

Peak Education – Primary

2 Castle Hill, Nantwich Road, Newcastle Under Lyme, Staffordshire ST7 8DH

Inspection dates

16 October 2019

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)

- The curriculum plan and schemes of work for pupils in the proposed new age group are ambitious. They are likely to provide opportunities for pupils aged 11 to 14 to deepen their learning.
- Leaders envisage that all pupils who join the school will have an education, health and care (EHC) plan. Peak Education has a good record of implementing EHC plans for pupils in its other schools. This is likely to be the case in this provision.
- The curriculum plan indicates that British values are likely to be embedded in the curriculum.
- These standards are likely to be met if the material change is implemented.

Paragraph 2(2)(a), 2(2)(b)

- All schemes of work and plans show how pupils are likely to develop their speaking and listening skills.
- The proposed curriculum includes linguistic, mathematics, scientific, technological, human and social, physical and aesthetic, and creative education.
- These standards are likely to be met if the material change is implemented.

Paragraph 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- There are computers ready for prospective pupils to use in classrooms, as well as a range of resources to support learning in all subjects.
- An extensive programme of personal, social, health and economic education is described in schemes of work and medium-term plans. This programme is likely to encourage respect and tolerance for others.
- Leaders have plans that are likely to ensure that pupils in the proposed new age range will have careers education from the start of Year 7. They have designed them

to encourage pupils to think about their aspirations for the future and how education prepares them for adult life. The plans suggest that pupils are likely to learn how to write letters of application and to prepare themselves for interviews.

- These standards are likely to be met if the material change is implemented.

Paragraph 3(g), 3(h), 3(i), 4

- Leaders know what pupils in each of the new age groups need to learn. They plan to implement assessments to find out how much pupils know. This is likely to enable teachers to plan what pupils need to do next. The school's assessment and tracking system is likely to enable teachers to find out which pupils are making progress. It is likely that the system will help staff and leaders to identify those who need further support. An appropriate framework for assessment is in place.
- The schools that are already operating in this organisation have a good record of encouraging pupils with emotional and mental health difficulties to regulate their own behaviour. This is likely to be the case in this provision.
- These standards are likely to be met if the material change is implemented.

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)

- The school's policies and plans demonstrate that leaders intend to provide well for pupils' spiritual, moral, social and cultural (SMSC) development. The policy for SMSC states that because of their experiences, pupils are likely to be 'reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and faiths'.
- The policy sets out clearly how these aspects of the curriculum will be taught. The SMSC calendar for the school shows a variety of visits, visitors and activities planned. For example, leaders intend that visitors, such as the police community support officers and the fire service, will come to the school. It is proposed that pupils will go out to visit these places of work. There are plans for pupils to visit places of worship, including local churches and mosques.
- The school's strong focus on outdoor activities has the potential to ensure that prospective pupils can build their confidence, self-reliance and ability to work in a team. The close relationships that pupils are likely to develop with their key workers should ensure that pupils have good opportunities to build trust and talk about social problems.
- The citizenship schemes of work and personal, social, health and economic (PSHE) education plans show how pupils are likely to gain knowledge of British values and British institutions. This includes learning about different faiths and beliefs in small-group work as well as in assemblies. Leaders have embedded equalities education in the schemes of work. This is so that pupils are likely to gradually build up knowledge of the law in relation to protected characteristics as set out in the Equality Act 2010.
- These standards are likely to be met if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c) 9, 9(a), 9(c), 10

