

Peak Education Stoke

60 Snow Hill, Shelton, Stoke-on-Trent ST1 4LY

Inspection dates

31 January 2017

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is 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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)

- The school has an appropriate policy that supports the provision of a broad and balanced curriculum for the proposed age groups. It includes a clear statement for personal, social and health education and these aspects are detailed in planned timetables. The planned curriculum is likely to meet the needs of those pupils due to attend the school and those included in the material change. The school confirmed that it will not admit children to the early years.
- Planned schemes of work cover appropriate national requirements for pupils in key stages 1 and 2. The school plans to review these on at least an annual basis to ensure that the individual needs of pupils with education, health and care (EHC) plans are fully met. Teaching staff due to begin working have received curriculum training.
- Assessment procedures are in place for all aspects of the curriculum, in particular to track the individual progress of pupils with special educational needs and/or disabilities. Planned regular assessments are likely to enable the headteacher to effectively moderate teacher assessments and evaluate curriculum provision.
- The planned curriculum has the potential to prepare pupils well for the next stage in their education and for life in modern Britain. The school is aware of the expected progression of pupils through the key stages.
- The standards in this part are likely to be met if the Department for Education (DfE) decides to approve implementation of the material change.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- Specific lesson planning is in place which is likely to effectively meet the needs of pupils. Appropriate resources are provided with the intention of meeting the learning needs of pupils about to join the school. The headteacher provided copies of orders that have been placed to provide appropriate resources to support and challenge the learning needs of younger pupils should the material change be approved.
- The headteacher demonstrates a good knowledge and understanding of the subjects to be taught to younger pupils. A teacher with considerable primary experience is to lead the training of staff as pupils join the school.
- The proprietor provided considerable information to show that the standards relating to the quality and impact of teaching are likely to be met if the school admits key stages 1 and 2 pupils. Regular evaluations of the impact of teaching are to be undertaken.
- The headteacher demonstrated good knowledge and understanding of the need for well-planned lessons, to meet the varying needs of pupils. Proposed timetabling evidences the good management of learning time.
- Through the ongoing work of the company in other settings, good links exist with a number of local schools, enabling the school to build effectively from the starting points of those pupils admitted to the school.
- The standards in this part are fully met and therefore likely to be met if the material change is approved.

Paragraph 4

- An effective assessment policy is in place demonstrating how the progress of those pupils about to join the school will be tracked. It details how the information will be shared with parents.
- Proposals to assess the progress of younger pupils are clear and explain how teachers are to look at the prior attainment information as an indication of present abilities, aptitudes and skills.
- The standard is likely to be fully met if the DfE decides to approve the material change request.

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), 5(d)(iii)

- There is a spiritual, moral, social and cultural policy and a personal, social and health education curriculum in place for pupils in key stages 1 and 2. It links effectively with that in place for older pupils and provides continuity for pupils.
- The curriculum policy references fundamental British values and details how they are to be incorporated into teaching through inclusion in schemes of work. The school's expressed values are likely to encourage the active promotion of tolerance, personal responsibility and respect.

- The majority of pupils likely to attend the school are experiencing social, emotional and mental health issues. Throughout the policies and schemes of work there are consistent references to the development of self-esteem and self-confidence.
- There are plans for strong links with the local community through involvement with a wide range of organisations. Key stages 1 and 2 pupils are to be effectively included in a variety of activities in the locality.
- Planned schemes of work for religious education are supported by the planned provision of appropriate resources. The schemes offer progression for pupils through the age ranges planned.
- The standards in this part are likely to be met if the request for material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- A good range of appropriate policies and procedures for keeping pupils in key stages 1 and 2 safe are in place. They are aligned with those in place for the older pupils. The policies include safeguarding and child protection policies, and policies for health and safety, complaints, risk assessment and first aid. All policies reflect the current government guidance.
- The school does not have a designated website; however, all available policies are to be made available to parents as hard copies, on request.
- Suitable safer recruitment procedures are in place and the school's central record includes the three staff currently identified for appointment.
- The staff to be appointed, and others employed at existing activity centres and other schools operated by the proprietor, are experienced in providing for the proposed age range.
- Appropriate attendance and admissions policies include the age range of pupils to be admitted should the material change be approved.
- The headteacher is the designated safeguarding lead and other staff are designated in the event of the headteacher's absence. The headteacher, and other members of staff, have undertaken appropriate higher-level safeguarding training, as well as first aid training.
- 'Prevent' duty training has been undertaken by all staff currently employed at other sites, who may be deployed to the school, and will be provided for other staff employed at the school.
- Strategies for behaviour management are clearly identified in the school's behaviour management policy and include pupils in key stages 1 and 2. The policy emphasises the recognition and encouragement of positive behaviour and explains possible sanctions.

