

Freshsteps

7 October 2016

Parkview Nurseries, Theobald Park Road, Crews Hill, Enfield EN2 9BQ

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The school has prepared a curriculum policy specifically for primary-aged pupils, which meets requirements.
- Curriculum plans take account of pupils' different ages and abilities, and make it clear how pupils' speaking and listening and literacy and numeracy skills will be developed across all subjects. The plans cover all the required seven areas of learning, and provide clear strategies for devising activities for the group of pupils the school intends to admit. The curriculum also provides ample opportunities for pupils to learn about British values and traditions. For example, a carpet map of London is prominently displayed in one of the primary classrooms, and there are planned visits to the natural history and science museums in London.
- During the inspection, the inspector, together with the headteacher, toured the school premises. An appropriate range of resources and materials are available for the different activities on offer for all subjects.
- On entry to the school, each pupil's spelling, reading level, understanding of phonics and mathematical skills will be checked. The results of these checks will enable staff to plan stimulating activities that are carefully tailored to meet each pupil's needs well.
- When preparing lessons, teachers will be required to submit these plans each week to the headteacher for approval. This is to ensure that pupils are given stimulating activities, enjoy their learning and make good progress.
- There are clear procedures for checking pupils' progress across all subject areas. All pupils will sit end-of-year school examinations, appropriate to their age and ability. Staff are required to follow the school's marking policy to ensure that pupils receive consistent feedback and advice on their work.
- The school is likely to meet the requirements relevant to the material change for this part.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The planned primary curriculum provides opportunities for developing pupils' ability to distinguish between right and wrong. It aims to help pupils to understand the benefits of taking personal and social responsibility. It also aims to help pupils understand key British values and institutions, democracy and services, both locally and nationally. Through regular reflection sessions and off-site visits, pupils have many opportunities to celebrate and develop tolerance of different cultures and faiths.
- The school's policy on behaviour and discipline aims to provide an 'atmosphere in which effective learning can take place so that pupils can achieve their best'. Systems are in place to ensure that pupils are aware of the school's high expectations of behaviour from all members of the school community. The systems are clearly specified in the school's code of conduct.
- The behaviour policy sets out very clear expectations to enable every pupil to behave and achieve well. The school's values of 'courtesy, tolerance and respect' are reflected in the policy to ensure that every pupil is given an equal opportunity to be successful, irrespective of their background. These values are used effectively by staff to provide regular and valuable feedback to help pupils make sensible choices.
- The rewards system is based on effort, achievement and the school's values, and provides positive incentives to behave appropriately. The anti-bullying policy sets out a framework for providing a 'caring, friendly and safe environment for all our pupils'.
- Pupils are encouraged to act as prefects or anti-bullying ambassadors, in order to develop their awareness of the rule of law, democracy and the different levels of decision-making.
- The staff handbook gives guidance to teachers to ensure that planned lessons and extra-curricular activities will be free from partisan political or religious views. It goes on to state that where any political issues are discussed, a balanced view is always to be given.
- The school is likely to meet the requirements relevant to the material change for this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 11, 12, 14, 16, 16(a) and 16(b)

- The safeguarding policy is published on the school's website. It reflects the Secretary of State's latest guidance, published by the Department for Education: 'Keeping children safe in education' (September 2016), and 'Working together to safeguard children' (March 2015).
- Staff take safeguarding pupils very seriously. Every pupil's progress is discussed at daily briefings, and any concerns raised are quickly shared with external agencies and parents as appropriate. Staff training at the correct level, including training for designated safeguarding leads, has recently taken place. Staff show the impact of training on their practice, for example when they make sure that pupils who may be in need of additional support get early help. As a result, the small number of vulnerable pupils on the school's roll are well cared for.

- Leaders have ensured that the school's written health and safety policy is effectively implemented. The building and facilities, which include classrooms, offices, a medical room and social areas, are clean, safe and well maintained.
- Policies and written risk assessments have been completed, are of good quality, and meet all the required aspects of health and safety in reducing identified risks. A visit from the local authority's fire safety department took place on 17 August 2016 to check compliance with the Regulatory Reform (Fire Safety) Order 2005 for the new premises. This visit found that the school met the requirements for fire safety. Fire exits are clearly signposted so that pupils are able to leave the building quickly and safely.
- Admission and attendance registers are well maintained electronically and their formats meet requirements.
- The school is likely to meet the requirements relevant to the material change for this part.

