

# Penarth Group School

128 Reddish Road, South Reddish, Stockport SK5 7JG

## Inspection dates

12 December 2022

### 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)(b)(ii), 2(2), 2(2)(a)–2(2)(d)(ii), 2(2)(e)–2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)*

- Leaders have prepared an appropriate curriculum policy for pupils, including for prospective students in the sixth form. The policy outlines a sufficiently broad range of subjects for pupils and students to study. The details in the policy emphasise the contribution that each subject makes to pupils' and students' spiritual, moral, social and cultural (SMSC) education. This planned approach demonstrates leaders' intention to provide a comprehensive education for each pupil in key stages 3 and 4 and each student in the sixth form. The details in the policy also confirm leaders' commitment that the active promotion of fundamental British values will be at the heart of pupils' and students' education. This policy includes the promotion of values such as tolerance and respect, together with the development of pupils' and students' knowledge and understanding of being British citizens.
- The curriculum policy is supplemented with suitable schemes of work for each subject from key stages 3 to 5. The schemes of work are appropriately designed. Leaders have thought carefully about what they want pupils in key stages 3 to 5 to learn during their time at the school. Leaders' curriculum design considers the specific and individual needs of pupils and students, most of whom are expected to have special educational needs and/or disabilities.
- Suitable importance is placed on the development of speaking and listening skills, as well as reading, writing and mathematics within the curriculum offer at key stages 3 and 4. Additionally, there is an appropriate emphasis on pupils studying the full range of national curriculum subjects, such as science, art and design, modern foreign languages, history and geography. The subjects on offer also include information and communication technology, and physical education (PE). At key stage 5, students will study an appropriate range of subjects, including academic and vocational subjects.

- Personal, social, and health education (PSHE) will be taught through timetabled lessons, including in the proposed sixth form. Aspects of PSHE will also be taught across the different curriculum subjects. The planned topics in the PSHE curriculum are suitably wide-ranging. The PSHE curriculum encourages respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010.
- Current pupils receive appropriate careers education and leaders have suitable plans in place to deliver careers education in the proposed sixth form. Leaders are using the Gatsby benchmarks (a framework for good career guidance) as their framework to encourage pupils to reach their potential. Leaders intend to offer information, advice and guidance impartially in the sixth form. This will be tailored to the individual needs and interests of students.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d)–2A(1)(g), 2A(2), 2A(3)*

- The PSHE curriculum will promote and develop pupils' and students' understanding of relationships and sex education, and health education. Leaders have taken into consideration the relevant statutory guidance when devising this curriculum. They have an appropriate policy statement in place and they have considered how they will consult with parents and carers about the policy. The statement has been placed on the school's website.

*Paragraph 3, 3(a)–3(j)*

- The proprietor body has recruited suitably qualified staff to work at the school. Leaders have a clear idea of the calibre and expertise that they look for in any new teachers and support staff.
- Leaders have made sure that appropriate templates are in place for short-term curriculum design. All teachers are expected to plan appropriate lesson activities to meet the needs of the pupils, and prospective students in the sixth form.
- The school is appropriately resourced with an extensive range of suitable educational books and equipment, including for the proposed sixth form. These are relevant to the age range of the pupils and students that the school will serve.
- The proprietor body is committed to providing a good-quality education for pupils. It intends to provide suitable training, guidance and support for teachers to assist with the introduction of key stage 5. This will ensure that teachers have sufficient knowledge, skills and experience to provide a suitable quality of education to students in the sixth form, as well as pupils in key stages 3 and 4.

*Paragraph 4*

- Leaders have a suitable assessment policy in place.
- Leaders intend that pupils' attainment and personal needs will continue to be assessed when they start at the school. Pupils' and students' progress and attainment will be assessed regularly by teachers. Pupils' and students' progress will be shared regularly with parents and those responsible for governance. Teachers will use the findings from these assessments to inform their teaching.

- Where appropriate, pupils will complete national end-of-key-stage assessments. Older students in the sixth form will have access to a range of academic and vocational qualifications according to their ability and need.
- All the independent school standards in this part are likely to be met if the request for the material change is approved.

