

School inspection report

30 June to 2 July 2026

Options Barton

Barrow Road

Barton-upon-Humber

DN18 6DA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors and leaders have a shared sense of purpose and promote the school's vision of offering individualised provision for pupils, all of whom have special educational needs and/or disabilities (SEND). Governors understand the school's context well and provide leaders with constructive support, appropriate challenge and regular oversight of key areas of the school's work. Leaders respond thoughtfully to this guidance and use monitoring and professional dialogue to refine practice and enhance provision. This collaborative approach helps to ensure that policies are implemented effectively, that pupils' wellbeing remains central to decision-making and that the Standards are consistently met.
2. Leaders are deeply aspirational in wanting their pupils to be successful and the best version of themselves, in the knowledge that many of their pupils have previously had difficult experiences with schooling. When pupils move to Options Barton, leaders plan transitions carefully and take time to allow pupils to settle, introducing tailored support through the 'stepping stones' programme, as required. Staff build trusting relationships so that pupils know that they are valued and that they matter. This enables pupils to feel safe and engage with increasing confidence with the people and learning at school. As a result, pupils rapidly develop their self-esteem and subsequently make progress both personally and academically. For many pupils, this is a transformative process as they experience enjoyment and success for the first time at school. From this position, pupils gain the confidence to see themselves as capable learners who can aspire for their future. This is a significant strength of the school.
3. Teaching is carefully planned and thoughtfully adapted so that pupils can learn in ways that match their individual needs, interests and starting points. Staff use warm relationships, calm routines and a clear understanding of pupils' communication needs to create learning environments in which pupils feel secure and ready to participate. The clinical team works cohesively with teachers and learning support assistants, sharing specialist knowledge and agreeing practical strategies that are used consistently across lessons and wider school life. This integrated approach helps pupils to regulate their emotions, communicate effectively, build independence and make good progress in their learning and personal development.
4. The curriculum is broad and carefully sequenced. Leaders provide distinct learning 'pathways' so that pupils can access learning that is relevant and appropriately adapted, including academic, vocational and life skills opportunities. Communication, literacy, numeracy and personal development are woven through the curriculum, helping pupils to build knowledge and confidence over time. Practical and purposeful experiences, including topic work, technology, art, community learning and vocational courses, enable pupils to make meaningful links between what they learn in school and how they can use these skills in later life. As a result, pupils are supported to engage successfully, gain qualifications where appropriate and prepare for their future with increasing independence and skill.
5. Within the range of subjects and opportunities in the curriculum and wider learning at school, music is less well developed than other areas. This means that pupils do not always develop their creative and performance skills as effectively as they could.
6. Leaders promote British values, cultural understanding and respect for others through accessible curriculum work, school council activity, visiting speakers and meaningful community experiences.

Pupils develop social confidence through carefully supported opportunities to interact with others in school and beyond. Vocational learning, careers education, enterprise activities and practical life skills help pupils understand future pathways, the world of work and the value of money.

7. Safeguarding arrangements are thorough, well understood and implemented effectively across the school. Governors provide appropriate oversight through regular monitoring, policy review and challenge, ensuring that safeguarding remains a clear priority. Leaders maintain detailed records and follow established procedures consistently so that concerns are identified, recorded and acted upon in a timely manner. Staff receive effective induction and ongoing training, which enables them to understand their safeguarding responsibilities, including how to report concerns, recognise risks, follow whistleblowing procedures and respond appropriately to low-level concerns.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the music provision to enable pupils to develop their creative and performance skills as effectively as possible.