- A strong culture of safeguarding exists within the Peak Education organisation. This is reflected in safeguarding arrangements within this school. There is a comprehensive safeguarding policy displayed on the website that is updated annually. It is up to date and makes reference to the latest government requirements. Both the executive headteacher and the headteacher of the school showed a clear understanding of their duties in relation to safeguarding. The full-time member of staff who will be employed at the school is likely to have the same level of safeguarding training as both the headteacher and the executive headteacher.
- Leaders have planned for staff training in safeguarding to take place during their induction to the school. This includes in issues such as female genital mutilation and the prevention of radicalisation. Leaders intend to update this training at the start of the academic year. Leaders plan to ensure that they regularly discuss safeguarding issues in staff meetings.
- The school's behaviour policy is displayed on the school website. It is also clearly stated in the school's prospectus. There is an emphasis on a positive approach to behaviour management. Pupils are likely to regularly receive rewards such as vouchers, extra activities and trips. Leaders propose that teachers will encourage pupils to make up in some way for anything they have done wrong.
- Leaders are to keep records of serious incidents on the school's management system.
- The school's anti-bullying policy is displayed on the website. It sets out clearly exactly what bullying is so that there is no misunderstanding. It states explicitly that bullying is not tolerated. During a planned anti-bullying week, pupils are likely to learn more about what bullying is and what to do about it if it happens.
- These standards are likely to be met if the material change is implemented.

Paragraph 11, 12, 13, 14, 15

- There is a comprehensive health and safety policy. Fire safety precautions are strong. Appropriate fire drills and fire safety checks are planned.
- There is a detailed first-aid policy in place. All staff at the school are likely to receive training in first aid.
- Leaders propose that each pupil is to have a personal risk assessment that will lead to a behaviour plan.
- Leaders plan that all pupils will be well supervised from the moment they arrive in school to the time that they leave. It is proposed that adults will supervise pupils in a ratio of two adults to one pupil when needed.
- The admissions register and pupil register for one of the other schools managed by Peak Education showed that registration in these schools is detailed and meets government requirements. Leaders keep at least three emergency contact numbers for each pupil. They plan to adopt the same arrangements in this school.
- These standards are likely to be met if the material change is implemented.

Paragraph 16, 16(a), 16(b)

- There is a comprehensive risk assessment policy in place. The school plans to assess all possible risks. Leaders intend to keep risk assessments for all aspects of school life and for the pupils themselves.
- Leaders have considered the risks of mixing older pupils with younger pupils. They also intend to create risk assessments about the premises that they plan to use.
- The planned daily de-briefing sessions have the potential to identify risks and pupils' welfare needs so that action can be taken.
- These standards are likely to be met if the material change is implemented.

Part 5. Premises of and accommodation at schools

The pre-registration report found that all these standards were likely to be met.

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

- There are suitable toilet and washing facilities to cater for adults and pupils.
- Shower facilities are available for pupils to use after taking part in outdoor activities.
- These standards are likely to be met if the material change is implemented.

Paragraph 24(1)(a), 24(1)(b)

- There is a dedicated medical room that includes a wash basin and a toilet. Within the room, there is a pull-down bed.
- Adults will supervise pupils using this room. The facilities are suitable for the needs of pupils.
- These standards are likely to be met if the material change is implemented.

Paragraph 25, 26, 27(a), 27(b)

- The school's buildings and grounds are well maintained, tidy and secure. Teaching areas are fit for purpose and facilitate the teaching of pupils in small groups. Four classrooms are available. They are adequate for the proposed number and age of pupils.
- All internal and external areas are well lit. Acoustics are appropriate and all the lights that were checked by the inspector were found to be in working order. Arrangements for access to the site are well organised in order to ensure everyone's safety.
- These standards are likely to be met if the material change is implemented.

Paragraph 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Pupils are to have access to drinking water throughout the day. Drinking water is clearly marked as such. It is available in classrooms and in the kitchen area.
- The inspector found that the temperature of hot water from the taps was suitable.
- These standards are likely to be met if the material change is implemented.

Paragraph 29(1), 29(1)(a), 29(1)(b), 29(2)

- The school has an outdoor play area with artificial grass on the ground. It is surrounded by a high brick wall with a tree in one corner. There is ample space for the proposed number of pupils to play.
- These standards are likely to be met if the material change is implemented.

