

# Parkview Academy

8 Approach Road, Margate, Kent CT9 2AN

**Inspection date**

20 February 2024

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(d)(i) to 2(2)(d)(ii), 2A(1), 2A(1)(b), 2A(2), 3, 3(c) to 3(h).*

- At the last inspection, pupils were not receiving a suitably coherent quality of education. The needs outlined in their education, health and care plans (EHC plan) were not being met. Work in lessons was not enabling pupils to build on their prior knowledge and learn successfully. Adults' understanding of pupils with special educational needs and/or disabilities was not sufficiently developed. Provision for pupils' personal, social and health education (PSHE) was not enabling them to develop and demonstrate respect and tolerance for others.
- Work has begun to provide adults with the knowledge they need to be able to meet pupils' learning needs more effectively. Staff now have access to clear and shared knowledge about pupils' needs and targets, which link coherently with the long-term goals in EHC plans. Systems are in place to support teachers and learning support assistants to develop their knowledge of subjects and how to teach them effectively. Some early work has been done on beginning to develop a framework for systematically checking what pupils know. Much of this work is new and relatively untested. The impact on pupils' learning is difficult to see at this very early stage.
- Clear steps have been taken to improve the quality of PSHE provision. Pupils now have regular PSHE slots as part of their weekly timetable. Curriculum planning and resources are being developed, making use of nationally accredited materials to support this work. This paves the way for more deliberate teaching about relationships and respect for those with protected characteristics. Currently, this work is in its absolute infancy and, as such, does not meet the requirements of the relevant independent school standards (the standards). Nevertheless, an example seen during the inspection suggests that the appropriate foundations have been laid to enable improvements to this aspect of the school's curriculum.
- The previously unmet standards in this part remain unmet.

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

### *Paragraphs 5, 5(b), 5(b)(vi)*

- The last inspection identified weaknesses in pupils' spiritual, moral, social and cultural development. In particular, they were not being actively encouraged to demonstrate respect towards others, particularly those with protected characteristics.
- Since the last inspection, the atmosphere in the school has changed notably. Expectations for pupils to treat each other and the adults around them with respect have been reintroduced and are being met more consistently.
- As noted in part 1, work to put a deliberate and coherent programme of personal, social and health education is in the very early stages. As such, there is more work to do to ensure that pupils have a sufficiently developed understanding of the protected characteristics and the importance of being respectful towards those who are different to themselves.
- The previously unmet standards in this part remain unmet.

## Part 3. Welfare, health and safety of pupils

### *Paragraphs 7 to 7(b), 32, 32(1)(c) and 16 to 16(b)*

- At the last inspection, safeguarding arrangements were ineffective. Staff did not have a sufficiently developed understanding of risk and the actions they needed to take in order to protect pupils from it. Consequently, risks were not identified or acted on with sufficient urgency. Weaknesses identified during safeguarding audits had not been addressed sufficiently well or, in some cases, at all. The written risk assessment policy was not being implemented effectively.
- Leaders have addressed weaknesses in this aspect of the school's work urgently and effectively. Staff are undertaking ongoing and meaningful training about their safeguarding responsibilities, which has developed their knowledge and confidence about this part of their work. Adults demonstrate a clear understanding of pupils' potential vulnerabilities and the safeguarding risks associated with these. Opportunities to keep themselves suitably informed about any emerging concerns are an integral part of the school's daily routines.
- The school's written safeguarding and child protection policy is fit for purpose and published on the school's website in line with requirements. New systems have been introduced for recording safeguarding concerns, and these are understood by staff. Safeguarding leads are suitably knowledgeable about their roles. This enables them to refer any relevant concerns to the local authority in a timely way.
- Systems and processes around managing risk have been improved and are now fit for purpose. Risk assessments for pupils, activities and the premises have been systematically updated and shared with staff so that they understand the potential risks they need to be alert to. Processes have been tightened around pupils entering and leaving the school site so that their whereabouts are known at all times.

### *Paragraphs 9, 9(b), 14*

- When inspectors visited the school in November 2023, standards of behaviour were poor.