Section 1: Leadership and management, and governance

8. Leaders actively promote pupils' wellbeing through their nurturing provision and caring ethos that values pupils as individuals. This ethos is understood by staff and is evident in the way adults build trusting relationships, set personalised goals and help pupils to recognise their own successes. Leaders ensure that pupils are encouraged to try new experiences, believe that they can make progress and celebrate achievements in learning, behaviour, independence and personal development. This consistent approach helps pupils to feel safe, develop confidence and engage positively in school life.
9. Governors work methodically to ensure that leaders have both support and challenge in their roles. Governors maintain effective oversight of leaders' work to ensure that policies are implemented effectively and that the Standards are consistently met. They provide suitable professional development for leaders, including training and networking meetings, so that leaders have the knowledge, skills and understanding to fulfil their roles effectively.
10. Leaders demonstrate a reflective and evaluative approach to their work, drawing thoughtfully on feedback from staff, pupils, parents and local authorities with whom they work to identify what is working well and where further development is needed. Regular teacher meetings, quality assurance visits and collaboration with the wider group of schools support a culture of continuous improvement, in which leaders are willing to trial new approaches, review their impact and make timely adjustments where required. This is evident in current work to refine planning for the different learning pathways, such as enhancing approaches to the teaching of mathematics, to ensure that the curriculum remains relevant, ambitious and appropriately adapted to pupils' needs. Leaders listen carefully to pupils' views and respond in practical ways, for example through changes to lunchtime clubs, the development of social spaces, such as the common room, and enhancements to playground resources, such as the adventure playground and use of bicycles.
11. Leaders identify and respond to potential and contextual risks with a clear understanding of pupils' vulnerabilities and the contexts in which these risks may arise. They recognise that some pupils can be easily influenced, particularly online, and have taken practical action, such as ensuring that pupils do not have access to their own devices during the school day and engaging positively with parents about how to support online safety. Leaders have a variety of suitable risk assessments in place, including for the site, use of specialist areas such as the food technology room, visits out of school and for individual pupils when required. These are used by leaders to identify potential risks and implement suitable mitigating factors. Proprietors maintain effective oversight of how leaders manage risk at school.
12. Leaders provide a variety of information for parents on the school's website, including key policies and contact details. Parents receive regular and helpful information about their child's progress and achievement through meetings with teachers, including reviewing their child's education, health and care plan (EHC plan), and written reports that outline their child's achievements, progress and next steps.
13. Leaders ensure that the school meets the requirements of the Equality Act 2010, including through their implementation of a suitable accessibility plan. This plan outlines how leaders increase access to the curriculum for pupils, improve and maintain access to the physical environment, and improve the delivery of written information. Recent actions include developing the use of alternative

communication systems for pupils and ensuring that there is a lift to provide access to the upper floors of the building.

14. Leaders work constructively with a range of external agencies to seek timely advice and support for pupils. They liaise regularly with local authorities, health professionals, therapists and social care teams so that pupils' EHC plans are reviewed appropriately and provision is adapted when needs change. They provide suitable financial information to local authorities in relation to EHC plans. They inform the local authority attendance officer about pupils who leave or join the school at non-standard times.
15. Leaders implement a suitable complaints procedure that is available to parents in writing and sets out appropriate stages and timescales for the handling of concerns and complaints. Leaders maintain suitable records of the actions taken as a result of complaints. This enables leaders and governors to identify any emerging patterns and, where applicable, they use information from complaints to enhance provision and communication with parents.

The extent to which the school meets Standards relating to leadership and management, and governance

