

Park View

73 Grange Street, Clayton-le-Moors, Accrington BB5 5PJ

Inspection date

7 February 2024

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(1)(a), 2(1)(b) to 2(1)(b)(ii), 2(2) to 2(2)(e)(iii) and 2(2)(g) to 2(2)(i)

- The proprietor has written an appropriate curriculum policy that clearly explains leaders' aims for the curriculum. The policy outlines a sufficiently broad range of subjects for pupils to study in key stages 2, 3 and 4. The proprietor has a separate policy for the curriculum in key stage 5. The curriculum policies outline how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education and take into account the needs and previous experiences of pupils.
- The curriculum policy is supported by appropriate schemes of work for each subject. Leaders have thought carefully about what pupils should learn and by when, and what prior knowledge they will need in order to be successful in new learning. The curriculum is carefully designed to meet the individual needs of pupils, all of whom will have special educational needs and/or disabilities (SEND) and an education, health and care (EHC) plan.
- Leaders place sufficient importance on the teaching of reading, writing, speaking and listening, and mathematics. For example, the proprietor has carefully considered how pupils who are in the early stages of learning to read will be supported to gain the phonics knowledge that they need to read with confidence and fluency. Subjects such as science and physical education (PE) are also given prominence on the school's timetable. Pupils will study a range of other subjects that will provide them with experiences in technological, human and social, and aesthetic and creative education. The proposed programme of activities for students in key stage 5 will be matched to their needs and will help to prepare them for life in British society.
- The school is a registered examinations centre. Pupils will have access to a wide range of academic and vocational qualifications according to their abilities, interests and needs.
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. There is an appropriate scheme of work for PSHE education that sets out the important knowledge that pupils will acquire from key stage 2 to key

stage 4. There is a suitable emphasis on health and well-being, relationships and living in the community. Leaders plan to develop close links with the local community, such as local primary schools, sports clubs and enterprises. The curriculum provides many opportunities to prepare pupils for independent living and for pupils to develop skills for future life, such as in managing money. The curriculum encourages pupils' respect for other people, including those with protected characteristics as set out in the Equality Act 2010.

- There are suitable arrangements in place for pupils in key stages 3 and 4 to receive careers education. The school intends to provide impartial careers information, advice and guidance through the PSHE education curriculum and with the support of external agencies. Leaders also intend to arrange work experience as well as visits to employers and local businesses. These activities will be tailored to the individual needs and interests of pupils. These will be designed in collaboration with parents and carers and those agencies involved in the welfare of the pupils.

Paragraphs 2A(1), 2A(1)(a) to (b) and 2A(1)(d) to 2A(3)

- The PSHE education curriculum will provide pupils with age-appropriate relationships and sex education. The proposed school's policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents about the policy. Leaders are aware of their duty to ensure that the policy is shared with parents.

Paragraphs 3(a) to 3(g)

- The proprietor is committed to ensuring that teachers and other staff have the appropriate subject knowledge and expertise to teach the curriculum well. For example, it has recruited experienced staff from mainstream primary and secondary schools with a broad spectrum of experience in curriculum, behaviour and nurture to provide a good-quality education for pupils. The proprietor also intends to support staff development further by providing training, guidance and opportunities to work with other schools to help teachers to deliver the curriculum effectively.
- The proprietor has provided teachers with curriculum plans that detail the important knowledge to teach and when to teach it. These plans also give teachers information about what prior knowledge pupils should have to help them to learn new knowledge. Leaders expect teachers to adapt these plans in response to the needs and aptitudes of pupils. The school has classrooms that are designated for specific subjects, such as English and mathematics, creative subjects and other, wider curriculum subjects. These classrooms are resourced with a range of appropriate equipment.
- Leaders have a wide range of experience and expertise in education. They understand what effective teaching looks like. The proprietor has a robust system for quality assurance visits and activities to ensure that pupils increase and develop their understanding, knowledge and skills across the curriculum.
- The school has a clear framework for teachers to carry out assessments to establish pupils' starting points when pupils join the proposed school. Initial and ongoing assessments will inform what and how pupils are taught. Teachers will check that pupils are learning the intended curriculum regularly. The assessment policy sets out clearly how teachers should provide verbal and written feedback to pupils.

Paragraphs 3(h) to 3(j)

- There is a suitable policy in place setting out the school's expectations for pupils' behaviour. The policy is appropriate to the needs of pupils in the proposed school and recognises the specific challenges that pupils may face with regard to their social, emotional and mental health needs. It also outlines leaders' commitment to ensuring that all staff adopt a positive approach to improving pupils' behaviour.
- Leaders have ensured that the curriculum does not undermine the fundamental British values and does not discriminate against pupils, contrary to part 6 of the Equality Act 2010. For example, pupils will learn about the protected characteristics and how to be respectful towards and tolerant of people who may be different from themselves.

