inform the individualised curriculum pathways for each pupil.
- The proposed school has a well-conceived personal, social, health and economic education (PSHE) curriculum in place. It will ensure both age- and stage-appropriate teaching of relationships and sex education (RSE) and health education to both

primary- and secondary-age pupils. This aligns with the content of the RSE and health education policy, which is published on the school's website.

- The proposed school has integrated appropriate careers content into the PSHE curriculum. The proprietor has ensured that a range of experiences will be available to pupils. This will include independent careers advice and guidance for secondary-aged pupils.
- This part of the standards is likely to be met by the proposed school.

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

Paragraphs 5 to 5(d)(iii)

- Fundamental British values are planned to be promoted throughout the school. They are integrated into the school's PSHE curriculum. Pupils from the primary age onwards will learn about various British institutions, democracy and the rule of law. A meaningful school council will be put in place. This will support pupils' understanding of democracy, as well as teach them the positive impact that sharing their views and ideas can have.
- The proposed school has woven through the PSHE curriculum content that enables pupils to develop an understanding of the important characteristics that are protected by law. Pupils will learn about how people may identify, as well as learn about a range of cultures and traditions. This intended approach has been designed to prepare pupils for life in modern Britain.
- Pupils will be supported by the proposed school to access a range of enrichment activities to develop their personal and life skills. For some pupils, this will include meaningful work-experience placements. For those who will find it a challenge to access work experience independently, the proposed school will make alternative arrangements. This will include a series of work-based experiences supported by staff in the school.
- The proposed school will implement a schedule of trips and visits to support pupils' cultural awareness and development, as well as provide opportunities for specific life-skills teaching. This will include travel training and help pupils to learn and practise vital social skills.
- The proposed school has a cohesive plan to support pupils with their spiritual, moral, social and cultural development. There is a well-considered religious education (RE) curriculum in place. The proposed school intends for pupils to experience discrete RE lessons, where they will learn about a range of religious beliefs and customs. This learning will be supplemented by regular visits to local religious buildings and groups.
- The PSHE curriculum is broad and well matched to the needs of the proposed pupil cohort. It covers essential aspects such as mental health, citizenship and global and local events. Pupils will learn how to keep themselves safe in the community and online. They will learn about different types of relationships and what makes a relationship healthy or not.
- This part of the standards is likely to be met by the proposed school.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- The proprietor has put in place an appropriate safeguarding policy, which clearly sets out the proposed school's approach to keeping adults and children safe. The proposed school will have a well-trained team of designated safeguarding leads. There will be robust oversight from the proprietor, as well as from safeguarding and quality assurance leads within the proprietor body.
- All safeguarding concerns will be recorded on a secure online system. All staff will have access to this and will be trained in how to create detailed and appropriate safeguarding records when they are sharing a concern. Staff will also receive a rigorous programme of safeguarding training. This will include annual training on updates and guidance from Keeping Children Safe in Education, as well as regular briefings and professional development sessions throughout the school year.
- The proposed school already has in place highly knowledgeable safeguarding leaders. They understand the contextual risks pupils may face and have mitigated these through planned learning within the PSHE curriculum. This work will be reinforced through responsive conversations and interventions when concerns are raised about individual pupils.

Paragraphs 9 to 16(b)

