

# Maypole School

Green Street, Sunbury-on-Thames, Surrey TW16 6QE

**Inspection date**

6 July 2023

**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)(a)–2(1)(b), 2(2)(a)–(b), 2(2)(d), 2(2)(h)–2(2)(h)(i), 2A(1)(a), 2A(1)(e)–2A(1)(g)*

- Leaders have carefully designed their curriculum with the aim of ensuring that the most complex and disadvantaged pupils get the education and support they need to succeed.
- When pupils first arrive, leaders intend for them to receive a highly therapeutic curriculum so that they develop a greater sense of safety and trust within a school environment. Once settled, pupils will transition to a broad and balanced curriculum, which is likely to provide the breadth of learning required by the independent school standards (the standards). Subjects will include English, mathematics, science, art, music and religious education. Clear and well-sequenced curriculum plans set out the detail of what pupils will be taught in each subject.
- Leaders recognise that when pupils arrive, they are likely to have had gaps in their schooling and consequently, may not yet be reading and writing fluently. The school has a phonics curriculum in place. Existing staff are trained in the teaching of phonics, and leaders intend to train all staff so that they can teach pupils to read and write effectively. In addition, leaders intend to appoint an intervention teacher, who will provide specific catch-up to pupils who need an even higher level of support.
- Pupils will continue to study a broad curriculum as they move through the school. However, leaders intend to provide greater flexibility for older pupils so that they can focus on their particular talents, interests and subjects. Older pupils will work towards a range of qualifications, including GCSEs, BTEC National Diplomas and functional skills. Careers guidance will begin in the primary phase. Leaders intend to utilise an external careers adviser to ensure that secondary-age pupils receive accurate and up-to-date careers advice.
- Leaders intend for pupils to have three sessions of physical education each week to support their physical and mental health. Some sessions will take place on the school site. In addition, leaders will utilise local sports halls, leisure centres and other providers, such as riding stables.

- Leaders have carefully considered how the curriculum and the school's wider programme of trips and visitors will prepare pupils for life in modern Britain. For example, leaders intend for pupils to visit places of worship and meet representatives of a range of faiths so that they develop knowledge of and respect for different faiths and religions.
- Leaders have written an appropriate policy for relationships and sex education (RSE). They have adopted an appropriate scheme of work. They will tailor the programme for each individual to ensure that it fully meets their needs. Once the school opens, leaders intend to consult with parents on their RSE curriculum.
- All pupils will have an education, health and care (EHC) plan or will be in the process of statutory assessment for an EHC plan. Leaders have a clear approach to ensuring that pupils receive the provision set out within their plan. Therapies provided will include speech and language therapy, occupational therapy and psychotherapy.

#### *Paragraphs 3–4*

- At present, one teacher has been appointed. Leaders intend to make further appointments once the school is registered. They intend to employ well-qualified and experienced staff. Leaders have planned a programme of professional development for all staff to ensure that they understand leaders' vision of a high-quality education, tailored for each individual pupil.
- Pupils will be taught in very small classes, with a maximum of five pupils per class. Some will be taught one-to-one for part or all of their day. This will enable teachers to personalise learning for each individual pupil.
- There are clear assessment frameworks in place. When pupils initially join the school, teaching staff will work to assess and 'baseline' pupils in key areas, such as reading. Pupils' progress towards the targets within their EHC plans will be carefully tracked, as will their progress through the school's intended curriculum.
- It is likely that all the standards in this part will be met.

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

#### *Paragraph 5–5(d)(iii)*

- Pupils' spiritual, moral, social and cultural development is a top priority for leaders. Pupils may often arrive having been marginalised or excluded by their former education settings. They are likely to have low self-esteem and a lack of self-belief.
- Leaders are highly experienced in working with pupils who have experienced trauma and who are likely to have had extended periods of being out of education. Leaders have developed their personal, social and health education (PSHE) curriculum with this in mind.
- Leaders have very clear expectations for how staff will support and interact with pupils, focusing on their strengths and providing consistent positive role modelling.
- When pupils arrive, it is likely they will not have a clear understanding of boundaries. Leaders intend to provide them with a safe, 'boundaried' environment so that pupils can begin to re-engage and learn successfully.
- Leaders have carefully considered every aspect of the school day, from the moment pupils arrive and are greeted by staff. Leaders are clear that every pupil is welcome,

but some behaviours are not. Leaders intend that over time, pupils will develop an understanding of appropriate behaviour so that they are better prepared for living in society.