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

Paragraph 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8))

- The required background checks on all appointed staff and governors are included in a single central record of recruitment checks which meets requirements. The school does not intend to employ supply staff but, should the need arise, has appropriate procedures to conduct the required checks on agency staff.
- The school is likely to meet the requirements relevant to the material change for this part.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c) 28(1)(d), 29(1), 29(1)(a) and 29(1)(b)

- The school is located on the first floor and there are two entrances, one of which is accessible to wheelchair users. Leaders have devised an appropriate three-year accessibility plan to fulfil their duties under the Equality Act 2010.
- The school's proposed new premises consist of nine classrooms and include specialist teaching rooms for design technology, information technology, science, mathematics, English, and personal, social, health and economic (PSHE) education. In addition, there are two social areas, a dining area and a gym. A suitable outside space has been identified and is currently being landscaped.
- Suitable toilet and washing facilities are available for the sole use of pupils, which include two for users with disabilities. Staff have their own separate toilets, located on the ground floor.
- The premises are safe, secure and well maintained. The health, safety and welfare of pupils are ensured through effective implementation of the school's health and safety procedures.

- A suitable medical room is provided which pupils may use if they become unwell. A toilet is located nearby and the room is fitted with a hand basin, with hot and cold running water clearly labelled.
- The acoustic features and sound insulation, together with internal and external lighting, are suitable throughout the building.
- Water supplies, including regulated hot water and labelled drinking water, are likely to meet requirements. There is sufficient safe outside space for play and recreation for younger pupils.
- The school is likely to meet the requirements relevant to the material change for this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders have ensured that the move to the new premises has been well managed. They have also ensured that the staff have been recruited with suitable qualifications and experience for the primary phase.
- Senior staff have a good knowledge and understanding of their role and responsibilities. They have ensured that all the relevant independent school standards are consistently met and that pupils' welfare is safeguarded.

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 that are relevant to the material change.

School details

Unique reference number	135839
DfE registration number	308/6305
Inspection number	10022764

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Independent alternative provision
School status	Independent special school
Proprietor	Diane Anderson
Chairs	Arthur Barzey and Shomari Anderson
Headteacher	Diane Anderson
Annual fees (day pupils)	£11,000–£25,000
Telephone number	020 8362 1717
Website	www.freshstepseducationcentre.org.uk
Email address	admin@freshstepseducationcentre.org.uk
Date of previous standard inspection	10–11 December 2013

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–18	5–18	Recommended
Number of pupils on the school roll	9	40	Recommended

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	9	40
Number of part-time pupils	0	0

Number of pupils with special educational needs and/or disabilities	9	40
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	6	20
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	6	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	8
Number of part-time teaching staff	1	2
Number of staff in the welfare provision	2	6

Information about this school

- Freshsteps is an independent alternative special provision which is registered for up to 15 boys and girls, aged 11 to 18, who experience social, emotional and mental health difficulties. There are more boys than girls.
- Pupils have a very wide range of abilities and many have additional learning needs, including complex behaviour. Many pupils have experienced difficulties of educational failure or emotional trauma at one or more previous schools.
- Two thirds of pupils have a statement of special educational needs or an education, health and care plan. Currently, two local authorities fund the pupils' placements.
- The number of pupils on roll at the school is nine, between the ages of 13 and 15.. Most pupils are of White British and African Caribbean backgrounds.
- The school does not make use of any off-site training. For physical education pupils will be able to use the local park, which is a short distance away from the school.
- The school aims to 'provide an environment which is safe and conducive to learning and one where the pupils feel happy'.

- The material change inspection was commissioned by the Department for Education because the school wished to relocate its premises from Centre 14, Unit 4, Claverings Industrial Estate, Edmonton, to Parkview Nurseries, Crews Hill. In addition, the inspector was asked to consider the school's application to extend the age range of pupils from 11–18 to 5–18 and to increase its registration from 15 to 40 pupils.
- The school ceased operating from its Edmonton site in August 2016. Since that time, leaders have moved into the Crews Hill site but have not opened the school.
- The inspector was asked to report against the requirements contained within Parts 1, 2, 3, 4, 5 and 8 of the independent school standards.
- The school was last inspected in December 2013, when it was judged to be good.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.¹
- The inspection was commissioned by the Department for Education to consider the school's application for a material change to move to new premises, increase the age range of pupils from 11–18 to 5–18 and to increase the registration from 15 to 40 pupils.
- The Department for Education requested that the inspector consider whether as a result of the proposed changes of premises, age range and numbers on roll, the independent school standards contained within Parts 1, 2, 3, 4, 5 and 8 are met.
- The inspector met with the headteacher and deputy headteacher. He toured the school site, visiting all classrooms. He also reviewed key documents and policies, including those related to safeguarding, health and fire safety, and scrutinised a range of risk assessments.
- There were no responses to Ofsted's online questionnaire, Parent View.
- The school was last inspected in December 2013, when it was judged to be good.

Inspection team

David Scott, lead inspector

Ofsted Inspector

¹www.legislation.gov.uk/ukpga/2008/25/contents.

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 4234, 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/government/organisations/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 www.gov.uk/government/organisations/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