- A separate anti-bullying policy makes a clear statement that bullying in any form will not be tolerated. A strong emphasis is placed upon understanding and tolerating the views of others.
- A written health and safety policy identifies a private provider to check health and safety. Relevant laws are to be complied with and the school is to provide appropriate furniture for younger pupils.
- The standards in this part are likely to be met if the request for material change is approved.

Part 8. Quality of leadership in and management of schools

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

- The headteacher and proprietor demonstrate good knowledge and understanding of the learning needs and provision for pupils in key stages 1 and 2. Through their involvement with other settings, they have established links with other schools and agencies with a view to provide for their effective learning. They have a clear vision and purpose for meeting the needs of these pupils.
- Appropriate systems are in place to ensure that the independent school standards are met. The headteacher demonstrates a good understanding of what needs to be done to ensure that policies for the younger pupils are effectively implemented.
- Policies for safeguarding, child protection and health and safety effectively reflect the age range of the pupils to be provided for. The well-being and safety of pupils have a high priority and are evident in curriculum planning for key stages 1 and 2.
- Standards in this part are likely to be met if the material change is approved.

Schedule 10 of the Equality Act 2010

- The school has an appropriate equality policy which meets all requirements of the 2010 Equality Act. For example, the access and egress requirements for the youngest pupils have been checked and there is relevant provision for disabled pupils. The behaviour and bullying policies are likely to discourage discrimination against those with protected characteristics because pupils will be taught to understand and practise tolerance and respect.

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	143653
DfE registration number	861/6013
Inspection number	10030918

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 likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Day school
School status	Independent school
Proprietor	Paul Ball
Chair	N/A
Headteacher	Andrew McCreedy
Annual fees (day pupils)	£295 per day
Telephone number	01782 722226
Website	N/A
Email address	Andrew.McCreedy@peakpursuits.co.uk
Date of previous standard inspection	N/A

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 18	5 to 18	5 to 18
Number of pupils on the school roll		100	100

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	100
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	Up to 100
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	Up to 100
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	0	Up to 100

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	35
Number of part-time teaching staff	0	15
Number of staff in the welfare provision	0	10

Information about this school

- Peak Education is an independent day school providing an alternative education for pupils with social, emotional and mental health issues and those who have special educational needs and disabilities. The school offers places to pupils with an education, health and care plan from Staffordshire, Stoke-on-Trent and other local authorities.
- The school was registered by the DfE on 16 January 2017 and is in the process of preparing to admit its first pupils.
- The school's aim is to meet the specific needs of its pupils and to ensure their educational and personal development. It aspires to enable them to meet their full potential.
- The headteacher is also the director of education for Peak Education, overseeing other provision operated by the company. When pupils are admitted, three members of staff, currently employed elsewhere by the company, will be working at the school, with further appointments to be made.

Information about this inspection

- The school is currently registered for 11 to 18 year old pupils and has applied for a material change to be registered for 5 to 18 year old pupils.
- The inspector held meetings with the proprietor and headteacher and toured the school building and grounds.
- School policies and other documents were examined to check compliance with the independent school standards, and to provide evidence in support of the material change request. Information was also scrutinised related to safeguarding.

Inspection team

Michael Onyon, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk W:
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