Part 8. Quality of leadership in and management of schools

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

- Leaders have thought out well the plans that are in place for the material change. The plans are appropriate. Leaders have experience in other schools in the same group and are very familiar with the independent school standards.
- The headteacher will initially be based at the school for two days a week. He is the headteacher of Peak Education Stoke, which is approximately 10 minutes away by car. He intends to employ two teachers who will have appropriate skills and seniority to lead the school in his absence. The executive headteacher is based at the school and therefore will have management oversight in the absence of the headteacher.
- The staffing structure planned following the proposed material change is likely to enable pupils to be well cared for and supervised. Leaders are committed to the welfare and progress of all pupils in their other schools. They have a good record of creating caring and hard-working teams to enable the best environment for their pupils. This is likely to be the case in this school.
- Leaders plan to use this school for key stage 2 pupils and for key stage 3 pupils who lack confidence and find the larger numbers of pupils at the Stoke school site more daunting. They intend to create a nurturing environment where pupils will be able to develop the confidence to transfer to the larger school in the future.
- The proprietor, whose office is in the same building as Peak Education – Primary, strongly supports the executive headteacher and the headteacher. His regular contact with leaders and close proximity to the school are likely to ensure that he is in a good position to ensure that the independent school standards are consistently met.
- These standards are likely to be met if the material change is implemented.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan is in place and has been considerably improved since the pre-registration inspection. It includes a wider range of access considerations, both for the curriculum and the school building.
- Leaders have ensured that the school is likely to meet the requirements of schedule 10 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 that are relevant to the material change.

School details

Unique reference number	146078
DfE registration number	860/6048
Inspection number	10127676

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	Other independent special school
School status	Independent school
Proprietor	Paul Ball
Executive Headteacher	Andrew McCreedy
Headteacher	Jonathan Gillie
Annual fees (day pupils)	£295 a day
Telephone number	01782 722226
Website	www.peakededucation.co.uk
Email address	andrew.mccreedy@peakpursuits.co.uk
Date of previous standard inspection	1 October 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7–11	7–14	7–14
Number of pupils on the school roll	0	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	0	20
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	20
Of which, number of pupils with an education, health and care plan	0	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	2
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	3

Information about this school

- Peak Education – Primary had a pre-registration inspection in October 2018 and was ready to open from December 2018. No pupils have yet been enrolled at this school.
- Peak Education proposes to provide full-time education for pupils in key stage 2 and key stage 3 at this school. The proprietor also operates three schools in the West Midlands: Peak Education (for pupils aged 11 to 18 years), Peak Education Stoke (for pupils aged 5 to 19 years) and Peak Education Cannock (for pupils aged 11 to 19 years).
- The school is part of Peak Activity Services, a company that specialises in outdoor education and alternative provision for pupils at risk of exclusion from mainstream

schools.

- The school is situated in Audley, a village on the outskirts of Newcastle-under-Lyme in Staffordshire.
- All pupils who are to attend the school, if the material change is approved, are likely to have social, emotional and mental health difficulties. Prospective pupils are also likely to have an education, health and care plan.

Information about this inspection

- This material change inspection took place because the school wished to change the age range from 7 to 11 to 7 to 14. It is the school's second inspection, the first being a pre-registration inspection in October 2018.
- The inspector scrutinised a wide range of documents to ascertain whether the school is likely to meet the independent school standards if the new age range of pupils is approved. These documents included schemes of work for pupils aged 11 to 14, examples of teachers' planning, examples of pupil registers from the other two schools, previous inspection reports from Peak Education's other schools, information related to pupils' spiritual, moral, social and cultural development, the single central record, school policies and procedures (with particular reference to those relating to safeguarding), health and welfare information (including fire safety and first-aid procedures), and the prospectus and accessibility plan. The inspector also reviewed the school's website.
- The inspector undertook a tour of the premises to ensure that accommodation and facilities are maintained to a suitable standard.
- It was not possible to observe teaching in the school because there were no pupils on roll.
- The inspector held meetings with the proprietor, the executive headteacher and the headteacher.

Inspection team

Mary Maybank, lead inspector

Ofsted Inspector

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/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 <http://reports.ofsted.gov.uk/>.

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.gov.uk/ofsted

© Crown copyright 2019