

Everly East Academy

Navigation Road, Northwich CW8 1BE

Unique reference number (URN): 152730

Pre-registration inspection report:

13 August 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 body has established a clear and purposeful vision for the proposed school. Their rationale is well informed and demonstrates a strong commitment to providing a safe, nurturing and supportive environment for pupils with social, emotional and mental health (SEMH) needs. They have a secure understanding of the needs of the intended pupil cohort and have carefully considered how the curriculum, the learning environment and wider facilities will support pupils' individual needs and enable them to engage successfully in education.

The proprietor body has given appropriate priority to promoting pupils' wellbeing. Policies, procedures and strategic planning reflect a clear commitment to supporting pupils' personal development, welfare and emotional wellbeing.

Planned approaches, including tailored support and the development of positive relationships, demonstrate that pupils' holistic needs are central to the school's

ethos. Appropriate staff training is planned to ensure that pupils experience a nurturing and inclusive environment where they feel valued, develop confidence and can thrive.

The proprietor body demonstrate a strong understanding of the independent school standards and their statutory responsibilities. Suitable systems have been established to monitor and evaluate the quality of education and care provided by the school. These arrangements include oversight of curriculum implementation, teaching and learning, behaviour, attendance, safeguarding, health and safety, and pupils' wellbeing. Effective quality assurance processes are in place to support continuous review and improvement.

Clear expectations have been established for staff, supported by a comprehensive programme of induction and professional development. These arrangements are intended to ensure that staff acquire the knowledge and skills necessary to fulfil their responsibilities effectively, safeguard pupils, and contribute to positive outcomes. Robust recruitment, induction and training procedures are likely to promote consistency and support the delivery of high-quality provision.

The proprietor body has also planned for the school's growth to be carefully managed through a phased admissions process. This approach is designed to ensure that pupil numbers increase gradually, and that staffing, resources and support arrangements remain aligned to pupils' needs. As a result, the school is well placed to maintain the quality of its provision as it develops. Consequently, this standard is likely to be met should the Department for Education (DfE) decide to register the school.

Part 1. Quality of education provided

Curriculum

The proprietor body has established a wide-ranging, well sequenced and aspirational curriculum tailored to the needs of pupils with special educational needs and/or disabilities (SEND). This acknowledges that pupils will enter the school with diverse backgrounds, prior attainment and individual starting points. Leaders have high expectations and a clear commitment to enabling pupils to thrive and make strong progress.

The curriculum is planned to provide a variety of appropriate routes, including access to GCSEs courses, as well as developing alternative academic and vocational pathways. When pupils are admitted to the proposed school, leaders intend to draw swiftly on baseline assessment information to pinpoint gaps in pupils' knowledge and understanding. This diagnostic approach will help staff

deliver focused support so that pupils can secure core knowledge and develop key skills, especially in English and mathematics.

The proposed school has the necessary arrangements and policies in place for personal, social, health and economic (PSHE) education, as well as relationships and sex education (RSE) for pupils of secondary age. Leaders plan to engage with parents and carers about the proposed curriculum content and to respond thoughtfully to any queries or concerns raised by families. Staff will be given suitable training, guidance and ongoing support so that they can deliver this area of learning confidently, carefully and sensitively.

Reading sits at the heart of leaders' curriculum thinking. They are committed to ensuring that pupils receive the teaching, targeted intervention and wider opportunities required to become assured, fluent and engaged readers. This provision will include timetabled reading sessions, explicit work designed to foster curiosity about books, deepen comprehension and nurture sustained enjoyment of literature.

Leaders also intend pupils' wider personal development to be embedded within the full curriculum experience. Careers guidance, work-related learning, workplace experience and enrichment activities will form part of a rounded offer that promotes pupils' academic achievement, personal confidence and readiness for the next stage of education, training or employment.

Teaching

Leaders plan to strengthen teachers' delivery of the curriculum through carefully developed schemes of work. Their intention to appoint qualified teachers supports this approach and should help to secure effective classroom practice. Leaders also intend that teachers will have access to a comprehensive range of information about each pupil, including one-page profiles, education, health and care (EHC) plan targets and individual learning plans. This information is intended to guide teachers in making appropriate and purposeful adaptations to lessons, so that pupils can access the curriculum successfully and make progress from their individual starting points.

Assessment

Leaders have put in place clear systems and procedures for assessing pupils' learning and progress. The proposed school's assessment policy sets out how leaders and teachers will evaluate pupils' performance over both the short and longer term. During pupils' initial week in school, staff will carry out assessments to identify gaps in pupils' academic knowledge and understanding their attitudes to learning. Teachers will use this information to inform curriculum planning, shape classroom support and identify any interventions that pupils may need. Leaders

also intend to use moderation processes to help ensure that assessment information is accurate and reliable.

