

Parkgate School

Parkgate House, Dog Lane, Stoke-on-Trent ST10 2LP

Inspection dates

1 July 2019

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), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proprietor and leaders have produced a detailed and comprehensive written curriculum policy. It broadly sets out the core purposes of the proposed curriculum and is suitably supported by schemes of work and lesson plans. The proposed curriculum covers a wide range of appropriate subjects based on the national curriculum and covering the seven required areas of learning. The policy sets out how leaders propose to adapt the curriculum to meet pupils' ages, aptitudes and needs, including the primary needs of social, emotional and mental health difficulties and autism spectrum disorder. Leaders have begun to resource the different subjects so that pupils will have access to high-quality resources.
- The proposed school intends to admit pupils with special educational needs and/or disabilities (SEND). All pupils entering the school will have an education, health and care (EHC) plan in place. When pupils are first referred to the school, leaders intend to draw together relevant information about each pupil's academic performance, behaviour and specific needs. Leaders propose to use this initial information, along with baseline assessments, to create a programme that is tailor-made to meet the needs of each pupil. Leaders recognise that pupils attending the proposed school will have had a disrupted education and missed much work. As a result, the proposed curriculum has a strong focus on literacy and numeracy and on filling the potential knowledge gaps caused by pupils' absence from school.
- Leaders propose that pupils will have access to a variety of other subjects and activities such as gardening and outdoor pursuits. These activities are likely to include enough rigour so that pupils can develop their knowledge, a range of skills and possibly attain recognised qualifications. It is likely that pupils will also be engaged in therapeutic activities during the school day to support their social and emotional needs.
- The proposed personal, social, health and economic (PSHE) education scheme of

work is likely to actively promote fundamental British values and a respect for and acceptance of the protected characteristics. There are clear plans in place for pupils to experience suitable independent and impartial careers information, advice and guidance. The school has already begun to use the Gatsby career benchmarks to evaluate the proposed provision. Overall, it is likely that pupils will have enough information to guide their future education and career choices and to show them how to play an active part in British society.

- When appropriate, it is proposed that pupils will have the opportunity to access courses at local further education colleges such as motor vehicle maintenance or construction.
- The headteachers of this school will also teach. They have experience and expertise in teaching a range of subjects to primary- and secondary-age pupils. They demonstrate a secure understanding of how to plan and deliver lessons that meet pupils' needs. The school's proposed overall assessment framework dovetails well with the proposed day-to-day, weekly and termly assessment procedures. It is likely that these arrangements will help teachers to evaluate pupils' progress so that they can modify or adapt learning and teaching as required.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders plan to develop pupils' spiritual, moral, social and cultural (SMSC) appreciation and understanding across the curriculum, including in PSHE education and other relevant experiences. For example, pupils may develop their cultural awareness through work focusing on a country, exploring its food, history, customs and music. In addition, the proposed school intends to place an emphasis on celebrating pupils' successes and building their self-esteem and confidence. This will be important, given the previous typical educational experiences of many of the pupils.
- Leaders intend to support the SMSC curriculum through a range of visiting speakers, trips, visits and charity work, for example speakers from the police and local government and visits to places of worship. It is likely that these experiences will develop pupils' understanding of public institutions, fundamental British values and how they can contribute to the local and wider community.
- Leaders are clear that they will not tolerate views that promote intolerance, extremism or unlawful behaviour. Leaders propose to identify and address these views quickly and effectively through staff vigilance and in one-to-one and group discussions.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The proprietor and leaders place a significant focus and emphasis on making sure pupils are safe, know how to stay safe in a range of situations, and are cared for well. This positive safeguarding culture comes through in the school's proposed policies, systems and plans for staff training. Leaders have made sure that the school has a safeguarding policy that is informed by, and reflects, the most recent guidance issued by the Secretary of State.
- Leaders have a secure understanding of safeguarding guidance and how to implement this effectively. For example, they understand how to identify issues and what actions need to be taken to support pupils and to make sure they are safe. The school is likely to be well supported in this respect through other staff in the Roaches Farm Schools Network (RFSN). For example, in making sure staff's suitability to work with children is thoroughly checked.
- The proposed PSHE education curriculum has an appropriate emphasis on teaching pupils how to stay safe. This is likely to include, for example, keeping safe online and when using social media and how to deal with individuals who may encourage others to behave in an unlawful or antisocial manner. The PSHE education programme also includes a focus on anti-bullying and reflects the school's intended anti-bullying policy and strategy.
- The school's intended behaviour policy is suitable and is likely to encourage pupils to behave well if implemented effectively. Leaders propose to record the rewards and sanctions given to pupils on their existing information management system.
- The school site and buildings have recently been renovated and refurbished. The proposed school's health and safety policy reflects this. For example, a fire risk assessment has been completed and leaders have acted on the advice from the assessment. There is a suitable fire evacuation plan and the building has the necessary fire exit signage. The intended risk assessment policy and risk assessments are suitable and, if implemented effectively, will help identify and address potential and actual risks.
- Leaders have suitable plans for supervising pupils and for dealing with incidents that require administering first aid. The planned procedures for storing medicines are suitable.
- Leaders have prepared admissions and attendance registers. They comply with current government guidance. For example, leaders understand how to complete registers accurately using the correct Department for Education (DfE) attendance codes.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 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)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a),

21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c) and 21(6)

