

Eagle Park Independent School

Park Place, Chiswick, Hounslow, London W3 8JY

Inspection date

25 May 2021

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- Leaders have developed suitable curriculum, teaching and assessment policies in line with the school's vision to provide a good quality of education. The policies give due consideration to the needs of pupils, all of whom will have an education, health and care plan. The curriculum and teaching plans cover all the required areas of learning for pupils aged seven to post-16. This planning is likely to take account of pupils' different ages and starting points.
- Suitable systems are in place to assess pupils' prior knowledge and experience. This is likely to provide leaders with the information they need to place a child on the appropriate curriculum pathway. Leaders have given appropriate thought to the design of these pathways. Alongside functional English and mathematics, they include a suitable range of vocational and academic courses at different levels, leading to BTEC and GCSE qualifications.
- The schemes of work for each subject identify the content to be taught in six blocks over the year. Leaders are working on adding more detail and improving the order in which the knowledge is taught so that pupils can remember it for longer. The staff who will implement this curriculum are likely to have the training and experience of teaching pupils who generally take longer to process information.
- Leaders have devised an appropriate programme for pupils' personal, social, health and economic (PSHE) education. Through its content, the programme emphasises the importance of physical health and mental well-being. For example, there are regular opportunities for pupils to talk about their feelings in a safe environment. Leaders understand the potential safeguarding risks in the local area, for instance child sexual exploitation and domestic abuse. The content of the programme addresses these risks and is likely to raise pupils' awareness.
- Leaders are committed to ensuring that pupils know about, and are taught to respect, all of the protected characteristics as identified in the Equality Act 2010.

- The framework for careers education is likely to be suitable. It sets out how pupils will be supported to make informed choices about their future education and employment. Secondary-aged pupils will learn how to apply for a job, write a curriculum vitae and practise interview techniques. They will also have suitable opportunities to take part in relevant work experience.
- The independent school standards in this part are likely to be met.

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

All paragraphs

- Leaders have created suitable resources to teach about the protected characteristics, including disability and sexual orientation, in the context of discrimination in society. They have embedded opportunities for frequent reflection on the importance of good physical and mental health in the school's PSHE programme. A suitable programme for relationships and sex education (RSE) is also in place. It is likely to encourage older pupils to think more seriously about the importance of consent in the context of intimate relationships.
- Leaders have produced suitable plans to actively promote fundamental British values. For instance, the plans outline how leaders will support pupils' understanding of democracy and the rule of law. Lesson planning shows that pupils are likely to learn about the belief systems of the main religions represented in Great Britain. These plans are presented in the context of respect and tolerance for those of other faiths and those without a faith.
- Leaders have an appropriate behaviour policy in place to support pupils to understand right from wrong. They have placed a clear emphasis on establishing routines through positive talk and constant encouragement. This is part of the school's philosophy of teaching important life skills to pupils, so they gradually become confident to do things on their own.
- The independent school standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

All Paragraphs

- Leaders are aware of their statutory responsibilities. They understand the importance of creating and maintaining a strong safeguarding culture. Designated safeguarding leaders have completed the appropriate level of safeguarding training. Suitable plans are in place for training staff about safeguarding when they have been recruited.
- The school's safeguarding policy reflects statutory guidance. Leaders are aware of the emphasis on mental health and peer-on-peer abuse.
- The school's behaviour and anti-bullying policies are likely to meet requirements. All incidents of misbehaviour and bullying, and any sanctions imposed as a result, will be logged and reviewed.
- Arrangements for the provision of first aid are likely to meet requirements. There will be at least two full-time first aiders with the appropriate training. Processes for managing and recording accidents and the provision of first aid are likely to be fit for purpose.

- The school is not likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. This is because leaders do not have any documentation for the fire risk assessment that was carried out in 2019. They do not know what specific recommendations were made and how to address them to ensure that the building is safe for all. Leaders have booked a fresh fire risk assessment to be undertaken imminently. That said, all aspects of fire safety (emergency lighting, fire extinguishers, smoke detection and fire alarms) are regularly checked and these checks are accurately logged. Leaders plan to complete emergency evacuation practices termly with pupils.
- The school's health and safety and risk assessment policies are likely to meet the required aspects in reducing identified risks. Leaders are knowledgeable about completing risk assessments for individual pupils based on their previous history and assessed needs. The policies provide useful guidance about completing risk assessments for trips and the use of off-site facilities.
- Admission and attendance registers will be kept electronically and are likely to meet requirements.
- The independent school standards in this part are not likely to be met.