The proposed school is likely to meet 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

The personal, social and health education programme is designed to cover a broad range of themes that prepares pupils for life beyond school and for participation in modern British society. The programme is structured so that pupils' knowledge, understanding and skills develop progressively over time. Leaders recognise that pupils join the school with different experiences and starting points, and they have therefore built appropriate flexibility into the curriculum offer. The proprietor body will ensure that pupils are supported to explore sensitivity or potentially contentious issues, including political viewpoints, in a balanced and impartial manner.

The proposed curriculum also provides opportunities for pupils to build their understanding of different faiths and religions. Planned visits to local churches, will further enrich this aspect of pupils' learning and help them to connect curriculum content with wider community experiences.

The proprietor body has clear plans to ensure that pupils develop a secure understanding of fundamental British values. Staff will reinforce this through planned teaching, daily routines and the expectations established across the school. In addition, the school has suitable arrangements to promote pupils' moral, social and cultural development. For example, a carefully planned programme of calendar of events throughout the year will help to extend pupils' knowledge and experiences.

This standard in this part is likely to be met if the DfE to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor body understand the importance of establishing and maintaining a strong culture of safeguarding. Careful consideration has been given to the proposed safeguarding arrangements, including the role of the designated safeguarding lead, who holds the appropriate qualifications. Staff will receive comprehensive training programme to ensure that they have the knowledge and

skills needed to remain alert to any potential concerns and respond appropriately. Clear reporting systems are in place for safeguarding concerns, and leaders can demonstrate how they will work effectively with external agencies when pupils require additional support. These arrangements indicate that the proprietor body have the capacity to ensure that staff fulfil their responsibilities to keep pupils safe.

The proprietor body has also planned a robust induction programme for new staff, including detailed safeguarding training. Ongoing professional development will ensure that staff remain up to date with wider safeguarding issues, including contextual risks and online safety.

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

Behaviour and supervision of pupils

Leaders demonstrate a clear and consistent approach to behaviour management. This is set out in the proposed school's behaviour policy, which provides staff with a secure framework for applying expectations consistently and effectively. The policy includes a define system of rewards and, where needed, appropriate sanctions, including the use of suspension when this is required. Leaders also show a secure understanding of the importance of maintaining accurate records, particularly in relation to serious incidents of behaviour.

Clear arrangements are in place to ensure that pupils are appropriately supervised at all times. Staff will have a clear understanding of their roles and responsibilities, supported by defined staff-to-pupil ratios that help to promote pupils' safety and positive behaviour throughout the day.

Anti-bullying

The school's anti-bullying approach, supported by a clear and effective anti-bullying policy, will ensure that staff understand how to reinforce the message that bullying is unacceptable. Staff will respond promptly to any concerns or incidents and take appropriate action to help prevent them from recurring.

Health and safety, fire and first aid

The proprietor body has implemented appropriate measures to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. A comprehensive fire risk assessment has been completed, and suitable fire safety equipment is available throughout the premises. The proprietor body ensures that regular maintenance checks are conducted so that all equipment is fit for purpose and remains operational. Appropriate checks and records are maintained of fire doors, emergency lighting and the fire alarm system.

Effective first aid arrangements are in place. The first aid policy provides clear guidance for staff on administering care when required. A sufficient number of staff currently hold an appropriate first-aid qualification. Staff maintain first-aid supplies correctly. Secure procedures are in place for the storage and administration of medication. A dedicated medical room is available for pupils requiring short-term care and includes washing facilities with convenient access to toilet facilities.

Admissions and attendance

The proprietor body has established robust systems to ensure that staff accurately record all required information in the school's admission register. Leaders demonstrate a clear understanding of their responsibilities for maintaining accurate and up-to-date records. The proprietor body has a comprehensive attendance policy in line with statutory requirements and guidance. Leaders place a strong emphasis on promoting good attendance and implement effective measures to support pupils whose attendance falls below expected levels.

Risk assessment

The proprietor body has established clear procedures for the identification, assessment and management of risk. Comprehensive risks assessments demonstrate that leaders have implemented suitable measures to minimise potential hazards and promote the safety and welfare of pupils, staff and visitors. Leaders monitor these assessments regularly and update them as necessary to ensure that control measures remain effective and reflect any key changes in circumstances.

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

Part 4. Suitability of staff, supply staff, and proprietor body

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

The proprietor body has completed appropriate safeguarding training to enable them to carry out their statutory duties effectively. They have ensured that at least one member of staff has completed accredited safer recruitment training. Leaders have a secure understanding of recruitment requirements and carry out all necessary pre-employment checks before staff commence work at the school. These include, where applicable, prohibition from teaching checks and section 128 checks.

The single central record of these recruitment checks

The proprietor body has established and maintain an electronic single central record. Leaders review the record regularly to ensure that it remains accurate, complete and up to date, and they maintain clear records of the checks.

The standard in this part is 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

The school provides suitable hygiene facilities for all pupils and staff. Toilet facilities include hot and cold running water, with temperature controls in place to ensure safe use. Separate toilet and handwashing facilities are available for boys and girls, and staff have access to dedicated facilities that are separate from those used by pupils.