- Through regular recognition of pupils' successes and achievements, leaders intend to support them in developing a sense of sense worth and greater belief in themselves.
- Leaders have a broad range of plans to ensure pupils can access a broad range of enriching and therapeutic activities, such as horse-riding. Each pupil's enrichment programme will be built around their specific interests and needs.
- It is likely that the standards in this part will be met.

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

#### *Paragraph 7–7(b)*

- Leaders, and those responsible for governance, are knowledgeable about safeguarding. They have developed an appropriate safeguarding policy. The directors of the proprietor body (the directors) have appointed a suitably knowledgeable designated safeguarding lead. All staff currently employed have completed child protection and safeguarding training. Safeguarding training will be part of every new staff member's induction.
- Leaders recognise that once the school opens, the school is likely to have pupils who live in several different local authorities. Leaders have experience working in this context and recognise the additional complexity this brings in terms of their safeguarding arrangements.
- The school will use an electronic system to record and monitor safeguarding concerns. Leaders intend to provide training in its use for all members of staff.
- There are internet filtering and monitoring systems in place so that pupils can use the internet safely in school. Online safety will form a key part of the school's PSHE curriculum. Leaders are mindful that while pupils will always be supervised online at school, they will not necessarily be supervised online out of school. Therefore, it is vital that pupils learn to keep themselves safe.

#### *Paragraphs 9–9(c), 10*

- Leaders have developed a clear behaviour policy. They recognise that it is important for staff to understand pupils' behaviour in the context of their needs and experiences, while also ensuring clear boundaries so that pupils feel safe and secure at school.
- All staff will be trained to understand and meet pupils' needs. Pupils will also learn about self-regulation so that over time, they become increasingly able to manage their own feelings and behaviours.
- Staff will be trained to de-escalate pupils' behaviour when pupils struggle to manage. Staff will also be trained to use physical restraint. Leaders have a clear policy on physical intervention and are clear that it will only be used as a last resort.
- Leaders have made arrangements to celebrate pupils' positive behaviour in a range of ways. The behaviour policy also sets out how poor behaviour will be addressed.

- The school has an appropriate anti-bullying policy, which makes clear that no bullying of any kind will be tolerated.

*Paragraphs 11, 12, 13, 14, 15, 16–16(b)*

- The school's health and safety, first-aid and risk assessment policies are suitable and fit for purpose. Policies and procedures provide a secure framework to support the school's work. Leaders have completed a range of risk assessments that identify and address potential risks and steps that will be taken to mitigate risks.
- An independent fire risk assessment has been completed. All required actions have been addressed. The school's fire safety log is well organised and provides key information in an accessible format. Leaders have completed fire warden training. Leaders plan that all staff will be trained as fire wardens, and trained in the use of the school's firefighting equipment. Leaders have made arrangements for a follow-up independent fire risk assessment to be carried out once the school has opened to pupils.
- Leaders have planned the supervision of pupils carefully. There will be a high ratio of staff to pupils. Each pupil's supervision needs will be assessed prior to them joining the school. Plans for supervision and ratios will be shared with the local authority that places each pupil. Leaders intend to increase pupil numbers in a measured and carefully planned way to ensure that they have the right staff in place.
- It is likely that the standards in this part will be met.

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

*Paragraphs 18(2)–18(2)(e), 18(3), 21(1)–21(3)(b)*

- The directors have appointed an experienced human resources lead, who oversees recruitment checks. Senior school leaders and the directors of the proprietor body have been trained in safer recruitment. They ensure that they follow safer recruitment procedures consistently and thoroughly.
- The single central record is in place. It is likely to meet statutory requirements.
- It is likely that the standards in this part will be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1)–23(1)(c), 24(1)–24(2), 25, 26, 27–27(b), 28(1)–28(2)(b), 29(1)–29(1)(b)*

- The proposed school occupies a single-storey building that was formerly used as a church hall. The interior space has been adapted to form several small classrooms, as well as an office space, a kitchen for use with pupils and a professional kitchen for the preparation of school meals. There is a suitable medical room.
- Classrooms are pleasant and well-equipped spaces for pupils to learn in. Leaders have carefully considered how many pupils each classroom can comfortably accommodate.
- Separate toilet facilities are available for boys, girls and staff, as well as shower facilities. Washing facilities have hot and cold running water. The hot water does not pose a scalding risk to users. Drinking water is labelled as such and will be freely available to pupils.