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. Leaders implement a broad and carefully sequenced curriculum that is tailored to pupils' developmental stages, aptitudes and individual needs. Leaders provide different educational pathways so that pupils can follow a curriculum that is best suited to their needs and enables them to access relevant qualifications, such as functional skills, BTECHs and vocational courses. Within the different pathways, schemes of work are planned so that pupils revisit key ideas and build knowledge and skills methodically over time. The curriculum gives appropriate emphasis to the development of communication, literacy and numeracy, including phonics and the use of practical resources, where appropriate, to deepen mathematical understanding. Pupils experience a wide range of subjects, with meaningful links made through topic teaching, such as work on 'my world', which incorporates aspects of geography, history and British values. Pupils have opportunities to develop their technological skills. However, the curriculum for music is less developed than other areas, which means that pupils do not always build their creative and performance skills as effectively as they could. Leaders build vocational and life skills opportunities within the curriculum, including construction and cookery, so that pupils develop independence, confidence and skills for life beyond school.
18. Teaching is well planned and carefully adapted to meet pupils' individual needs. Teachers demonstrate good subject knowledge, which they use to ensure that activities are matched closely to pupils' targets, including those identified in EHC plans. Lessons take place in calm and orderly learning environments where pupils are encouraged to concentrate and apply effort. Staff use a varied range of resources and teaching methods, such as, when appropriate, utilising the 'immersive room', to support understanding and sustain pupils' attention. Communication and language development are central to teaching, with staff using strategies that enable pupils to express preferences, make choices and build independence in communicating their ideas. Teachers follow pupils' interests effectively, using these as engaging starting points for learning and participation. As a result, pupils are well supported to develop confidence, improve key skills and make good progress in their learning.
19. Leaders compile and analyse detailed assessment information. They consider different aspects of pupils' development, including academic, personal and social, so that they can consider how wider issues, such as pupils' engagement and emotional regulation, have an impact on their overall progress. Leaders promote a co-ordinated approach across different teams by regularly meeting with teachers, learning support assistants and clinical staff together to review pupils' needs, agree strategies and check that provision is enabling pupils to make progress. If required, pupils can access targeted support through the 'stepping stones' programme if there are concerns about an aspect of progress that would benefit from a more individualised approach. Leaders monitor the impact of support strategies through reviewing targets and outcomes, and regular discussions with staff.
20. Leaders implement robust and personalised systems to support pupils who have SEND. They gather detailed information before pupils join the school, including through visits to previous settings, careful analysis of EHC plans and close liaison with parents, so that transition arrangements are purposeful and responsive to individual pupils' particular needs. Staff benefit from thorough induction and ongoing training, including in trauma-informed practice, so that they can respond consistently to pupils' individual needs. Teaching staff and clinical staff use a range of communication approaches, including speech, sign language, communication devices and visual supports such as 'now and next' boards, to enable pupils to participate and express themselves. As a

result, pupils who have SEND benefit from a co-ordinated approach that promotes their engagement and progress.

21. Leaders identify the needs of pupils who speak English as an additional language (EAL) and ensure that support is closely linked to their individual communication abilities and requirements. Staff use a range of approaches, including clear spoken language, visual prompts, signing, communication devices and structured routines, to help pupils understand the content and instructions of lessons, and express their views. Speech and language therapists work with staff to assess pupils' receptive and expressive language skills and to agree strategies that can be used consistently across lessons and social times. This approach helps pupils who speak EAL to access the curriculum and develop confidence in communication.
22. Leaders provide suitable opportunities for pupils to engage in activities outside of lessons. Clubs at lunchtime are chosen at the request of pupils, such as reading club, and science, technology, engineering, arts and mathematics (STEAM) club, so that pupils can socialise with others in areas of interest. Pupils can take part in The Duke of Edinburgh's Award scheme (DofE) in order to develop a range of new skills, including orienteering, camping and volunteering, as well as learning to collaborate and increase their confidence.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 23. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