- The school has a robust weekly, monthly and termly schedule for health and safety checks. These checks cover water temperature, internal and external lighting, fire alarms and equipment, and fire doors. Internal staff and contractors carry out these checks, with clear records already being stored.
- There are suitable first-aid, health and safety, and risk-assessment policies already in place. These set out clearly the roles and responsibilities of all leaders and staff in the proposed school, as well as those with oversight responsibilities in the proprietor body. These policies also set out the training schedule for all staff and provide clear guidance and support. For example, the risk-assessment policy provides clarity on how to create a suitable risk assessment for a variety of activities.
- The proprietor has ensured that the school building complies with the Regulatory Reform (Fire Safety) Order 2005. A fire assessment has been completed, and all minor issues have been addressed by the proprietor. Many pupils are expected to need personal emergency evacuation plans, and these will be created and reviewed following each scheduled fire drill.
- The space in the school is suitable for the proposed number of pupils. The proposed staffing structure of at least two adults in each class of six pupils is appropriate, considering the complexity of needs of the pupils who are intended to attend this school. The physical spacing and internal design of the school have been informed by a therapeutic approach and provide pupils with plenty of space for de-escalation support.
- The proposed anti-bullying and behaviour policies are appropriate and published on the school's website. They provide clarity on the school's therapeutic approach to supporting pupils with their regulation and engagement. The behaviour policy makes clear what the consequences will be for poor pupil conduct. Proposed school leaders

are clear on the approach for tackling bullying. The process for managing allegations of bullying is clearly set out within the anti-bullying policy.

- The structure for admissions and attendance registers is already in place. These will be maintained in accordance with paragraph 15 of the standards. The proposed school expects pupils to attend regularly. They will prioritise relationship building with both pupils and parents and carers to tackle poor attendance if it occurs.
- This part of the standards is likely to be met by the proposed school.

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

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

- Safer recruitment training has been completed by members of the proprietor body. The proprietor intends for the headteacher to complete this training also. This means that they will, and already have, carried out the required checks on staff within the school.
- There is an electronic single central record (SCR) in place. It contains all required information on staff already recruited, as well as those within the proprietor body. The SCR is regularly monitored by school leaders and members of the proprietor body. Leaders are clear on the precise checks that need to take place when employing a member of staff, including when they have lived or worked abroad.
- Supply staff will be used infrequently and only where needed. The proposed school is clear on the additional checks and actions required for agency and supply staff.
- This part of the standards is likely to be met by the proposed school.

Part 5. Premises of and accommodation at schools

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

- The school space has been well designed with the needs of the proposed cohort of pupils in mind. Doors are magnetically locked and will release only in the event of a fire alarm. This provides secure entrance and exit points and ensures pupils are as safe as possible during periods of dysregulation.
- Classrooms are spacious and calming. All but one classroom has natural light feeding into it. In all classrooms, there is suitable ventilation and lighting for the activities that will take place within them. The design and size of the classrooms will support the wellbeing and regulation of pupils.
- There is plenty of access to toilets, changing and washing facilities for the proposed number of pupils. This includes access to a shower for any pupil to use, should they wish, following physical education lessons.
- There is an appropriate first-aid room in place, which contains secure storage, a sink and a bed, and is located next to an individual toilet.
- Pupils will be provided with school water bottles, which will be filled daily and replenished throughout the day as needed. All hot water outlets are set up to minimise scalding risks, ensuring the safety of pupils.

- There is a large outdoor area for pupils to use for recreation time, as well as for physical education and outdoor learning.
- Lighting is adequate throughout the school. This includes a suitable amount of outdoor and indoor lighting, as well as numerous emergency lights. All lights are regularly checked and maintained.
- This part of the standards is likely to be met by the proposed school.

Part 6. Provision of information

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

- The school has a fully operational website. All required and key documentation, such as policies and curriculum overviews, is already available on the website for all stakeholders to access.
- The proprietor is aware of the requirement to record previous years' academic outcomes and numbers of complaints. It has already been identified where this information will be included on the website when applicable.
- There is an up-to-date and appropriate safeguarding policy live on the proposed school's website. It sets out a clearly effective approach to safeguarding pupils. There is clarity about the various responsibilities and duties of leadership at all levels. This reflects the proprietor's and proposed school's understanding of their statutory safeguarding duties.
- The proposed school has included the details of school leaders, the chair of governors and the chair of the proprietor body on the school's website. The website also displays the proprietor's statement of ethos for the proposed school.
- There are specific policies in place, such as the SEND policy and the English as an additional language (EAL) policy, which set out details of the provision for pupils with SEND or EAL. This includes how their needs will be identified and met in school.
- The proposed school has designed documentation that will provide vital information about a pupil to stakeholders. This includes an annual report, which will be individualised to each pupil and shared with parents and carers.
- There is a comprehensive behaviour policy published on the school's website. This sets out for parents and carers the school's expectations for pupil conduct, as well as expectations for how pupils will be supported.
- There is a published complaints policy on the website, which provides clarity to parents and carers on the channels they can use to raise concerns.
- This part of the standards is likely to be met by the proposed school.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proprietor has ensured that a well-structured and clear complaints policy is in place. It is published on the school's website.

