

Inspection of Parkview Academy

8 Approach Road, Margate, Kent CT9 2AN

Inspection dates: 7 to 9 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils have positive and trusting relationships with staff. Staff know pupils well as individuals and want the very best for them. However, staff have not been trained to understand pupils' special educational needs and/or disabilities (SEND). This means that while staff try to understand what pupils may be struggling with, they are not currently creating the right kind of learning environment for all pupils, nor are staff able to provide the support pupils need to achieve the best possible outcomes.

Pupils often struggle to engage with learning. This is because staff often do not understand how to make learning accessible and engaging for pupils. Lessons are frequently disrupted. Pupils often choose not to attend lessons. Some pupils who were engaging positively with learning last academic year now say that they do not see the point of school.

Swearing and derogatory language have been too commonplace within school. A lack of clarity from leaders about what the expectations of pupils are, mean staff are often reluctant to challenge negative behaviours. Disorganisation, and a lack of predictability within the school day creates an ongoing sense of uncertainty for pupils. Leaders do not think carefully enough about the risks that pupils face. Furthermore, leaders do not take the right action to keep all pupils safe within the school day.

What does the school do well and what does it need to do better?

Pupils at Parkview Academy are not receiving the quality of education that they deserve. The curriculum has become fragmented and confused in a number of subjects, including English. Where the planned curriculum is taught, staff have not been trained to adapt learning to meet the needs of all pupils. When learning is not well matched to their starting points, pupils' already negative views of education are only reinforced.

The school has not ensured that all staff understand the school's assessment systems. This means that staff do not know pupils' starting points, or what gaps in knowledge and understanding they might have. The school does not recognise that while all pupils have known social, emotional and mental health needs, they may have other, undiagnosed learning difficulties as well. Consequently, staff are not alert to this possibility. This was identified at the school's last inspection but has not been addressed by leaders. There is a lack of agreement between staff and leaders about whether any pupils are behind in reading. No reading support is currently being provided to any pupil.

The school does not maintain any clear oversight of how the planned curriculum is being taught. For example, while leaders recognise that personal, social and health education (PSHE) and relationships and sex education are of vital importance to pupils, they have not taken any steps to ensure that pupils get the right teaching in these subjects. Lessons are not planned well and do not take account of pupils' prior

knowledge or experience. Though leaders might recognise that pupils have specific vulnerabilities, they do not adapt the PSHE education they provide to support pupils to keep themselves safe. As a result, pupils are not learning how to stay safe or how to build positive and healthy friendships and relationships.

The school does not ensure that staff are trained to understand and support pupils' SEND. Leaders and staff demonstrate a very limited awareness of pupils' education, health and care (EHC) plans. Pupils do not get the support they are entitled to, and which is set out in their plans. Staff do not take account of pupils' SEND when they plan lessons, and often present information to pupils in an unclear and unhelpful way. Consequently, pupils demonstrate ongoing reluctance to engage.

The school does not effectively plan how to support pupils and, over time, bring about the necessary improvements in pupils' behaviour. Many pupils are keen to please, especially when they know staff well. Leaders focus on rewarding positive behaviour. They encourage staff to be curious when pupils demonstrate negative behaviours.

The school has not developed a commonly understood set of expectations for pupils' behaviour. As a result, staff do not feel confident in tackling negative behaviours. Pupils make too many decisions, which are often not in their best interests. For example, a pupil might decide to leave their own lesson, and join another. As many things go unchallenged, pupils then find it harder to accept if another member of staff tries to enforce a boundary.

The school have developed a programme of trips and visits, such as go-karting, that pupils enjoy. Pupils also benefit from regular forest and beach school experiences. The school recognise that they need to develop further the way that trips, visits and wider enrichment activities support the school's intended curriculum and broaden pupils' spiritual, moral, social and cultural horizons. Leaders have established a pupil council to begin to give pupils the opportunity to contribute to the school community, as well as to begin to understand values, such as democracy. Pupils do not demonstrate an understanding of the protected characteristics. Leaders have not taken any clear steps to address this.

At present, school leaders do not have the knowledge and understanding they need to perform their roles effectively. They do not maintain a sharp enough oversight of the running of the school, including the quality of education that pupils receive. They do not have a clear understanding of the Independent School Standards to ensure that they are consistently met. However, the school is part of the Parkview Education Ltd group of schools. Within the group, there is the knowledge and capacity to bring about the necessary improvements. The proprietor does have systems in place to provide assurance about how well the school is running. However, in this instance, the proprietor and team around him, underestimated the impact that a significant change in leadership might have in a short space of time.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding team within the school do ensure that staff have the understanding they need to identify when a pupil might be at risk of harm. Concerns about pupils are recorded and shared with external safeguarding partners. The proprietor ensures that the right checks are made before any staff, including agency staff, begin work at the school. Allegations about adults are appropriately managed.