24. Leaders promote pupils' moral understanding and their respect for diversity by emphasising kindness and fairness. Pupils learn that people have different families, interests, beliefs and experiences, and they are supported to discuss discrimination and prejudice in ways that are appropriate to their understanding. Events such as Pride Week and visits from people of different faiths and backgrounds help pupils to ask respectful questions and appreciate perspectives and people who have faiths and backgrounds that may differ from their own. Leaders also ensure that library books and curriculum resources reflect a wide range of people and experiences so that pupils see diversity represented positively.
25. Leaders nurture pupils' spiritual understanding through regular opportunities to pause, reflect and connect meaningfully with themselves, others and the wider world. Across the school day, pupils are encouraged to develop self-awareness through mindfulness, breathing techniques, yoga and quiet reflection so that they can consider their experiences and emotions. Positive relationships with adults and peers foster a sense of belonging and connection with others.
26. A key feature of the school's work is the way in which leaders transform pupils' engagement, confidence and capacity to succeed through trusting relationships and carefully tailored support. Many pupils join the school with negative experiences of their previous school or having been unable to attend education at all. Leaders respond with highly effective pastoral care, patience and appropriate ambition. They gather detailed information from families, previous schools and professionals, identify the adults and environments most likely to help each pupil feel safe, and adapt teaching pathways, groups and strategies with precision. Through trauma-informed practice, close multidisciplinary working and additional support through the school's 'stepping stones' programme, staff build pupils' engagement and self-esteem in carefully sequenced steps, reviewing approaches quickly when needed and celebrating meaningful gains. As pupils develop their trust in adults, feel secure and experience success, their attendance, engagement in learning and confidence increase significantly, enabling them to make substantial personal progress and to see themselves as successful members of the school community, who can aspire to achieve.
27. Leaders have developed an effective curriculum that combines personal, social, health and economic education (PSHE) and relationships and sex education (RSE). This curriculum is sequenced carefully so that pupils revisit important themes such as managing feelings, friendships, families, being safe, changing bodies, and maintaining mental and physical health. Content and resources are adapted for different pathways and for pupils' levels of understanding so that learning is accessible and relevant. Older pupils explore topics that include healthy and safe sexual relationships, substance misuse, misogyny and knife crime. As a result, pupils are supported to develop the knowledge, language and confidence they need to understand their mental and physical health and to make informed choices about relationships.
28. Leaders promote pupils' physical health through a well-planned programme of physical education (PE) and wider opportunities for regular movement and exercise. Pupils take part in activities such as swimming, sensory circuits, outdoor learning, cycling and the 'daily mile' to develop fitness, co-ordination and teamwork. Staff use information from occupational therapy assessments and pupils' EHC plans to adapt activities so that pupils can participate successfully. Learning in PSHE, including

work on healthy eating and making positive lifestyle choices, further supports pupils' understanding of how to look after their bodies and maintain their physical and emotional health.

29. Leaders implement suitable behaviour and anti-bullying policies. They have fully involved pupils in reshaping the school's approach to behaviour by inviting the school council to help define the values that should underpin school life. The new 'TRACK' values of 'trust, respect and responsibility, achievement, communication and inclusion, and kindness' provide a shared language for promoting and recognising positive choices. Staff have built these values into a revised rewards system that promotes collective responsibility, as classes work together towards end-of-term 'treats' based on the points they have earned as a group. As a result, pupils' behaviour is typically positive and any inappropriate choices of conduct are managed sensitively through reflection. Lessons in PSHE ensure that pupils learn about different types of bullying, why it is not acceptable and how to respond if they have any concerns. Bullying is rare but leaders deal with it effectively if it does arise.
30. Leaders manage health and safety systematically through written policies, regular site checks and prompt action to address maintenance requirements so that the premises and accommodation remain suitable. Staff understand their responsibilities for reporting hazards and maintaining safe routines across the school day. Fire safety arrangements are implemented appropriately, including regular checks of fire alarms, emergency lighting and evacuation routes, supported by regular fire drills and clear records of actions taken.
31. Leaders ensure that pupils are supervised appropriately throughout the school day. They deploy staff effectively according to pupils' ages, needs and individual risk assessments. Staff maintain close oversight of pupils during drop-off and collection times. Leaders review supervision arrangements regularly to ensure their continued effectiveness.
32. Leaders maintain appropriate admission and attendance registers. They promote positive attendance, ensuring that pupils and their families know the benefits of school attendance. Leaders carefully monitor attendance patterns. They work proactively with parents, the local authority and other agencies to provide support for any pupils who need to improve their attendance.
33. Leaders have suitable arrangements in place for first aid. A sufficient number of staff are trained in first aid so that pupils can receive appropriate medical attention. Medicines are stored securely and administered in line with pupils' individual needs and the school's procedures. The medical room provides appropriate privacy for pupils who need treatment.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 34. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

