

# Parkview Academy

8 Approach Road, Margate, Kent CT9 2AN

**Inspection date**

17 December 2024

**Overall outcome**

**The school meets 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), 2(A)(1)(b), 2A(2), 3 and 3(c) to 3(h)*

- At the last standard inspection, pupils were not receiving a suitably coherent quality of education. Work in lessons was not enabling them to build on their prior knowledge and learn successfully. Provision for pupils' personal, social and health education (PSHE) was not enabling them to develop and demonstrate respect and tolerance for others.
- At the first progress monitoring inspection in February 2024, the inspector acknowledged the school's positive actions to address unmet independent school standards (the standards) in part 1. However, it was too soon to measure the impact of this work at that time and these standards remained unmet.
- Leaders at all levels have continued with their work to improve the quality of education the school provides. A revised curriculum policy and a coherent curriculum are now in place for pupils across both phases of the school. Staff have access to appropriate schemes of work, and pupils are now following sequenced programmes of learning that are tailored to their needs.
- Classroom visits and scrutiny of pupils' work showed clear evidence of staff pitching work at an appropriate level for each pupil. Staff have a clear understanding of pupils' individual needs. New processes to assess pupils' progress over time have been developed and embedded.
- The school has consolidated a new format for staff to use to help design learning. This is used across a range of subjects, including in PSHE, where a new programme of study ensures that pupils now access a full range of learning. This includes aspects such as their spiritual and moral development, as well as their understanding of life in modern Britain.
- The school's PSHE programme provides for age-appropriate relationships and sex education. Arrangements are fully in place for parents and carers to remove pupils from elements of the relationships and sex education programme if they wish.

- Staff are responsive to pupils' questions during lessons. They have appropriate subject knowledge. They adapt tasks in the moment to add more challenge or to address pupils' misconceptions. As a result, pupils show good attitudes to their work and are making good progress through the curriculum.
- Discussions with pupils and staff proved positive when considering pupils' aspirations and the school's work to check and accelerate their progress. Staff are now planning learning that engages pupils well and are preparing them appropriately for their next stage of education or employment.
- The standards that were previously unmet in this part are now met.

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

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

- The last standard inspection identified weaknesses in pupils' spiritual, moral, social and cultural development. They were not being actively encouraged to demonstrate respect towards others, particularly those with protected characteristics.
- Pupils are more aware of diversity and equality than in the recent past. Much of this work is carried out in timetabled lessons. Specific events to support pupils' cultural understanding, the rule of law and what constitutes the protected characteristics in our society also play a part.
- Relationships between staff and pupils are positive. Pupils themselves are supportive of each other, even when their own backgrounds and interests differ. The impact of this is clear to see when talking to pupils, who act as strong advocates for their school and demonstrate respect for the differing views and opinions of their peers.
- The standards that were previously unmet in this part are now met.

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

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

- At the last standard inspection, safeguarding arrangements were ineffective, and the written risk assessment policy was not being implemented effectively. The first progress monitoring inspection found that the proprietor had addressed weaknesses in this aspect of the school's work urgently and effectively.
- The current safeguarding policy is published on the website and meets current requirements. The policy is understood by staff. It focuses clearly on the school and acknowledges the specific contextual challenges that pupils and staff alike could be faced with.
- Systems and procedures to ensure that pupils are kept safe continue to be sound. The culture to safeguard pupils is strong. Staff know what to do if they have concerns. Those with additional safeguarding responsibilities are focused in their work to help and manage the necessary support for pupils and their families when required.
- Record-keeping is detailed. Processes for the recruitment of staff are secure. The school's single central record of checks on adults is managed well and contains all of the statutory information required.
- These standards continue to be met.

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

### *Paragraphs 34(1) to 34(1)(b)*

- Leadership and management were not effective at the last standard inspection. Leaders did not have the knowledge or understanding to fulfil their roles effectively. Standards had declined and weaknesses in safeguarding had emerged.
- At the last progress monitoring inspection, it was acknowledged that decisive action had been taken to improve the school. Unmet standards in part 3 were found to be met. The proprietor and leaders at all levels were working hard to strengthen the school. However, it was too early to measure the impact of the school's work to address unmet standards in parts 1 and 2.
- Work has continued to address unmet standards since the last progress monitoring inspection. A second action plan was drawn up and accepted by the Department for Education (DfE). The proprietor and officers working on behalf of the proprietor have fully implemented and monitored the action plan.
- Leaders at all levels have focused as a collegiate team to improve the school. Teaching and support staff have played their own role in improving the quality of education the school provides. They appreciate the additional training they have been able to access. The impact of this is clear to see in classrooms and around the school. Pupils themselves acknowledge the progress the school has made. Their work reflects the impact of the actions taken by all at the school to improve provision.
- Pupils' well-being continues to be promoted actively. Aspects of the school's work to support their spiritual, moral, social and cultural development have been strengthened considerably.
- Leaders at all levels have a much clearer understanding of their roles. Qualitative weaknesses in the quality of education have been tackled head on and rectified. Specific standards that were found to be unmet over time have been addressed and are now met.
- The standards that were previously unmet in this part are now met.

## Compliance with regulatory requirements

The school meets 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.

### The school now meets 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).
- 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.

## **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.

## School details

Unique reference number	144475
DfE registration number	886/6144
Inspection number	10361205

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	Independent school
School status	Independent special school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	7
Proprietor	Parkview Education Ltd
Chair	Balwant Bhogal
Headteacher	Bernice Scott (Teacher in Charge)
Annual fees (day pupils)	£89,995
Telephone number	01843 606 817
Website	<a href="http://www.parkviewcare.co.uk/services/education/parkview-academy/">www.parkviewcare.co.uk/services/education/parkview-academy/</a>
Email address	<a href="mailto:bernice.scott@parkviewcare.co.uk">bernice.scott@parkviewcare.co.uk</a>
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 first progress monitoring inspection took place on 20 February 2024.
- 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 with a sole director.
- There has been a change of leadership since the last standard 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.
- The school uses one unregistered alternative provision.

## 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 inspections.
- This was the second progress monitoring inspection since the last standard inspection which took place from 7 to 9 November 2023. The first progress monitoring inspection took place on 20 February 2024.
- The proprietor was required to prepare a second statutory action plan after the first monitoring inspection. This was evaluated by Ofsted on 30 May 2024 and accepted by the DfE on 24 June 2024.
- The inspector met with the teacher in charge and the deputy headteacher. He also spoke online with the proprietor and the proprietor's head of education.
- The inspector had a tour of the site with the deputy headteacher, visiting lessons and speaking to pupils and staff. He also met formally with a representative group of pupils.
- A range of relevant documents were also considered, which were provided by leaders or available on the school's website.
- As a progress monitoring inspection, this inspection was carried out without notice.

## Inspection team

Clive Close, lead inspector

His Majesty's Inspector

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