

The Stefan Taye School

18-20 Marina Drive, Minster-on-Sea, Sheerness, Kent ME12 2DP

Inspection date

13 March 2023

Overall outcome

The school is unlikely to meet the relevant independent school standards if the material changes relating to the school are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(h)–2(2)(i), 2A(1), 2A(1)(b), 2A(1)(d)–2A(2), 3–4

- Leaders are aspirational to help pupils re-engage with their learning, develop essential skills and gain the confidence to succeed. Leaders aim to provide a holistic education in a caring environment that enables all pupils to achieve well academically and personally. The school intends to provide a curriculum that is motivational and relevant to the needs of pupils with special educational needs and/or disabilities (SEND), and their future aspirations.
- Pupils will learn a suitably broad range of subjects. Core subjects will include English, mathematics, science, information, communication technology, and personal and social development. Further areas to be studied include humanities, modern foreign languages, religious education, relationships and sex education, art and design, and cooking. Pupils will also take part in forest school, coastal school and physical education lessons at local venues. The school intends to give personal, social and health education (PSHE), including zones of regulation, a particularly high profile in the curriculum.
- Leaders have developed an overarching curriculum policy with curriculum statements for the different key stages. Schemes of work, for some subjects and key stages, set out the sequence of learning that pupils will follow. These detail how pupils' learning will develop over time and provide a firm foundation for teaching. However, schemes of work are incomplete. Therefore, there is insufficient assurance that teaching will secure pupils' good progress across the range of subjects. Leaders are prioritising the completion of all schemes of work to address the consequent unmet standards in this part.
- Leaders have identified a range of qualifications for pupils to complete. These include vocational and work-related courses as well as GCSEs. Leaders intend that pupils will

start studying for qualifications from Year 9. This is to ensure that pupils have enough opportunity to build and consolidate knowledge, as well as to fill gaps in learning.

- The key stage 2 scheme of work for English outlines the different types of texts that pupils will learn about and write, including poetry and performance writing. Plans for reading at key stage 2 are insufficiently developed. For example, the term 4 and term 5 outlines make no reference to reading. There is little information about expectations for reading or indication that appropriate high-quality texts have been selected. It is assumed that, on entry to the school, pupils will already be fluent readers. There is no information about how pupils will be supported to develop their reading should this not be the case. At key stage 3, pupils will follow a Level 1 Certificate in Essential English in Everyday Life, and at key stages 4 and 5, pupils will be offered qualification pathways, including functional skills and GCSE.
- The mathematics curriculum at key stage 2 follows the national curriculum. Pupils will be taught about geometry, measurement and statistics as well as developing fluency in number. At key stage 3, leaders intend pupils to learn mathematical knowledge and skills which will help to prepare them for the future. From Year 9 onwards, pupils will have the opportunity to work towards functional skills or GCSE qualifications.
- The proprietor and interim headteacher are knowledgeable about SEND. The school is being established specifically to provide education for pupils with autism spectrum conditions and related SEND. Leaders are acutely aware of the need to prepare pupils well for their future lives, including transitions. The curriculum and behaviour policy are planned to reflect these priorities. For example, the behaviour policy sets a clear expectation that pupils, their families and school staff will collaborate to ensure that pupils' behaviour is managed and supported effectively. The positive reward system will be bespoke for each pupil, thereby ensuring that the reward is valued and acts as a motivating factor.
- Leaders' vision for the school's culture and values includes a commitment to actively promote equalities throughout school life. They will ensure that fundamental British values are consistently promoted through the school's PSHE and wider curriculums. Discrimination will not be tolerated.
- A wide range of extra-curricular activities, including trips and visits, will support pupils' aesthetic, creative and cultural education as well as their personal development.
- Leaders have devised a suitable framework for assessing pupils' progress. Assessments will be used to identify pupils' starting points and gaps in learning when they first join the school. Assessments will be used continually across the core subjects to refine and adapt daily lessons. More formally, assessments will be used to review and report on pupils' progress, including towards education, health and care plan targets, and to inform future learning.
- Leaders have not ensured that the independent school standards are likely to be met by the school if the Department for Education (DfE) decides to approve implementation of the material change.