- The complaints policy establishes the various stages of the complaints process. This includes timescales and clarity on who will be involved at each stage. It sets out the rights of a complainant to access support when attending panel meetings. The complaints process is clear on the potential outcomes of a complaint and how complainants will be informed.
- Complaints will be securely stored and addressed by the chair of the proprietor body and other leads within the proprietor body. This will ensure a level of independence from school leadership, consistency in approach and accountability.
- Leaders have a thorough understanding of the process for complaints. They understand how complaints will be recorded and how quality assurance oversight will ensure there has been consistent application of the complaints policy.
- This part of the standards is likely to be met by the proposed school.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body is made up of several highly knowledgeable professionals. They have extensive knowledge and understanding of SEND. This expertise has been harnessed to design the curriculum, physical set-up and therapeutic approach of the proposed school. It will also be applied as part of the governance and oversight structure in place, ensuring both adequate challenge and support for school leaders.
- Systems and structures for oversight of the quality of provision are already in place. Governors and the proprietor body are clear on their statutory duty to ensure that the school has effective safeguarding arrangements, meets the standards and ensures compliance with Schedule 10 of the Equality Act 2010.
- The proprietor and proposed school leaders have worked closely with Suffolk local authority. The proposed school has been set up to meet the complex social, emotional and mental health (SEMH) needs of pupils. This is because the local authority has identified a need for increased provision for pupils who have SEMH as a primary need.
- The proposed school and proprietor are knowledgeable about the needs of the proposed cohort of pupils. They have designed a curriculum that will be adapted to meet individual pupils' needs. They have considered what is vital to promote pupils' wellbeing and built a provision around this. This includes already putting in place a robust team of professional therapists who will address the complex needs that pupils may have.
- The proprietor has ensured that they, the leads within the proprietor body and staff within the proposed school have a suitable understanding of the standards.
- This part of the standards is likely to be met by the proposed school.

Schedule 10 of the Equality Act 2010

- The proprietor and proposed school understand their responsibilities regarding equality. There is a suitable accessibility plan in place, which is likely to meet the requirement 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	152347
DfE registration number	935/6040
Inspection number	10434073

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	Independent special school
School status	Independent special school
Proprietor	Polaris Children's Services Limited
Chair	Jo August
Headteacher	Tanya Fuller
Annual fees (day pupils)	£68,965
Telephone number	07881 245 013
Website	www.redstonehallschool.co.uk
Email address	catherine.beard@polariscommunityco.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 16	7 to 16
Number of pupils on the school roll	Not applicable	30	30

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	30
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	0

Information about this proposed school

- The proprietor for this school is Polaris Children's Services Ltd. The proprietor has an additional fifteen independent special schools, located throughout England.
- Redstone Hall School is located at the following address: 11 Fore Street, Ipswich, Suffolk IP4 1JW.
- Pupils who will attend the proposed school will have complex SEMH needs. They are likely to have missed significant periods of time at school prior to arriving here. All pupils will have an EHC plan. All places will be funded by Suffolk Local Authority.
- The proprietor does not intend to use alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education 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 independent school standards to be registered.
- The inspectors met with the managing director, the quality assurance lead and the chair of the proprietor body. Inspectors also spoke with the caretaker of the school. The inspectors reviewed documents provided by the school. They toured the school's premises and checked the single central record of pre-appointment checks.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

Tessa Holledge

His Majesty's Inspector

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