

Mayfield House School

1 Mayfield Road, Chorley, Lancashire PR6 0DG

Inspection date

24 May 2024

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 2(1)–2(1)(b)(ii), 2(2), 2(2)(a)–2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The proprietor has devised an appropriate curriculum policy. The policy emphasises the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. The information within the policy also shows that the active promotion of fundamental British values is at the core of the school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and an understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of curriculum design are appropriate and are suitable for the key stage 4 pupils that this material change relates to. Leaders have thought carefully about what they want pupils to learn during their time at the school. Leaders' curriculum design considers the specific and individual needs of pupils, all of whom will be pupils with special educational needs and/or disabilities (SEND).
- There is suitable importance placed on speaking and listening, reading, writing and mathematics in the curriculum. Additionally, there will be an emphasis on pupils studying subjects such as science, information and communication technology, religious education, history and geography. The subjects taught at key stage 4 will also include art and design and physical education (PE).
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE education will also be woven into the wider curriculum, including careers education. The development of pupils' life skills and also their emotional and well-being skills are considered an essential part of the curriculum by leaders. The topics to be covered are suitably wide-ranging, appropriate for key stage 4 pupils and include all of those that pay particular regard to the protected characteristics as set out in the Equality Act 2010.

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

- The PSHE education curriculum will include the development of pupils' understanding of relationships, sex and health education. Leaders have taken into consideration the

relevant statutory guidance. They have devised a policy statement, and they have considered how they will regularly consult with parents and carers about the policy. Leaders have published a copy of the statement on the school's website.

Paragraph 3, 3(a)–3(j)

- There is an established team of staff at the school. The school is in the process of recruiting additional staff and will continue to recruit as the school grows. It has a clear idea of the calibre and expertise that it is looking for in new teachers and other staff.
- Templates have been created for short-term curriculum design related to key stage 4. Leaders will ask teachers to plan the content of lessons using these templates should the school's material change application be approved. Teachers will be expected to consider the needs of the pupils when designing lesson activities. The school is well resourced with a range of appropriate educational books and equipment. These are suitable and relevant for key stage 4 pupils.
- The proprietor is committed to providing a good-quality education for pupils. The headteacher and other senior leaders have sufficient knowledge, skills and experience to guide and support teachers. This should enable teachers to provide a suitable quality of education to the proposed key stage 4 pupils.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils' attainment and personal needs when they start at the school. Pupils' progress and attainment will be assessed regularly. Pupils' progress will be communicated regularly with parents and those responsible for governance. Teachers will use information from these assessments to inform their teaching.
- Where appropriate, pupils will complete national end-of-key-stage assessments.
- All of the independent school standards ('the standards') in this part are likely to be met if the request for the material changes 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)

- Pupils' SMSC development is a thread that runs throughout the curriculum. Pupils' SMSC development is central to the school's aims, policies and plans for enrichment activities.
- Aspects of pupils' SMSC development are threaded through the PSHE scheme of work, showing that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, current pupils are involved in charity work and local community events.
- Leaders have plans to provide opportunities for pupils to discuss local and national issues in an impartial way. Pupils will be encouraged to put into practice the values that are fundamental to living in modern Britain.

- The school's policies include appropriate references to all the protected characteristics set out in legislation.
- The standard in this part is likely to be met if the request for the material changes is approved.

Part 3. Welfare, health and safety of pupils

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

- The proprietor has paid attention to the current statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. The policy has been made available to parents, on request, from the school office and is on the school's website. Leaders have established all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- There are two designated safeguarding leaders who oversee both of the school sites. All staff receive appropriate induction and safeguarding training, including regular updates on areas such as radicalisation, extremism, sexual exploitation and e-safety.

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

- The proprietor has a written health and safety policy which is tailored to the premises of both schools. It complies with all relevant laws. Leaders carry out regular fire-safety checks on the premises and the findings are suitably logged. The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- A written risk assessment policy is in place. Leaders carry out appropriate risk assessments on the school buildings, including the classrooms, and risk assessments for activities or trips. Leaders have personalised risk assessments for each pupil. Completed risk assessments show that leaders take appropriate actions to minimise any risks to pupils.

Paragraph 14

- Pupils are appropriately supervised. This includes at breaktimes, and when pupils are arriving at school and leaving the school's premises.
- All the standards in this part are likely to be met if the request for the material changes is approved.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i)-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)(dd), 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 it contains all the required information. Leaders understand the need to complete all the required checks on the suitability of staff before they take up new appointments.