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

Paragraph 5—5 (d)(iii)

- The school has a spiritual, moral, social and cultural (SMSC) policy combined with the PSHE policy. The policy explains that PSHE teaching should promote SMSC development and contribute to preparing pupils for the opportunities, responsibilities and experiences of later life.
- The school aims to prepare pupils to 'be employable and open opportunities for continuing learning and training in adult life'.
- Fundamental British values will be promoted across the curriculum. Leaders plan for pupils to have opportunities to take valuable roles in the local community, as well as being part of decision-making processes within school.
- The planned religious education curriculum will enable pupils to learn about, and celebrate, a number of world religions. These include Hinduism and Sikhism, as well as Christianity. Leaders plan that pupils will visit places of worship to help extend understanding of different cultures and faiths.
- The school is likely to meet the independent school standards if the DfE decides to approve implementation of the material change.

Part 3. Welfare, health and safety of pupils

Paragraph 7—7(b), 32(1)(c)

- The school's safeguarding and child protection policy takes full account of government guidance. The policy is readily available on the school website. It starts with a compelling statement about staff responsibility for ensuring the welfare and well-being of pupils, including: 'We must give our children and young people time to find their voice, actively listen and respond with the belief that it could happen here.'
- The policy provides a range of helpful information and guidance for staff about what they should do if they have concerns about a pupil. A table, giving key contact information is clearly and helpfully situated at the beginning of the document. The names of the designated safeguarding lead (DSL) and deputy DSL will be added once staff have been recruited. The interim headteacher is a fully trained DSL.
- Leaders are determined that pupils at The Stefan Taye School will be safe and will feel safe. Staff will be vigilant and will respond to pupils' concerns, no matter how small. The PSHE curriculum will cover topics such as 'safety first' and 'computer safety'. Supporting pupils to regulate their own behaviour with increasing success is also key to the school's curriculum offer.
- Leaders intend to use an online system for the single central record as well as to record and monitor safeguarding concerns. Currently, there is no single central record. Leaders are prioritising the purchase and installation of their selected software so that records can be completed.

Paragraph 11, 12, 14, 16—16(b)

- The school's health and safety policy states that the school aims to embed a culture of health, safety and welfare. Leaders have given high regard to ensuring that the premises are a safe place to work and learn, for example by ensuring that the site is secure and that hazardous materials are suitably locked away. Extensive risk assessments and detailed documentation reveal how risk has been identified, assessed and mitigated against.
- The proprietor commissioned a fire safety audit. This is detailed and comprehensive. Action points identified in the audit were promptly responded to prior to the inspection. Fire safety equipment has been checked and is appropriately positioned throughout the premises.
- The school is not currently open to pupils and no staff are employed. However, in discussion with the inspector, the proprietor and the interim headteacher explained their plans for ensuring that pupils will be supervised effectively. Plans include meeting and greeting pupils at the start of the day and seeing them into the building. Leaders have thought carefully about the outside space and intend to ensure that staff are on duty at breaktimes and lunchtimes across the different spaces, ensuring sufficient oversight of pupils.
- Leaders are aware of the need to draw up a specific risk assessment policy. This work has been prioritised and is due for completion shortly.
- Leaders have not ensured that the standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

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

Paragraph 18(2)—18(2)(e), 18(3), 19(2)—19(2)(d)(ii), 19(3), 20(6), 20(6)(a)(i)—20(6)(c), 21(1)—21(3)(b), 21(5)—21(6)

- Leaders know about the checks needed for adults working with children in regulated activities. They are also aware of checks needed for those in management positions.
- The school does not intend to use agency staff. However, leaders know the checks that would be required should they choose to do so.
- Although no staff had been recruited at the time of the inspection, recruitment documentation demonstrated a full commitment to following latest guidance. The voluntary interim headteacher, who will be on the interview panel, has been trained in safer recruitment. A member of the proprietor body is also undertaking safer recruitment training.
- A single central record has not been established.
- Leaders have not ensured that the standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)—24(b), 24(2), 25—29(1)(b), 31(a), 31(b)