35. Leaders actively promote British values through the curriculum and wider life of the school. Pupils learn about democracy through voting for school council representatives, contributing to decisions and discussing current affairs in weekly news sessions. They develop an understanding of the rule of law through topics such as crime and punishment, where they compare historical systems, including Roman law, with expectations in modern Britain. Staff help pupils to understand individual liberty by learning that their views matter, that they have the right to be heard and that they can express concerns appropriately when they are unhappy about something. Through visits from people who help the community, such as a police community support officer (PCSO), dentist and road safety officer, pupils learn about responsibility, respect and the contribution they can make to society.
36. Pupils' cultural development is supported through a range of planned experiences that help them to recognise and respect diversity within the school community and beyond. A calendar of events and carefully chosen topics introduce pupils to places around the world, different traditions, stories from a range of cultures and religious festivals. Visits from religious leaders, alongside opportunities for pupils to share their own beliefs, celebrations and family experiences, enable them to develop curiosity and respect for different ways of life and the people who follow them. These experiences help pupils to build an age-appropriate understanding of cultural and religious diversity.
37. Leaders prepare pupils effectively for life beyond school by placing a high priority on the promotion of independence, employability and participation in the wider community across the curriculum. Recent developments in vocational provision, including the pupil-run bistro café, catering opportunities linked to BTEC home cooking, construction, hair and beauty, and horticulture, enable pupils to develop practical skills in purposeful contexts and to see clear links between current learning and future pathways. The well-established 'life skills' programme helps pupils to build confidence in everyday tasks such as cooking, cleaning, washing clothes, budgeting, shopping and making use of local facilities. As a result, pupils are supported to develop the resilience and practical knowledge they need to move towards adulthood with increasing independence.
38. Leaders provide purposeful opportunities for pupils to contribute to charity and engage positively with the local community. Pupils build confidence in everyday settings through learning to use the bus and regular visits to shops, the local park, the library and swimming facilities, where they practise communication, independence and appropriate social interaction. Wider experiences, such as volunteering at a local farm with llamas and collecting for the local foodbank, help pupils understand the value of helping others and taking responsibility to support the community beyond school. Pupils are involved in choosing charitable causes, including fundraising for a local dog rescue charity, and supporting national charity events, such as Children in Need and Red Nose Day. These experiences help pupils to develop a growing understanding of how they can make a positive contribution to society.
39. Pupils learn about the difference between right and wrong through consistent guidance and reflection on their actions. Through PSHE lessons and regular discussions about behaviour and respect, staff support pupils to understand expectations, recognise appropriate and inappropriate choices, and consider the impact of their actions. Reflective conversations encourage pupils to take increasing responsibility for their own conduct and opportunities such as visits from the PCSO help

them to understand wider expectations within society, including the importance of respectful language and behaviour.

40. Pupils develop their social skills through carefully planned opportunities to practise positive interactions. Staff provide clear modelling and guidance so that pupils learn to take turns, share resources, communicate appropriately and respond to others with increasing confidence. Social stories provide visual support to help pupils to understand a range of social situations. Games, timetabled social time and 'life skills' activities help pupils to learn how to play co-operatively and build positive relationships. Additional sessions, known as 'social groups', provide targeted support for those who need more focused help in developing successful interactions with peers and adults.
41. Leaders provide a well-developed careers programme so that older pupils can explore employment pathways and future destinations. Careers education is planned across the curriculum and linked to recognised frameworks and accredited pathways. Pupils benefit from a wide range of practical experiences, including enterprise activities, on-site work-related learning, visits to colleges, local businesses and careers fairs, as well as work experience linked to areas such as construction, catering and recruitment. Careers advisers meet pupils from Year 7 onwards, supporting them to develop moving-on plans and vocational profiles. Leaders involve families through careers meetings and transition discussions. As a result, pupils understand possible next steps, build confidence in their own aspirations and prepare successfully for further education, employment, supported living or other appropriate destinations.
42. Leaders develop pupils' economic wellbeing through practical experiences to understand the value and use of money. Financial education is included within PSHE and reinforced through enterprise activities, such as making and selling items for the summer fair and taking part in the class '£5 challenge', where pupils plan, budget and consider profit. Leaders enhance this work through links with external partners, including visits from a local bank to teach pupils about bank accounts, budgeting and keeping money safe. These experiences help pupils build the knowledge they need to make informed financial choices as they prepare for adulthood.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 43. All the relevant Standards are met.**