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

### *Paragraph 5, 5(a), 5(b)–5(b)(vii), 5(c), 5(d)–5(d)(iii)*

- A review of documentary evidence shows that pupils' SMSC development is a thread that runs throughout the curriculum. SMSC development is central to the school's aims, policies and enrichment activities. This will continue into the sixth form.
- SMSC aspects of learning are woven through schemes of work. Leaders intend that pupils and students will learn about democracy and different faiths. Enrichment activities will be offered to all pupils, including students in the sixth form, to ensure that they experience a diverse range of social and cultural activities, and traditions.
- The schemes of work include the promotion of pupils' and students' wider personal development. Pupils, and students in the sixth form, will have the opportunity to discuss local and national events. Pupils and students will experience a balance of opposing and contrasting views. Pupils and students will be encouraged to put into practice the values fundamental to living in modern Britain.
- The school's policies include references to all the protected characteristics set out in legislation.
- All the independent school standards in this part are likely to be met if the request for the material change is approved.

## Part 3. Welfare, health and safety of pupils

### *Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)*

- The proprietor body has paid attention to the most current statutory guidance for safeguarding pupils and students. A suitable and up-to-date policy is in place. The policy is published on the school's website. Leaders have established all the necessary arrangements to keep pupils and students safe and to promote their welfare at the school.
- Three members of staff are trained as designated safeguarding leads in school. All staff receive appropriate induction training and safeguarding training. They receive regular updates on areas such as radicalisation and extremism, sexual exploitation, and sexting and e-safety.

### *Paragraphs 9, 9(a)–9(c), 10*

- The proprietor body has appropriately detailed behaviour and exclusion policies in place. There is also a suitable anti-bullying policy. Any incidents of poor behaviour are recorded and will be recorded for students joining the sixth form. Leaders already cross-reference these incidents with other concerns so that they can gain a full picture of an individual pupil and respond quickly to any needs that arise. They plan to also

do this for post-16 provision. The behaviour policy includes appropriate and proportionate sanctions, including for older students.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b)*

- The proprietor body has a written health and safety policy, which is tailored to the premises of the school. It complies with all relevant laws. Leaders carry out regular fire-safety checks of the premises and the findings are suitably logged. The proprietor body ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor body has an appropriate first-aid policy in place. A large number of staff have successfully completed first-aid training, including senior leaders.
- A written risk assessment policy is in place. Completed risk assessments show that leaders take appropriate actions to minimise any risks to pupils and to prospective students. This includes risk assessments for the school buildings, including the classrooms, and risk assessments for individual pupils and students.
- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place. These systems ensure pupils' and students' safety when they are working online.

*Paragraph 14*

- Pupils are always supervised, including at breaktimes, when arriving at school and when leaving the school premises. Students will also be supervised appropriately.

*Paragraph 15*

- Leaders have appropriate systems in place to register pupils' and students' attendance and to monitor any absences. Leaders will report on pupils' and sixth-form students' attendance to senior leaders and the governors of the school.
- The proprietor body has published a suitable admissions policy for the school. There are systems in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met if the request for the material change is approved.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c)–18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i)–19(2)(a)(i)(aa)–19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b)–19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a)–20(6)(a)(ii), 20(6)(b), 20(6)(b)(i)–20(6)(b)(iii), 20(6)(c), 21(1)–21(3), 21(3)(a), 21(3)(a)(i)–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)(b)*

- The single central record (SCR) is in place and contains all the required information. Leaders understand the need to complete all the required checks on the suitability of staff before they take up appointment.
- Records relating to the proprietor body are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of the school, have also been carried out.

- The proprietor body and school leaders have completed appropriate safer recruitment training to support the appointment of suitable staff to work in a school. Induction documentation for new staff makes it clear that they undergo a full suite of safeguarding, and related training, upon appointment.
- Leaders occasionally employ agency staff. They follow all the procedures to ensure that these staff are suitable to work with pupils and students.
- Leaders may engage volunteers in future. They are clear about their responsibility for checking the suitability of volunteers who might work with pupils and students.
- All the independent school standards in this part are likely to be met if the request for the material change is approved.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 28(1)–28(1)(d), 28(2)–28(2)(b)*

- The school is housed in a former residential building. This large building is furnished by the proprietor body to a high standard. The accommodation comprises a reception and office area, a communal space, breakout rooms and several classrooms, including specialist rooms for science and music. There is also a kitchen and a garden area for recreation.
- There are appropriate toilet facilities. There are separate toilet cubicles that can be secured from the inside. There is hot and cold water. The hot water is thermostat controlled and at an appropriate temperature. There are signs indicating that the water in the toilets is not suitable for drinking. However, pupils do have access to drinking water throughout the day.
- There is a separate changing and shower facility. It is clean and furnished to a suitable standard.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- A medical room has been set aside, with suitable washing facilities. There is easy access to a toilet. A bed, blanket, pillow and first-aid kit were in the medical room at the time of the inspection. The rooms are equipped with a first-aid kit and lockable medicine cabinet.