Paragraph 4

- The proprietor has written a suitable assessment policy. This policy outlines how pupil performance will be monitored and shared with parents. Leaders intend to report to parents every term and provide them with information about their child's progress, attainment and attendance.
- All of the independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

Paragraphs 5 and 5(a) to 5(d)(iii)

- The school has given consideration to pupils' SMSC development through the PSHE education curriculum and the wider curriculum. Pupils will learn about fundamental British values, such as the rule of law, individual liberty and democracy. Pupils will also learn about different faiths and cultures and how to be respectful towards and tolerant of people who have views and beliefs that are different from their own. Enrichment activities will incorporate frequent trips and visits and visitors to the school. These will include trips to places of worship and monuments to help pupils to develop a wider cultural awareness.
- The school's policies include positive references to all of the protected characteristics, as set out in legislation.
- Pupils will learn how to keep themselves safe and mentally well. For example, they will be taught about digital and social literacy and stress management. Leaders also plan to invite visitors to school to talk to pupils about knife crime and the law. Leaders intend that this will help pupils to make responsible and safe choices in their future lives.
- The standards in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- The proprietor has put in place the necessary arrangements to safeguard pupils and to promote their welfare at the proposed school. There is a suitable and up-to-date safeguarding policy in place that gives consideration to current statutory guidance.
- The headteacher will be the designated safeguarding lead (DSL) in the proposed school. Leaders who deputise for the DSL will be trained to the same level. Leaders who will be responsible for safeguarding have appropriate knowledge and experience in this area.
- The proprietor has ensured that all new staff will receive an appropriate induction to the school, including through suitable safeguarding training. Staff will receive regular updates on local and national safeguarding issues and will receive training pertinent to the particular vulnerabilities of the pupils at the proposed school.

Paragraphs 9, 9(a) to 9(c) and 10

- The proprietor has a comprehensive and suitable behaviour policy in place. There is also an appropriate anti-bullying policy. Both of these policies pay particular regard to the needs of pupils in the proposed school. The behaviour policy outlines how pupils are expected to behave and sets out examples of unacceptable behaviour and how these will be addressed. The policies outline the actions that the school will take to address any incidents of unacceptable behaviour or bullying, including discriminatory language.
- The school has established a system for staff to record and report any incidents of poor behaviour or bullying. Staff will use the same recording system to report and record any safeguarding concerns that they may have. The proprietor intends to have oversight of any incidents that have been recorded and will complete regular analysis of this information. This is so that it can cross-reference any safeguarding and behaviour concerns to build a bigger picture of each pupil.

Paragraphs 11 and 12

- The proprietor has a suitable health and safety policy. It complies with all relevant laws.
- Staff new to the school will complete health and safety training as part of the induction process. The proprietor has made suitable arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place. This provides reassurance that pupils will be safe when they are using electronic devices in school.
- The proprietor has ensured that there is a range of measures in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers that will be checked regularly, there is appropriate signage around the building identifying ample emergency routes and exits, and there are planned, regular fire drills.

Paragraph 13

- The proprietor has written a first-aid policy and has made arrangements to ensure that all staff will be suitably qualified to administer first aid. The school has ensured that there are fully stocked first-aid kits.

Paragraph 14

- The proposed number of staff is more than adequate to ensure that pupils will be appropriately supervised throughout the school day. Pupils will always be supervised, including at breaktimes and when undertaking visits off-site, for example to local sports facilities.

Paragraph 15

- The school has a suitable admissions policy. The proprietor has established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- There is an appropriate system in place to register pupils' attendance each day. Leaders will monitor any absences effectively. They plan to take swift and appropriate action to follow up any pupil absence, when required. Parents will receive information about pupils' attendance in school reports.

Paragraphs 16, 16(a) and 16(b)

- The proprietor has ensured that there is a suitable risk assessment policy in place. The risk assessments that have already been completed show how leaders plan to take appropriate actions to minimise risks to pupils. These include risk assessments for staff vehicles and driving, manual handling and ensuring that the school building remains safe.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraphs 18(2), 18(2)(a) to 18(2)(e), 18(3), 19(2), 19(2)(a) to 19(2)(d)(ii), 19(3), 20(6), 20(6)(a) to 20(6)(c), 21(1) to 21(5)(a)(ii), 21(5)(c) and 21(6)

- The single central record is in place and meets the requirements for the information it must contain. Leaders understand that the required checks on the suitability of staff must be completed before staff take up their appointment. These include the enhanced Disclosure and Barring Service checks, identification checks, checks on staff's right to work in the UK, and those checks relating to the suitability for leadership and management of a school.
- All of the required checks for the proprietor, leaders and some staff at the proposed school have been completed. Plans for the recruitment of additional staff are under way. There is a clear and detailed plan for the induction of new staff. This includes staff completing safeguarding and other appropriate training on appointment.
- Leaders are aware of the procedures that they should follow should they employ agency staff to ensure that these staff are suitable to work with pupils.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The proposed school is housed in a former children's home, which is being refurbished for use as a new children's home and a school. The layout of the building has been carefully considered to ensure that there are separate spaces for the home and for the school. For example, there is a separate entrance into the school. There are three classrooms, a well-being room and a conservatory in the school, as well as office and storage spaces, including a secure exams cupboard. The proprietor has refurbished the building to a very high standard.