Safeguarding

44. Governors and leaders promote a robust safeguarding culture. They ensure that policies, training and day-to-day practice reflect current statutory requirements and maintain appropriate oversight through regular reporting, review and challenge. Leaders show a well-developed awareness of the safeguarding risks that may affect pupils, including online harm, child-on-child incidents, mental health vulnerabilities, attendance concerns and the potential risks linked to pupils who have SEND. They use this understanding to shape training, curriculum content, risk assessments and pastoral support. Governors test the effectiveness of safeguarding arrangements through scrutiny of records, safer recruitment checks and safeguarding reports. This helps to ensure that safeguarding is seen as a shared responsibility that informs leaders' decision-making in order to promote pupils' welfare throughout the school.
45. Leaders provide staff with ongoing and effective safeguarding training. New staff receive comprehensive induction before working with pupils, including guidance on reporting concerns, professional boundaries, the 'Prevent' duty that concerns risks of radicalisation and extremism, and contextual risks. Leaders reinforce the safeguarding knowledge among staff through regular updates, briefings, quizzes and case-study discussions, so that staff remain alert to emerging risks and understand how to apply guidance in day-to-day situations. The safeguarding team uses information from records, incidents and external guidance to shape future training. As a result, staff know what to do if they are worried about a pupil, or an adult working at the school, and act promptly to promote pupils' welfare.
46. Leaders with designated safeguarding responsibilities receive appropriate training that supports them in fulfilling their roles effectively. They respond quickly and proportionately when concerns arise about pupils or adults working at the school. They use the school's recording systems to build a clear chronology, assess the level of risk and agree suitable next steps, including additional monitoring, pastoral support or referral where required. Leaders are proactive in seeking advice and support from external agencies, including children's social care, local authority safeguarding teams, health professionals and other specialist services. They follow up referrals appropriately, challenge where responses are not sufficiently timely and keep staff informed on a need-to-know basis.
47. Leaders implement secure safer recruitment processes and ensure that all required pre-appointment checks for all adults who work at the school are completed. Leaders at the school record all checks accurately on the single central record of appointments (SCR). The SCR and associated staff files are audited regularly by governors.
48. Leaders promote online safety as an integral part of the school's safeguarding culture. They ensure that the internet filtering and monitoring system is reviewed regularly and that staff understand their responsibility to report and manage any concerns about pupils' use of technology. Leaders take account of the particular risks pupils may face online, including exposure to inappropriate content and the increasing use of artificial intelligence, and use this knowledge to shape curriculum planning and pastoral support. Pupils learn how to recognise unsafe situations, seek help from trusted adults and use technology responsibly. This helps pupils develop the knowledge, confidence and support they need to stay safer online.

The extent to which the school meets Standards relating to safeguarding

49. All the relevant Standards are met.

School details

School	Options Barton
Department for Education number	813/6004
Address	Options Barton Barrow Road Barton-upon-Humber North Lincolnshire DN18 6DA
Phone number	01652 631280
Email address	barton@optionsautism.co.uk
Website	www.bartonschool.co.uk
Proprietor	P Bloom Ltd
Chair	Mr Richard Power
Headteacher	Miss Hannah Mackley
Age range	5 to 19
Number of pupils	63
Date of previous inspection	10 to 12 May 2023

Information about the school

50. Options Barton is a co-educational independent special day school located in Barton-upon-Humber in North Lincolnshire. The school provides education for pupils who have autism. The school is operated by P Bloom Ltd and governance is undertaken by the directors. Since the previous inspection, the school has extended its age range from 8 to 19 years to 5 to 19 years and increased the maximum number of pupils it is registered for from 42 to 85. The previous inspection was conducted by Ofsted. This is the school's first inspection by ISI.
51. The school has identified all pupils as having special educational needs and/or disabilities. All pupils in the school have an education, health and care plan.
52. The school has identified English as an additional language for a very small number of pupils.
53. The school states its aims are that every child and young person should be given the opportunity to access a relevant and personalised education pathway that enables them to reach their potential and aspirations and gain the skills and confidence to embrace the world in which we live.

Inspection details

Inspection dates

30 June to 2 July 2026

54. A team of three inspectors visited the school for two and a half days.

55. Inspection activities included:

- observation of lessons, in conjunction with school leaders
- observation of registration periods and assemblies
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

56. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net