Pupils had lost interest in their learning and spoke unkindly to one another, with swearing and derogatory language commonplace. The expectations laid out in the school's behaviour policy were not being promoted or adhered to, and staff were often reluctant to challenge negative behaviour.

- Expectations for pupils' behaviour have been reviewed and are now clearly understood by all. Staff describe standards of behaviour as having been transformed in a very short space of time. The atmosphere around the school is calm and respectful. Pupils are supervised appropriately throughout the day by adults who know them well. Where necessary, adults provide pupils with the support they need to modify their behaviour and make positive choices.
- Leaders keep appropriate records about pupils' behaviour, which helps them to recognise individual successes and where more support may be needed. Work to develop a more strategic oversight of patterns in behaviour is in the relatively early stages. Nevertheless, leaders know pupils well. Targets for behaviour now link to priorities on pupils' EHC plans, helping retain a focus on the improvements needed.
- The relevant standards from this part are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34*

- Leadership and management were not effective at the last inspection. Leaders did not have the knowledge or understanding to fulfil their roles effectively. The proprietor body had not sustained suitable oversight of the school. Consequently, standards had declined and weaknesses in safeguarding had emerged.
- Decisive action was quickly taken to improve the school. The proprietor, with support from the head of education and governor, worked swiftly to review and strengthen the school's leadership. The action plan submitted to Ofsted demonstrated leaders' clear recognition of the school's weaknesses and an appropriate plan to tackle them.
- Since rejoining the school in January 2024, the teacher in charge has provided useful knowledge and experience that is helping the school to take the necessary actions. Staff and the proprietor have confidence in the teacher in charge's leadership. There is a common sense of purpose across the school, with a shared desire to make things better.
- In the very short time since the last inspection, weaknesses in safeguarding, behaviour, supervision and risk management have been addressed successfully. Pupils' well-being is now actively promoted. However, leaders have more work to do in order to ensure that all of the standards are met consistently.
- Some of the standards in this part remain unmet.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 144475   |
| DfE registration number | 886/6144 |
| Inspection number       | 10327550 |

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

|                                      |   |
|--------------------------------------|---|
| Type of school                       | Secondary school  |
| School status                        | Independent special school  |
| Age range of pupils                  | 11 to 16  |
| Gender of pupils                     | Mixed   |
| Number of pupils on the school roll  | 15  |
| Proprietor                           | Parkview Education Ltd  |
| Chair                                | Balwant Bhogal  |
| Headteacher                          | Bernice Scott (Teacher in Charge)   |
| Annual fees (day pupils)             | £83,995   |
| Telephone number                     | 01843 606 817   |
| Website                              | <a href="https://parkviewcare.co.uk/services/education/parkview-academy/">https://parkviewcare.co.uk/services/education/parkview-academy/</a> |
| Email address                        | bernice.scott@parkviewcare.co.uk  |
| Date of previous standard inspection | 7 to 9 November 2023  |

## Information about this school

- The school received its last standard inspection in November 2023 and was judged to be inadequate.
- The school does not use any alternative provisions. A few pupils receive part of their education off-site.
- The school operates from a single site, of which it has lone occupancy.
- All pupils are placed at the school by a local authority which funds their place. They all have EHC plans for social, emotional and mental health needs.
- The school is owned and operated by Parkview Education Limited, which also operates another nearby independent school. The head of education and governor support the

proprietor in keeping oversight of standards in the school.

- There has been a change of leadership since the last inspection. The teacher in charge returned to the school in January 2024, having led the school on two previous occasions since it opened in 2016.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspector met with the teacher in charge to discuss actions taken since the last inspection. She also spoke online with the proprietor, the head of education and the person named as a governor.
- The inspector toured the site with the headteacher, speaking to pupils when other adults were present. She visited a lesson and spoke to other leaders and school staff.
- A range of relevant documents were also considered, which were provided by leaders or available on the school website.

## Inspection team

Kathryn Moles, lead inspector

His Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

#### **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),
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 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 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

### **The school now meets the following requirements of the independent school standards**

#### **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.
- 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)(c) actively promote the well-being of pupils.

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