

Maple Tree Primary School

162 Ramsgate Road, Ramsgate CT10 2EW

Inspection date

19 January 2022

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2(2)(i)

- The school aims to provide a curriculum that is 'creative, inspirational and relevant to pupils' needs and their future aspirations'. Leaders are ambitious for pupils. They aim to provide a curriculum that enables all pupils to achieve well, both academically and personally.
- The national curriculum will provide the framework for pupils' learning. Pupils will learn a suitably broad range of subjects which will include English, mathematics, science, history, geography, finance, art, design technology, food technology and physical education. The school intends to give phonics, early reading and personal, social and health education (PSHE) high profile in the curriculum.
- Leaders have developed appropriate curriculum policies and plans. Schemes of work set out what will be taught throughout the year. They illustrate how pupils' learning will develop over time and provide a firm foundation for teaching. The curriculum will provide regular opportunities for pupils to revisit and practise what they have learned.
- The teaching of English will underpin all areas of the curriculum. Leaders aim to ensure that all pupils can read and write sufficiently well to manage the demands of the key stage 2 curriculum. The teaching of reading will aim to promote fluency, confidence and enjoyment. High-quality texts have been chosen to appeal to pupils' interests and to reflect a range of styles and genres, such as graphic novels, fiction, fairy tales and biographies. Leaders have selected a phonics programme that will be used to support pupils' early reading skills. Pupils will learn how to use a range of writing techniques in different subjects.
- The mathematics curriculum is carefully sequenced and follows the national curriculum. Pupils will be taught reasoning and problem-solving skills, as well as developing fluency in number. Leaders intend pupils to learn mathematical knowledge and skills which will help to prepare them for the future. The school intends to use a variety of practical apparatus to support pupils' mathematical knowledge and understanding.

Paragraphs 3–3(j), 4

- The teacher-in-charge of the school is qualified in teaching pupils with special educational needs and/or disabilities (SEND). She is knowledgeable about how to support pupils' academic and personal development. The teacher-in-charge intends to make sure that pupils are fully prepared for the move from primary to secondary education at the end of Year 6 and for their future lives.
- The proprietor has already appointed key staff. A qualified teacher has been appointed to work alongside the teacher-in-charge, as well as two teaching assistants. The proprietor intends to increase the number of staff as the school increases in size.
- Leaders' clear vision for the school's culture and values include a commitment to actively promote equalities throughout school life. They will ensure that fundamental British values are consistently promoted through the school's PSHE curriculum. Discrimination of any kind will not be tolerated.
- Leaders have devised a secure framework for assessing pupils' progress. Assessments will be used to identify pupils' starting points when they first join the school. They will be considered alongside pupils' education, health and care plans (EHC plan) and used to plan future learning. Teachers will use ongoing assessments to check pupils' learning and to provide extra support where needed.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraph 5–5(d)(iii)

- The school aims to develop pupils' confidence, personal responsibility and positive attitudes to learning. The PSHE programme will be taught through three key strands: health and well-being, relationships and living in the wider world. Pupils will learn about a wide range of topics, such as why we need rules and laws and the importance of self-respect.
- The PSHE curriculum will be central to the promotion of pupils' spiritual, moral, social and cultural development. Leaders will supplement the programme with practical opportunities to promote tolerance and understanding. For example, books such as 'The Boy in Pink Pyjamas' will be studied in English, and pupils will have regular opportunities to discuss and debate topical issues as they arise.
- Its curriculum will be 'rooted in respect for British values'. Fundamental British values will be promoted throughout the curriculum and will be embedded in school life. Leaders intend pupils to play an active part in the school and the wider community through activities such as fundraising for charities and the establishment of a school council.
- The school's religious education curriculum will teach pupils about a number of world religions. Leaders plan to use special activity and celebration days, as well as visits to places of worship, to develop pupils' understanding of different cultures and beliefs.
- The teaching of relationships, sex and health education is built into the PSHE curriculum.