Paragraphs 23(1) to 23(1)(c) and 28(1) to 28(2)(b)

- There are toilet facilities provided in two separate rooms, intended for use by one pupil at a time and secured from the inside to provide privacy. The proprietor has ensured that there is a shower cubicle available for pupils to use. There is also an accessible toilet for the use of pupils, staff and visitors. There is a supply of hot and cold running water. The hot water does not pose a scalding risk.
- The proprietor has made arrangements to ensure that pupils will have access to drinking water throughout the day.

Paragraphs 24(1) to 24(1)(c)

- There is suitable accommodation provided for the short-term care of sick and injured pupils. This designated space is in the headteacher's office and is close to the toilet facilities. There is a sink in this room, as well as a bed, blanket and first-aid kit.

Paragraphs 26, 27 to 27(b) and 29(1) to 29(1)(b)

- Pupils will have access to a safe outdoor space. They will also have timetabled PE lessons in accordance with the school's curriculum. Leaders plan to access facilities in the park across the road from the school and in other local sports centres. They will have risk assessments in place to ensure the safety of pupils when travelling to and from this site, and when using these facilities.
- Classrooms and other spaces are light, bright and airy. All rooms have adjustable lighting and have suitable heating and acoustics. There is appropriate external lighting so that pupils, staff and visitors can enter or exit the building safely in the hours of darkness.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i) to 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d) and 32(3) to 32(3)(g)

- The proprietor does not intend to have a school website. However, leaders are aware of all the information that they are required to provide to parents.
- The school prospectus provides a suitable range of information for parents and pupils when they join the school. A wide range of policies is in place, and these are available

on request. These include policies on the curriculum, behaviour, health and safety, and safeguarding.

- The school intends to provide the necessary information to the responsible local authorities for those pupils with an EHC plan and looked after children.
- The school plans to provide termly and annual reports on pupils' progress, attainment and attendance to parents. Leaders are aware that following any inspection, copies of the report must be provided to parents.
- The standard in this part is likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proprietor has an appropriate complaints policy. This sets out suitable timescales for responding to complaints and includes information about the storage and sharing of written records. The policy ensures that the procedure for making a complaint is transparent.
- The standard in this part is likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor demonstrates an excellent understanding and knowledge of the standards. This is likely to enable the proprietor to set up and run this independent school successfully. The proprietor has ensured that those with responsibility for leadership and management have a wealth of knowledge and expertise to carry out their roles effectively. Leaders are highly committed to providing an exceptional quality of education for pupils and are likely to fulfil their responsibilities to promote the well-being of pupils.
- The standard in this part is likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of 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	150272
DfE registration number	888/6133
Inspection number	10324585

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	Other independent special school
School status	Independent special school
Proprietor	Hexagon Care Services Limited
Chair	Caroline Ashdown
Headteacher	Alex Hitchen
Annual fees (day pupils)	£52,000 to £72,000
Telephone number	07971 399895
Website	None
Email address	parkview.headteacher@hexagoncare.com
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	8 to 18	8 to 18
Number of pupils on the school roll	Not applicable	5	5

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	5

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	5
Of which, number of pupils with an education, health and care plan	Not applicable	5
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- The proposed school is located in premises at 73 Grange Street, Clayton-le-Moors, Accrington BB5 5PJ. A children's home operated by the proprietor body occupies the same building as the proposed school.
- It is proposed that the school will provide full-time education for up to five mixed-gender pupils aged between eight and 18 years old. It is intended that the proposed school will cater for pupils who live in the adjacent children's home.
- The proprietor intends to cater for pupils with SEND. The school will provide for pupils with a range of needs, including social, emotional and mental health needs and autism. These pupils will have an EHC plan.
- The proprietor does not intend to use any alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine whether the school is likely to meet the independent school standards if the DfE decides to approve the request to register this school.
- This was the school's first pre-registration inspection.
- The proposed school is part of the Hexagon Care Services group. The proprietor body is Hexagon Care Services Limited. The chair of the proprietor body is also the head of education for the group.
- The inspector held discussions with the chair of the proprietor body and the headteacher.
- The inspector completed a tour of the school to check the suitability of the proposed premises against the relevant standards. She also looked at a wide range of documents and policies, including those related to the curriculum, behaviour, and health and safety. The inspector also checked documents relating to safeguarding, including the single central record.

Inspection team

Sally Timmons, lead inspector

His Majesty's Inspector

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