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

All paragraphs

- Leaders are knowledgeable about all the checks required prior to staff commencing employment. All the required vetting checks have been undertaken for the proprietor and the executive headteacher. The single central register contains all the required information, including details on adults' right to work, overseas checks and whether any adults are subject to prohibition orders. Leaders have received appropriate training in safer recruitment.
- The independent school standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

All Paragraphs

- The proprietor has been renting the premises since October 2020 and has made renovation a key priority. All the rooms and corridors are carpeted, clean and reasonably well maintained. Leaders have set high expectations for cleanliness, for instance by making arrangements for further deep cleaning and other 'cosmetic improvements'.
- Leaders have given much thought on how to use all the internal spaces effectively. For example, they have designated one room as a sensory room and another for one-to-one or small group teaching interventions. These specialist rooms are likely to be resourced appropriately in time for the first cohort of pupils to join the school.
- The school building is nestled in a quiet area away from the main road. The proposed school has access to a large sports field, just overlooking the main entrance. The grounds are well maintained. Leaders plan to use them for physical education, breaktimes and a congregation point in the event of a fire drill or evacuation.
- Toilets and washing facilities are likely to meet requirements. Hot water does not pose a scalding risk. Signage is clear and hygiene standards are adequate. The separate

medical room is likely to be suitable for the short-term care and treatment of pupils. It is located close to pupils' toilet facilities, first-aid supplies, and a washbasin.

- The acoustic features, sound insulation and internal and external lighting are all likely to be suitable throughout the building.
- The independent school standards in this part are likely to be met.

Part 6. Provision of information

All paragraphs

- The school's website is almost complete and is likely to provide parents with a wide range of information, including that specifically required by the regulations.
- Documentation provided indicates that parents will receive suitable reports on all aspects of their children's education, including their academic and personal development.
- Leaders are aware of their duties in relation to education, health and care plans, and the provision of income and expenditure statements to local authorities.
- The independent school standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

All Paragraphs

- The complaints policy provides parents with clear information on what they can do if they have a concern. This includes how parents can make a formal complaint if the school has not resolved the issue to their satisfaction at the informal stage. The policy includes specific procedures for how complaints will be documented, as well as suitable timescales to ensure complaints are handled efficiently.
- The independent school standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- Leaders and the proprietor have not ensured that all the independent school standards are likely to be met. Currently, the safety of the building cannot be assured due to the absence of fire risk assessment information. Leaders recognise that this is a significant omission and have already commissioned a new and comprehensive fire risk assessment. However, at the time of this inspection, leaders were not able to provide any further information.
- Leaders have considerable experience of providing education for pupils who have mild and complex special educational needs and/or disabilities. They have made effective use of their skills and knowledge to ensure that pupils' spiritual, moral, social and cultural development will be promoted well. Equally, leaders demonstrate sound understanding of how to design a curriculum based on assessment of individual need. They articulate clearly how they will continually review the provision to ensure that it caters well for pupils' needs and meets all requirements.
- The proprietor is setting up a governing body to provide scrutiny and challenge and hold leaders to account. The members of this body are likely to provide expertise in a suitable range of areas, for example education, finance and local authority work.

- The independent school standards in this part are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has a suitable accessibility plan in place. Leaders have considered arrangements to ensure pupils are able to successfully access the school's curriculum, physical environment and written information.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	148600
DfE registration number	313/6009
Inspection number	10184886

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent special school
Proprietor	Maria Takkou
Chair	Maria Takkou
Headteacher	Alison Ramsay
Annual fees (day pupils)	£53, 500
Telephone number	020 8350 0559
Website	www.eagleparkschool.co.uk
Email address	maria@educ8sen.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 19	7 to 19
Number of pupils on the school roll	Not applicable	42	42

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	42

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	42
Of which, number of pupils with an education, health and care plan	Not applicable	42
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	42

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	9

Information about this proposed school

- Eagle Park School intends to provide education for up to 42 pupils aged between seven and 19 years. The premises are located in the London Borough of Hounslow, in a building that was used previously by another independent school. Leaders anticipate that several local authorities will allocate and fund pupils' placements at the school.
- The proposed school intends to provide education for pupils with an education, health and care plan, specifically for those with autism spectrum disorder and mild learning difficulties.
- The school has never operated and plans to open in September 2021. The school does not have a religious ethos.
- The proprietor is a named person who also runs a special educational needs recruitment agency. The business is an SEN one-to-one tutoring services and special educational needs recruitment agency. The proprietor has appointed an executive headteacher to lead the proposed school.
- The proposed school has no plans to make use of any alternative or off-site provision.

Information about this inspection

- This is the proposed school's first pre-registration inspection. The registration authority commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- The inspector held discussions with the proprietor and the proposed school's executive headteacher. The inspector toured the site jointly with both leaders to check the independent school standards related to the suitability of the premises.
- Documentation relating to the curriculum, safeguarding, health and safety of the premises and the suitability of staff was also reviewed. Some of this evidence was reviewed together with leaders. The inspector also evaluated a range of documentation and policies remotely, on the day before the onsite inspection.

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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Store Street
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