- Records relating to the proprietor 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 has 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 will undertake a full suite of safeguarding, and related training, upon appointment.
- Leaders do employ agency staff but do not engage volunteers. They are clear about their responsibility for checking the suitability of agency staff and volunteers, should they decide to engage them to work with pupils in the future.
- All the standards in this part are likely to be met if the request for the material changes is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a)- 23(1)(c), 28(1)-28(1)(d), 28(2)-28(2)(b)

- The new, second school site is a large two-storey building that was formerly used as a care facility and physiotherapy centre. The good-sized building has been refurbished to an appropriate standard. The accommodation comprises of several teaching rooms, two communal spaces, breakout rooms, a kitchen, a medical room, a reception area and a suite of offices. The main site was also visited as part of this inspection although it is not presently being used by the school. It is a two-storey terraced house that has been refurbished to provide several small teaching rooms.
- There are appropriate toilet and washing facilities. All toilet cubicles can be secured from the inside. There is hot and cold running water. The hot water is set at an appropriate temperature. There are signs indicating that this water is not suitable for drinking. Pupils have access to drinking-water throughout the day.
- There are no separate changing facilities for boys and girls and there are no shower facilities on either of the school sites. However, the local fitness and leisure centres that the school uses for the weekly PE sessions have suitable, separate changing and shower facilities. The inspector saw evidence to confirm that the school has access to and sole use of these facilities when visiting these centres.

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

- Medical rooms have been set aside on both sites. There are suitable washing facilities within the rooms. There is easy access to a toilet. A collapsible bed, blanket, pillow and first-aid kit were in the medical rooms at the time of the inspection. There is a lockable cupboard in the school's main office to safely store any medication.

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

- The accommodation is of an appropriate standard. It meets all the requirements for ensuring 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, staff and visitors can arrive and leave the sites safely during the hours of darkness.

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

- Pupils have access to safe outdoor areas to play in when not in lessons. However, the outdoor space is not suitable for PE lessons. Instead, the proprietor has arrangements in place for pupils to access regular PE sessions, in accordance with the school's curriculum requirements, at local fitness and leisure centres. The inspector saw evidence to confirm that the venues have been booked for regular use by the school. There are risk assessments in place to ensure pupils' safety when travelling to and from and while using these sites.
- All the standards in this part are likely to be met if the request for the material changes is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)-34(1)(c)

- The proprietor has an appropriate understanding of the standards and has plans in place to monitor the school's compliance with these regularly and thoroughly.
- Leaders demonstrate the knowledge required to run this independent school successfully and to accommodate the material change requests. They have experience of, and a commitment to, providing an effective quality of education for pupils. They fulfil their responsibility to promote the well-being of pupils.
- The standard in this part is likely to be met if the request for the material changes 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	148239
DfE registration number	888/6125
Inspection number	10337541

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 special school
School status	Independent school
Proprietor	TTK Group Ltd
Chair	Martyn Deakin
Headteacher	Mike Williams (acting)
Annual fees (day pupils)	£40,950
Telephone number	01257 511 231
Website	www.mayfieldhouseschool.co.uk
Email address	admin@mayfieldhouseschool.co.uk
Date of previous standard inspection	27 to 29 September 2022

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 14	6 to 16	6 to 16
Number of pupils on the school roll	15	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	15	50
Number of part-time pupils	None	None
Number of pupils with special educational needs and/or disabilities	15	50
Of which, number of pupils with an education, health and care plan	15	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	2	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	11
Number of part-time teaching staff	1	3
Number of staff in the welfare provision	13	33

Information about this school

- The school's previous standard inspection was on the 27 to 29 September 2022.
- The school's main site is located at 1 Mayfield Road, Chorley, Lancashire PR6 0DG. The school recently gained approval from the Department for Education (DfE) for an additional premises. This is located at Mitchell House, King Street, Chorley PR7 3AN.
- At the time of this inspection, the premises at the main site was not in use. This is because of a significant drainage problem. In the interests of health and safety, the proprietor has moved all pupils to the second school site.

- The school caters for pupils with SEND. All pupils have an education, health and care plan for social, emotional and mental health needs.
- The school is registered to admit up to 16 pupils.
- At the time of the inspection, there were no pupils on roll in key stage one.
- The school uses one unregistered alternative provider.
- The school also runs a separate unregistered alternative provision on the same site. This provision operates after the school has closed for the day. This arrangement has been negotiated with Lancashire County Council and local schools. There are four pupils who attend this provision on a part-time basis. These pupils are not on roll at Mayfield House School.
- At the time of this inspection, an acting headteacher was in post. This is due to the long-term illness of the substantive headteacher.

Information about this inspection

- The proprietor applied to the registration authority for a material change to increase the pupil capacity from 16 to 50 and the age range from six to 14 years old, to six to 16 years old. The DfE commissioned Ofsted to carry out this material change inspection to advise whether the school would be likely to meet all relevant standards if the proposed material changes are implemented.
- This was the first material change inspection since the school's last standard inspection in September 2022.
- The inspector checked those aspects of safeguarding that directly linked to the material change application.
- The inspector met with both members of the proprietor body, including the chair. The inspector also met with the acting headteacher, other school leaders and staff.
- The inspector made a tour of the school to check the suitability of the premises against the relevant standards.
- The inspector also looked at a range of documents and policies relevant to the material change request. These included the curriculum, 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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