- The school is likely to meet all the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The school's safeguarding policy complies with current statutory guidance. The teacher-in-charge is the named designated safeguarding lead (DSL). The policy includes clear contact information for the DSL and deputy DSLs. It provides a comprehensive range of information about safeguarding matters, including roles, responsibilities and procedures. The proprietor has suitable arrangements in place to ensure that staff have up-to-date knowledge of safeguarding. The policy is available on request until the school's website has been established.
- Leaders intend to use an online system for recording and monitoring safeguarding concerns. This will ensure that the proprietor and the company's head of safeguarding maintain oversight of concerns raised. Monthly meetings between the head of education and the proprietor will routinely include discussion of any significant safeguarding issues.
- The PSHE curriculum will help pupils to learn how to stay safe. It will cover topics such as how to use the internet safely, what to do if under pressure from others to do something unsafe and how to report concerns.

Paragraphs 9–9(c), 10

- The behaviour policy reflects leaders' intention to create a positive ethos and culture which will be central to supporting good behaviour. It states: 'We believe that all pupils have the right to expect positive approaches to behaviour, which foster self-esteem, respect, tolerance and self-control...Maple Tree Primary School will endeavour to ensure that everyone is safe, that consequences and rewards are fair, and that the whole school community is reflective and considerate to all.'
- Pupils will be encouraged to regulate their own behaviour and will be taught strategies to help them to do so. Leaders intend positive behaviour to be routinely recognised and affirmed with verbal praise, merits and certificates, including for those pupils who routinely behave well.
- The behaviour policy underlines the school's high expectations of behaviour. It states: 'We will not tolerate bullying, insensitivity, inappropriate language, discriminatory language, vandalism or theft.' The anti-bullying policy provides comprehensive information about different forms of bullying, procedures to be followed if bullying is suspected and strategies to prevent bullying.

Paragraphs 11, 12, 13, 14, 15, 16–16(b)

- Suitable first-aid, risk assessment and health and safety policies are in place and likely to be fit for purpose. Leaders understand their duties to ensure the welfare, health and safety of pupils, staff and visitors to the school.
- The proprietor commissioned a recent independent fire safety audit. The audit identified a small number of actions that needed addressing. Almost all had been actioned at the time of the inspection. However, several fire exit signs had not been

replaced as directed. These were installed during the inspection, as well as a fire blanket and a fire extinguisher in the kitchen.

- Staff-to-pupil ratios will be high. Admission and attendance registers will be kept in accordance with regulations.
- The teacher-in-charge and head of education will play a key role in managing health and safety checks, including fire safety and building maintenance. The proprietor will ensure that all relevant standards are continuously met.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraph 32(1)–32(4)(c)

- Leaders are knowledgeable about the suitability checks needed for adults working with children in regulated activities.
- The single central record is already established and likely to meet requirements. All relevant checks have been completed for current members of staff and the proprietor. The company's human resources department oversees robust recruitment procedures.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–24(b), 24(2), 25–29(1)(b)

- The proposed school will occupy a large, period building with well-kept grounds. The building provides four main classrooms with additional learning spaces, including an art room and a library. Additional staff and office spaces will occupy the second storey.
- The building has been refurbished to a high standard. The premises are clean, airy and well-lit. All windows have been adapted so that they will not present a risk of falling when opened.
- Leaders intend to use the school's well-equipped kitchen to deliver food technology lessons, as well as for preparing meals for pupils. Drinking water is available and clearly marked. The dining hall provides a spacious and attractive place for pupils to enjoy their lunch, with double doors leading directly onto the garden.
- The building includes a medical room, with a sink and toilet next door. The medical room has been refurbished to the same high quality as the rest of the school and provides a bright, warm space for the short-term accommodation of sick and injured pupils.
- Suitable toilet and showering facilities are provided for pupils and staff. The hot water does not present a scalding risk.
- The outdoor area is mainly laid to lawn, with good-quality, paved footpaths and a patio area with a picnic bench. The area is securely fenced and gated. The site includes an additional fenced area with lockable storage. Leaders plan to develop this area into a sensory garden in time.