Safeguarding is ineffective because leaders do not do enough to ensure the safety and welfare of pupils at school. Leaders do not demonstrate a clear understanding of the risks that pupils face. They do not take sufficient account of known risk factors in their planning for vulnerable children. While a risk assessment policy exists, this is not being implemented or monitored effectively. Leaders do not ensure that risks are carefully thought through, not that the right actions are taken to mitigate risks. Furthermore, while the proprietor has ensured a clear review process is in place to check the quality of the school's safeguarding arrangements, the school has not made, or has not sustained, the recommended improvements to safeguarding arrangements.

What does the school need to do to improve?

(Information for the school and proprietor)

- School leaders do not demonstrate a clear understanding of how to keep pupils safe at school. As a result, pupils are at risk of harm. The proprietor must ensure that school leaders have the knowledge and understanding they need to assess risk effectively and ensure, as far as possible, the safety of pupils at school.
- Despite knowing about the risks that pupils face outside of school, such as engaging in high-risk or criminal behaviour, leaders do not tackle these issues within the school's curriculum effectively. Opportunities to teach pupils how to stay safe are being missed. Leaders must ensure that they adapt the school's curriculum in response to the needs of pupils, their life experiences, and any known risk factors.
- Leaders have not established clear expectations for pupils' behaviour at school. The school does not plan how they will bring about long-term positive change in pupils' behaviour effectively. As a result, pupils' learning is too frequently disrupted. Swearing, derogatory and discriminatory language, and aggression are too commonplace. Leaders need to ensure that there are clear expectations for pupils; that staff know how to support pupils in meeting expectations; and that there is a clear and consistent follow-up process for pupils who have not met expectations.
- The school is not providing an adequate quality of education. In too many subjects, the curriculum is not designed coherently. Staff do not have a good enough understanding of how to adapt learning to meet the needs of individual

pupils. Teachers' subject knowledge is inconsistent, and often teachers do not explain learning clearly to pupils. Leaders need to ensure that a clear curriculum, designed to meet the needs of all pupils is in place. Additionally, leaders should ensure that all teaching staff have the knowledge and understanding to adapt learning to ensure that all pupils are enabled to make progress through the planned curriculum.

- Leaders have not ensured that staff have a strong enough understanding of pupils' SEND. Staff do not have the expertise to identify when a pupil may have additional, undiagnosed SEND needs that may be impacting their progress in learning, or their willingness to engage with specific areas of the curriculum. This means that staff do not always support pupils to learn, or to develop their social skills and positive behaviours in the most effective way. Leaders need to ensure that staff are trained to understand how to support pupils with SEND.
- Neither school leaders, nor the proprietor, have kept sharp enough oversight of how the school is performing. They have not ensured that the independent school standards are met consistently. The proprietor needs to ensure that school leaders have the knowledge and understanding required to perform their roles effectively. Together, school leaders and the proprietor need to ensure that the standards are consistently met.

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The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	144475
DfE registration number	886/6144
Local authority	Kent
Inspection number	10286450
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Parkview Education Limited
Chair	Balwant Singh Bhogal
Headteacher	Kerris Hinton
Annual fees (day pupils)	£83,995
Telephone number	01843 606817
Website	parkviewcare.co.uk
Email address	parkview.academy@parkviewcare.co.uk
Date of previous inspection	5 to 7 November 2019

Information about this school

- The headteacher took up post in September 2023.
- The school is using one unregistered alternative provider.
- All pupils on roll have an EHC plan and social, emotional and mental health needs. All pupils are placed by the local authority.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the director of education within the Parkview Education Ltd group, and the proprietor.
- Inspectors carried out deep dives in these subjects: English, mathematics, PSHE and PE. For each deep dive, inspectors met with leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the quality of education provided in other subjects, and reviewed schemes of work for some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out other activities to check that the school meets the independent school standards. These included a check of the school premises and wider work to comply with health and safety laws (including fire safety). Inspectors considered the school's approach to risk management. Inspectors also checked the relevant policies and the school website.

Inspection team

Alice Roberts, lead inspector

Ofsted Inspector

Andrew Hogarth

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed 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 provide 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(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9];
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 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;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 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 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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