Pupils have continuous access to fresh drinking water through water stations located throughout the school. Leaders have clear labels in place to indicate whether any water supply is not intended for drinking. The school also provides shower and changing facilities for pupils when required, supporting their health and wellbeing, and participation in school activities.

Medical room and accommodation for pupils' therapy needs

The school maintains a dedicated medical room that is clear, welcoming and easily accessible by pupils. Positioned in a convenient location within the school, the room is equipped with a bed, pillow and blanket to support pupils who are unwell or require rest. The room also provides washing facilities, and a toilet is situated nearby to ensure additional comfort and convenience.

Ensuring the health, safety and welfare of pupils

The proprietor body has devoted substantial resources to creating and maintaining a high-quality learning environment. The school buildings and grounds are kept in an excellent condition and provide a safe setting for pupils, with no identified defects or hazards that could compromise their welfare. All teaching areas are appropriately designed and equipped to support effective learning.

In addition to classroom facilities, the school provides designated quiet areas where pupils can take time to manage their emotions and regain focus when

needed. These spaces have been carefully planned to meet pupils' individual needs and provide a calm, supportive environment.

The accommodation offers ample space for the proposed number of pupils and fully takes account of their special educational needs and/or disabilities.

The school displays clear signage for all emergency exits and ensures that escape routes always remain unobstructed. External lighting supports the safe movement of pupils and staff around the site, including during emergencies. The proprietor body have implemented robust arrangements to promote safety and ensure an effective response in the event of an emergency.

Lighting and acoustic conditions

The proposed school building provides a bright and welcoming learning environment, with extensive natural light throughout. Classrooms are spacious, well illuminated and designed with suitable acoustics to support effective teaching and learning.

Outdoor space

The school has sufficient outdoor space for play. Physical education is carefully considered to take place at a local leisure centre. Appropriate risk assessments are in place.

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

Part 6. Provision of information

The proposed school maintains a comprehensive website that provides parents and carers with key information, including school policies, safeguarding arrangements and contact details. The website also communicates the school's vision, values and educational aims.

Leaders have established effective arrangements for keeping parents informed about their child's development and wellbeing. Information shared with parents includes pupils' academic achievement, behaviour and progress towards their outcomes outlined in the EHC plans.

Leaders understand their statutory responsibilities regarding transparency and accountability. They recognise the requirements to publish any inspection outcomes alongside outcomes in examinations pupils take.

The standards in this part 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 school has established a suitable complaints procedure that is available on its website and provides parents and carers with clear information about how complaints will be handled. This includes details of each stage of the process, expected response times and routes for escalation. The proprietor body have arrangements in place to maintain an appropriate written record of complaints, including the date on which each complaint was received, the stage reached, the outcome, any actions taken by the school, and any recommendations or findings arising from the investigation. The proprietor body will ensure these records are maintained confidentially.

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

The school's accessibility plan

There is a suitable accessibility plan in place. This indicates that leaders understand their duties and actions required to adhere to schedule 10 of the Equality Act 2010. The plan considers how the site, curriculum and wider opportunities will be made accessible for pupils.

The proprietor has ensured that the regulation in this part is likely to be met if the DfE decides to register the provider as an independent school.

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

During this inspection, the lead inspector spoke with members of the proprietor body, including the chair of the proprietor body. The inspector made a tour of the

site, both internally and externally, to check the suitability and safety of the premises.

The inspector viewed a wide range of documents provided by the proprietor, including safeguarding information, statutory policies and the proposed school's curriculum.

At the time of the inspection, the proposed school was not operating and had no pupils on roll.

This is the proposed school's first pre-registration inspection.

The proprietor for this school is Everly Academy Ltd. The chair of the proprietor body is Jack Beech. The proprietor does not currently have any other registered independent schools.

The proprietor intends the school to cater for pupils with a range of needs, but the pupils primary special educational need and/or disability (SEND) will be social, emotional and health (SEMH) needs. The provider also seeks to cater for children who are looked after by the local authority. All pupils will have an EHC plan. Many pupils are likely to be placed at the school by a local authority. The school will accommodate up to 30 pupils aged 11 to 16 years.

The proposed school intends to operate from Navigation Road, Northwich, Cheshire West and Chester, CW8 1BE.

The proposed school does not intend to use any alternative provision.

Lead inspector

Stuart Perkins

His Majesty's Inspector

About this proposed school

Proprietor

Everly Academy Ltd

Headteacher

Jack Beech

Type of school

Other independent special school

Capacity

30

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

Provider's proposal: 30

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

Provider's proposal: 0

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

Provider's proposal: 30

Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 30
Age range of pupils	Provider's proposal: 11-16
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 40
Total hours of teaching provided per week	Provider's proposal: 28
Number of full-time equivalent teaching staff	Provider's proposal: 4
Number of part-time teaching staff	Provider's proposal: 3
Annual fees for day pupils	£44,000 to £100,000
Email address	jbeech@everlyacademy.co.uk

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Manchester
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