- The school has a spacious lawned outdoor area, which provides space for play and physical education.
- It is likely that the standards in this part will be met.

## Part 6. Provision of information

### *Paragraph 32(1)–32(4)(c)*

- The proposed school's website provides all required information, including details of the headteacher and the proprietor body.
- Leaders intend to provide regular updates to parents about their children's progress and attainment. This will happen informally throughout the year. There will be two formal parent days to review each pupil's progress and an end-of-year education report.
- Leaders have clear systems in place to manage arrangements for annual reviews. The directors and the headteacher have substantial expertise in special educational needs and will oversee these arrangements.
- It is likely that the standards in this part will be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33–33(k)*

- The school's complaints policy complies with Department for Education (DfE) guidance and with the requirements of the standards. It is published on the school's website.
- The policy details sensible timescales for each stage of the complaints procedure.
- It is likely that the requirements of this standard will be met.

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

### *Paragraph 34(1)–34(1)(c)*

- The directors, and senior school leaders, share a clear moral purpose. They are determined that Maypole School will provide the most vulnerable, and hard to engage, pupils with a high-quality education, and prepare them to live in and engage with society in a positive way.
- The directors are knowledgeable about the standards and have established clear systems to ensure that they will be consistently met.
- The directors have established a 'steering group' that will support them in ensuring effective governance of the school. The current members of the 'steering group' bring a broad range of expertise and knowledge. Their work to support the school is at an early stage, but the directors welcome their different perspectives and the challenge they are already providing. Details of the 'steering group' are available on the school's website.
- It is likely that the requirements of this standard will be met.

## Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan which is fit for purpose and indicates suitable consideration of equality of access to the physical premises, the curriculum

and wider school life. They have a clear equality policy stating their commitment to ensuring equality, diversity and inclusion.

- The school is likely to meet paragraph 3 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	149884
DfE registration number	936/6069
Inspection number	10293643

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 school
School status	Independent special school
Proprietor	Maypole Therapeutic Education Ltd
Chair	Adrienne Cherrywood
Headteacher	Kitty Clark
Annual fees (day pupils)	£57,000 to £90,000
Telephone number	07512318056
Website	<a href="http://www.maypoleschool.co.uk">www.maypoleschool.co.uk</a>
Email address	<a href="mailto:acherrywood@maypoleschool.co.uk">acherrywood@maypoleschool.co.uk</a>
Date of previous standard inspection	Not previously inspected

### Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 19	5 to 19	5 to 19
Number of pupils on the school roll	0	27	27

### Pupils

	School's current position	School's proposal
Gender of pupils	0	Mixed
Number of full-time pupils of compulsory school age	0	27



Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	27
Of which, number of pupils with an education, health and care plan	37	27
Of which, number of pupils paid for by a local authority with an education, health and care plan	37	27

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	35
Number of part-time teaching staff	0	0

### Information about this proposed school

- The school intends to cater for pupils with special educational needs and/or disabilities (SEND). All pupils will have an EHC plan and their places will be funded by the local authority.
- The school will specialise in providing education for pupils with social, emotional and mental health difficulties who present with challenging behaviours. Pupils may also have a range of associated SEND, such as autism and/or sensory or physical needs.

## Information about this inspection

- The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulation 2014 if the DfE decides to register it. It was the school's second pre-registration inspection.
- The inspector discussed and reviewed all relevant proposals and plans for the new school with two of the directors, including the chair of the proprietor body and the headteacher.
- The inspector scrutinised a wide range of policies, documents and records, which evidenced the school's likelihood of meeting the standards. The inspector also checks the single central record.

## Inspection team

Alice Roberts, lead inspector

His Majesty's Inspector

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