- The school buildings are well presented and well maintained. In the main building, there are four classrooms, a sensory room, a kitchen and a further large room, as well as an office. Staff and office spaces are on the upstairs floor. Outside, there are two further buildings. One will be used as a community room, or for activities requiring a large space, and the other for practical subjects such as art and science.
- There are suitable toilets for girls and boys located in the main and secondary buildings. These have hot and cold running water which is regularly tested to ensure against scalding risks.
- Teaching spaces are clean and well lit. Rooms have plenty of natural light and are of a good size for the intended numbers of pupils.
- The building includes a medical room with ready access to toilet and handwashing facilities.
- A shower is available in school. However, leaders intend to make use of the local sports centre for weekly physical education (PE) lessons. Showers are available in the sports centre.
- The outdoor area is appealing and of a good size. It is laid out to offer quiet spaces as well as spaces to play. There is a sensory garden area, as well as a range of outdoor play equipment. The space could be used for PE lessons.
- Leaders intend to purchase drinking water dispensers for pupils' use. There is drinkable mains water available in some parts of the building, but this is not labelled. Leaders are aware of the need to remedy this.
- Leaders have not ensured that the standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)—34(2)

- Leaders have a sound understanding of the independent school standards, combined with extensive knowledge of autism spectrum conditions. Actions taken to date indicate that leaders have the skill and knowledge to implement the independent school standards fully. However, this is not yet the case. Leaders are taking immediate action to ensure the unmet standards will be addressed.
- The proprietor plans to have a governing body. A number of expert professionals have already agreed to support the school in this way.
- Leaders have not ensured that the standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010.

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 that are relevant to the material change, as set out in the annex of this report.

School details

Unique reference number	119005
DfE registration number	886/6057
Inspection number	10278476

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	Autism Apprentice Reconnect CIC
Chair	Sarah Aldridge
Headteacher	Elizabeth Baines (interim)
Annual fees (day pupils)	£47,000
Telephone number	01795485039
Website	stefantayeschool.co.uk
Email address	info@stefantayeschool.co.uk
Date of previous standard inspection	26 to 28 November 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 11	9 to 19	9 to 19
Number of pupils on the school roll	0	40	40

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	40
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	40
Of which, number of pupils with an education, health and care plan	Not applicable	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	40

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	7
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this school

- The Stefan Taye school retains the DfE number of the predecessor school on the same site. Applications have been made to the DfE for a change in proprietor, a change in school name and school type, as well as a change in age range of prospective pupils. Apart from the school name, all details on the government's Get information about Schools (GIAS) website relate to the former school, Elliott Park School. The proprietor is listed as Thomas Allsworth.

- The Stefan Teye School is a special school for pupils who have a diagnosis of autism, or who have autistic traits coupled with high anxiety and/or mental health needs. The school is not yet in operation.
- The school intends to cater for boys and girls from Year 5 to Year 14.
- The school does not intend to use alternative provision.

Information about this inspection

- This material change inspection was commissioned by the DfE to consider the school's application to become an independent special school, to change the age range of pupils on roll, and to reduce the maximum numbers. The school has also applied to the DfE for a change in proprietor and to change the name of the school.
- The inspector met with one of the school's proprietors, acting as the representative of the proprietor body.
- The inspector met with the interim headteacher, working in a voluntary capacity to support the implementation of the material changes.
- A wide range of documents were scrutinised both remotely and on site. These included curriculum documentation and schemes of work across the range subjects and key stages, the safeguarding and child protection policy, the staff code of conduct, the health, safety and welfare policy, site risk assessments, the first-aid policy, the accessibility plan and the assessment policy. The single central record was not scrutinised as one had not been established.
- The inspector also met with two members of the proposed governing body.
- The inspector conducted a full visit of the site, including the outside areas.

Inspection team

Hilary Macdonald, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.

Part 5. Premises of and accommodation at schools

- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(a) suitable drinking water facilities are provided;
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

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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