- Several staff have been appointed. The checks on staff's suitability to work with children are appropriate and in line with current DfE guidance. Leaders are supported in this process by the RSFN human resources staff who have completed safer recruitment training. Leaders have a secure understanding of the checks they should make when employing supply staff. For example, leaders plan to check supply staff's photo identification before they start working at the school.
- The recruitments checks are accurately and suitably recorded on the school's single central record.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The proposed school is accommodated in a former farmhouse. The building has been suitably renovated and refurbished so that it is fit for educational purposes. For example, there are appropriate toilet and washing facilities and changing accommodation and showers for pupils taking part in physical education. Leaders propose to use local leisure centres to supplement the physical education programme. There is an adequate supply of hot and cold water. The hot water temperature does not pose a scalding risk. Suitable drinking water points are provided and clearly labelled.
- The intended medical room is clean and hygienic and has a washing facility and a toilet.
- The single classroom and other learning areas are decorated to a high specification. They are light and airy and pleasant areas in which to learn. The acoustics in these areas are suitable, including for those who may be sensitive to noise. It is intended that the proposed school will be provided with new learning resources, equipment and furniture.
- There is adequate external lighting on the outside of the building. However, leaders acknowledge that this lighting could be extended to the car park.
- There is ample outside grassed space for pupils to play and to take part in physical education. The proprietor and leaders plan to cover some of this grass to create a hard surface play area.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4),

32(4)(a), 32(4)(b) and 32(4)(c)

- The proprietor has all the required information, for example school and proprietor contact details, available to share with parents and carers and other stakeholders. This also includes policies on behaviour management and anti-bullying, the school's curriculum, exclusions, admissions and special educational needs policy and provision. Leaders have put this information on the RFSN website.
- The proposed school's safeguarding policy is available to parents on request and is on the RFSN website.
- Leaders intend to provide regular reports to parents on pupils' progress, attainment, behaviour and social and emotional development. This will also include an annual written report for parents with detailed information about their children's achievements. The RFSN already provide links to their other schools' inspection reports and academic performance. The proprietor and leaders intend to replicate this practice with Parkgate School. Similarly, the network's other schools are fully involved in the reviews of pupils' education, health and care (EHC) plans and/or personal education plans. Leaders plan to continue this approach at this proposed school.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The proposed school's complaint procedure is in writing and includes all the information required by the independent school standards. It is available to parents and easy for them to follow.
- The policy sets out clearly what parents can expect of school leaders if they make an informal or formal complaint. Timescales are appropriate and there is a process in place for parents to escalate their concerns if they do not feel that their original complaint has been resolved satisfactorily.
- Leaders intend to keep confidential records relating to complaints securely. In the case of complaints that result in a panel hearing, it is proposed that the panel's findings and any recommendations will be shared with the complainant. The policy states that a member of the panel must be independent of the school's management team.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders demonstrate a secure knowledge and understanding of the independent school standards and how to provide suitable learning, resources, support and guidance for pupils with SEND.
- Leaders have considerable experience of working with pupils with SEND. They have a good track record of leading schools that cater for pupils with social, emotional and

mental health difficulties. They talk eloquently about how they propose to support vulnerable pupils who may have had poor educational experiences, missed large parts of their education or have experienced difficulties in their lives.

- Leaders are clear that pupils' welfare, health and safety are their main priority. They demonstrate a confident understanding of their and other staff's safeguarding roles and responsibilities.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have an accessibility plan with appropriate aims that relate to improving access to the physical environment. However, leaders acknowledge that they have not fully considered how they will improve access to the curriculum and information. They plan to address this oversight.
- If the curriculum and information aspects are included in the accessibility plan it is likely that the proposed school is likely to fulfil its responsibilities in accordance with the requirements 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	147169
DfE registration number	860/6052
Inspection number	10112197

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	Independent day school
School status	Independent special school
Proprietor	Dr Sean Fitzpatrick
Headteachers	Nicky Woolley and Georgina Fletcher
Annual fees (day pupils)	£40,000
Telephone number	07718 070351
Website	www.roachesschool.net
Email address	mattw@caretodayparalleparents.net
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	7 to 16	7 to 16
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	11

Information about this proposed school

- The proposed school is located in a former farmhouse in the Staffordshire Moorlands. The building has recently been renovated and refurbished.
- If registered by the DfE, the proposed school will be the seventh school in the Roaches Farm School Network.
- The proposed school seeks registration to offer places to pupils aged seven to 16. However, leaders propose to use this school primarily as a middle school for pupils aged seven to 13.
- The proposed school intends to offer places to pupils who have an EHC plan and/or those who are children looked after. They will cater for pupils with social, emotional and mental health difficulties including those with an autism spectrum disorder. Many are likely to have missed substantial amounts of schooling and have significant gaps in their learning.
- If registered by the DfE, the proposed school plans to open in September 2019.
- The proposed school does not intend to use any alternative provision. The proposed school may make use of local leisure centres for physical education. They may also link with local further education colleges to offer vocational courses for older pupils in key stage 4.
- The proposed school will not have a religious ethos.

Information about this inspection

- This was the proposed school's first pre-registration inspection commissioned by the DfE under section 99 of the Education and Skills Act 2008 to determine whether the proposed school is likely to meet the independent school standards if it is registered.
- The inspection was conducted with two working days' notice.
- The inspector met with the RFSN head of education services and the two prospective headteachers of the school. The inspector had a telephone discussion with the proprietor.
- The inspector completed a tour of the premises and the outdoor space with the head of education services and the two headteachers.
- A wide range of documents, including several policies, schemes of work, risk assessments, safeguarding information and the single central record were scrutinised and evaluated by the inspector.

Inspection team

Peter Humphries, lead inspector

Her Majesty's Inspector

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