*Paragraphs 25, 26, 27, 27(a), 27(b)*

- The accommodation is of an appropriate standard. It meets all requirements for securing the health, safety and the welfare of pupils. This includes appropriate acoustics and lighting for the purpose of the different rooms. The teaching rooms have a suitable source of natural light. There is exterior lighting installed so that pupils, students, staff and visitors can arrive and leave the site safely in the hours of darkness.

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

- The pupils, including prospective sixth-form students, have access to safe outdoor areas to play in when not in lessons. The outdoor space is suitable for physical education lessons as part of the school's curriculum.

- All the independent school standards in this part are likely to be met if the request for the material change is approved.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1)–34(1)(c)*

- The proprietor body has an appropriate understanding of the independent school standards and has plans in place to monitor compliance regularly and comprehensively.
- Leaders demonstrate the knowledge required to run this independent school successfully and to accommodate the material change request. They have experience of, and a commitment to, providing an effective quality of education for pupils. They fulfil their responsibilities to promote the well-being of pupils. They are likely to continue to do this if the material change is approved.
- All the independent school standards in this part are likely to be met if the request for the material change is approved.

## Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory responsibilities.

## **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	135526
DfE registration number	356/6031
Inspection number	10259564

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 school
School status	Independent school
Proprietor	Care Haven (UK) Ltd
Chair	Pat Swallow
Headteacher	Keri Tams
Annual fees (day pupils)	£38,000 to £42,750
Telephone number	0161 483 1212
Website	<a href="http://www.penarthgroupschool.co.uk">www.penarthgroupschool.co.uk</a>
Email address	<a href="mailto:headteacher@penarthgroup.co.uk">headteacher@penarthgroup.co.uk</a>
Dates of previous standard inspection	12 to 14 March 2019

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	8 to 16	11 to 18	11 to 18
Number of pupils on the school roll	10	Not applicable	Not applicable



## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Not applicable
Number of full-time pupils of compulsory school age	10	Not applicable
Number of part-time pupils	None	Not applicable
Number of pupils with special educational needs and/or disabilities	10	Not applicable
Of which, number of pupils with an education, health and care plan	9	Not applicable
Of which, number of pupils paid for by a local authority with an education, health and care plan	9	Not applicable

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	4
Number of part-time teaching staff	None	None
Number of staff in the welfare provision	4	4

## Information about this school

- The headteacher was appointed in April 2022.
- The school's last inspection was an emergency inspection on 1 October 2020. The previous standard inspection was on 12 to 14 March 2019.
- Most pupils that attend this school have an education, health and care (EHC) plan. The school caters for pupils with social, emotional and mental health needs.
- The school does not use any alternative provision.

- The school operates from premises at 128 Reddish Road, South Reddish, Stockport SK5 7JG.

## Information about this inspection

- This is the first inspection that the school received since the COVID-19 pandemic began. The inspector has taken this into account in her evaluation of the school.
- The Department of Education commissioned Ofsted to carry out this inspection because the proprietor body applied to make a material change to the school's registration.
- The proprietor body has requested to change the pupil age range from 8 to 16-year-old pupils to 11 to 18-year-old pupils and students.
- This was the first material change inspection in respect of this particular change that the school has applied to make.
- The school intends to continue to cater for pupils and students with social, emotional and mental health needs. The school intends that most of these pupils and students will have EHC plans.
- The inspector checked those aspects of safeguarding that directly linked to the material change application.
- The inspector met with the headteacher and senior leaders of the school. She also spoke remotely to the vice-chair of the governing board, who was also the representative of the proprietor body. The inspector spoke to the designated safeguarding leader and the manager who maintains the single central record.
- The inspector made a tour of the school to check the suitability of the premises against the relevant independent school standards.
- The inspector also looked at a range of documents and policies relevant to the material change request. This included health and safety, fire safety and risk assessment documentation. The inspector also checked documents relating to safeguarding.

## Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

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