- The school is likely to meet all the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraph 32(1)–32(1)(d), 32(1)(f)–32(1)(g), 32(1)(j)–32(2)(b)(1), 32(2)(d)–32(3)(a), 32(3)(c)–32(4)(c)

- At the time of the inspection, the proposed school did not have a website. The school's safeguarding policy is available on request.
- Leaders intend to create a school website. They are aware of the requirement to provide the information specified in part 6, including information for parents.
- Leaders envisage being in regular contact with parents, including by written reports of pupils' progress, as well as more informal telephone 'check-ins'.
- The school has a suitable complaints policy which will be published on its website.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school's complaints policy and procedures are available on request. They comply with Department for Education (DfE) guidance and provide clear information about how any complaint will be managed, including timescales. The school states that 'we will take all concerns seriously and will make every effort to resolve any matters raised as quickly as possible'.
- Leaders intend to keep copies of any complaints confidentially and available for inspection.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders have a sound understanding of the independent school standards. They represent a wide range of experience appropriate for the leadership of a school for pupils with SEND.
- The proprietor does not plan to have a school governing body in the first instance. However, the proprietor has employed an independent education consultant who will advise him about the quality of different aspects of the proposed school. This will include evaluating the quality of education and completing regular reviews of the school's safeguarding arrangements.
- The school is likely to meet all the requirements in this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- The proposed school has an equality policy and accessibility plan. Leaders intend to update the plan at appropriate intervals. The school is likely to meet paragraph 3 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.

Proposed school details

| | |
|-------------------------|----------|
| Unique reference number | 148862 |
| DfE registration number | 886/6169 |
| Inspection number | 10220062 |

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.

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|--------------------------------------|--|
| Type of school | SEN day school |
| School status | Independent school |
| Proprietor | Parkview Education Limited |
| Chair | Balwant Bhogal |
| Headteacher | Laura Stubbs |
| Annual fees (day pupils) | £77, 595 |
| Telephone number | 0345 647 7777 |
| Website | parkviewcare.co.uk/services/education |
| Email address | edu@parkviewcare.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 11 | 7 to 11 |
| Number of pupils on the school roll | Not applicable | Up to 30 | Up to 20 |

Reason for inspector's recommendations

- It became clear during discussions with the teacher-in-charge and head of education that the original application had overestimated the number of pupils the proposed school would be able to accommodate comfortably, particularly given pupils' likely needs. Leaders agree that the lower number of up to 20 pupils would be a more suitable number.

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 | Up to 20 |
| Number of part-time pupils | Not applicable | 0 |
| Number of pupils with special educational needs and/or disabilities | Not applicable | Up to 20 |
| Of which, number of pupils with an education, health and care plan | Not applicable | Up to 20 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | Not applicable | Up to 20 |

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | Not applicable | 5 |
| Number of part-time teaching staff | Not applicable | 0 |
| Number of staff in the welfare provision | Not applicable | Not applicable |

Information about this proposed school

- The school intends to cater wholly for pupils with SEND. The majority of pupils are likely to have an EHC plan and their places will be funded by a local authority.
- The school aims to provide specialised education for pupils with behavioural, emotional and social development needs, as well as cognitive and learning needs.
- The proposed school's mission statement is 'to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential'. The school intends to do this by providing 'a welcoming, happy, safe and supportive learning environment in which everyone is equal, and all achievements are celebrated'.

- The proprietor, Parkview Education Limited, runs a secondary school for pupils with SEND in Margate, Kent.
- The teacher-in-charge will lead and manage the school.
- The school will not use alternative provision

Information about this inspection

- The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014 if the DfE decides to register it. It was the school's first pre-registration inspection.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and Schedule 10 of the Equality Act 2010.
- The inspector toured the school building and its grounds. She reviewed a wide range of documents, including the single central record, policies and curriculum and assessment information.
- The inspector met with the teacher-in-charge, the head of education and an educational consultant who is employed to provide guidance and advice. The inspector also held an online meeting with the proprietor.

Inspection team

Julie Sackett, lead inspector

Her Majesty's Inspector

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