

Acre View Primary School

286 Southport Road, Lydiate, Sefton, Liverpool L31 4EQ

Inspection date

25 April 2024

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) to 2(1)(b)(ii), 2(2)(g) to 2(2)(i)

- The proprietor has written an appropriate curriculum policy which clearly explains leaders' aims for the curriculum. The policy outlines a sufficiently broad range of subjects for pupils to study in the early years, key stage 1 and key stage 2. The curriculum policy outlines how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education and takes into account the needs and previous experiences of pupils.
- The curriculum policy is supported by appropriate schemes of work for each subject. Leaders have thought carefully about what pupils should learn and by when, and what prior knowledge they will need to be successful in new learning. The curriculum is carefully designed to meet the individual needs of pupils, all of whom will have special educational needs and/or disabilities (SEND) and an education, health and care plan (EHC plan).
- Leaders place sufficient importance on the teaching of reading, writing, speaking and listening, and mathematics. For example, they have carefully considered how pupils who are in the early stages of learning to read will be supported to gain the phonics knowledge that they need to read with confidence and fluency. Subjects such as science and physical education (PE) are also given prominence on the school's timetable. Pupils will study a range of other subjects that will provide them with experiences in technological, human and social, and aesthetic and creative education.
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. There is an appropriate scheme of work for PSHE education which sets out the important knowledge that pupils will acquire from the early years to key stage 2. There is a suitable emphasis on health and well-being and relationships. Leaders plan to develop close links with the local community, such as local support services, and to offer outreach services to other local schools. The curriculum encourages pupils' respect for other people, including those with protected characteristics as set out in the Equality Act 2010.

Paragraphs 2A(1), 2A(1)(a) to (b), 2A(1)(d) to 2A(3)

- The PSHE curriculum will provide pupils with appropriate relationships education. The proposed school's policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents and carers about the policy. They have ensured that the policy is placed on the proposed school's website.

Paragraphs 3, 3(a) to 3(g)

- Leaders are committed to ensuring that teachers and other staff have the appropriate subject-specific knowledge, expertise and experience to teach the curriculum well. They have thought carefully about how they will recruit the calibre of staff needed to provide a good-quality education for pupils. This recruitment is already underway. For example, leaders have recruited experienced staff with a broad spectrum of curriculum, behaviour and clinical experience to provide a good-quality education for pupils. Leaders intend that staff will also receive advice and guidance to help them to deliver the curriculum effectively.
- Leaders have prepared templates for short-term curriculum design. They expect teachers to develop these templates further and to adapt them in response to the needs and aptitudes of pupils. Leaders have ensured that classrooms are designated for specific groups of pupils and subjects. Many have already been resourced, for example there is a school library and a designated therapy room. They have made arrangements for other rooms to be further resourced with a range of appropriate equipment. Leaders have a wide range of experience and knowledge in education, and they understand what effective teaching looks like. Leaders have thought about the quality assurance activities that they will undertake to ensure that pupils increase and develop their understanding, knowledge and skills across the curriculum.
- Leaders intend to carry out assessments to establish pupils' starting points when pupils join the proposed school. Leaders will use these initial assessments to inform how pupils are grouped and taught. Teachers will check what pupils know and can remember regularly. This information will be used to inform future teaching.

Paragraphs 3, 3(h) to 3(j)

- There is an appropriate policy in place setting out leaders' expectations for pupils' behaviour. The policy is appropriate to the planned cohort of pupils and recognises the specific challenges that pupils may face with regard to their social, emotional and mental health needs. The policy outlines how pupils are expected to behave and sets out examples of unacceptable behaviour and how this will be addressed. It also outlines leaders' commitment to ensuring that all staff adopt a positive approach to improving pupils' behaviour.
- Leaders have ensured that the curriculum does not undermine the fundamental British values and does not discriminate against pupils, contrary to part 6 of the Equality Act 2010. For example, pupils will learn about protected characteristics and how to be respectful and tolerant of people who may be different to themselves.

Paragraph 4

- The proprietor has written a suitable assessment policy. This policy outlines how pupils' performance will be monitored and shared with parents. Leaders intend to

report to parents every term and provide them with information about their child's progress, attainment and attendance, and behaviour.

- All of the independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

Paragraphs 5, 5(a) to 5(d)(iii)

- The school has given consideration to pupils' SMSC development through the PSHE curriculum and the wider curriculum. Pupils will learn about British values such as the rule of law, individual liberty and democracy. Pupils will also learn about other faiths and cultures and how to be respectful and tolerant of people who have different views and beliefs to their own. Enrichment activities will incorporate frequent trips and visits, as well as lunchtime and after-school clubs.
- The school's policies include positive references to all of the protected characteristics as set out in legislation.
- Pupils will learn how to keep themselves safe and mentally well. For example, they will be taught about online safety, road safety and mindfulness. Leaders intend that this will help pupils to be reflective and to make safe and healthy choices in their future lives.
- The standard in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- The proprietor has put in place the necessary arrangements to safeguard pupils and to promote their welfare at the proposed school. There is a suitable and up-to-date policy in place which gives consideration to current statutory guidance.
- A senior leader will be the designated safeguarding lead (DSL) in the proposed school. Leaders who will deputise for the DSL are trained to the same level. Leaders who are responsible for safeguarding have a wealth of appropriate knowledge, expertise and experience in this area.
- Leaders have ensured that all new staff will receive an appropriate induction into the school, including suitable safeguarding training. Staff will receive regular updates on local and national safeguarding issues, such as radicalisation and extremism.

Paragraphs 9, 9(a) to 9(c), 10

- The proprietor has a comprehensive and suitable behaviour policy in place. There is also an appropriate anti-bullying policy. Both of these policies pay particular regard to the needs of pupils in the proposed school. The behaviour policy outlines how pupils are expected to behave and sets out examples of how pupils will be supported when addressing unacceptable behaviours. The policies outline the actions that the school will take to address any incidents of unacceptable behaviour or bullying, including discriminatory language.

- The school has established a system for staff to record and report any incidents of bullying and poor behaviour. Staff will use the same recording system to report and record any safeguarding concerns that they may have. The proprietor intends to have oversight of any incidents that have been recorded and will complete regular analysis of this information. This is so that it can cross-reference any safeguarding and behaviour concerns to build a bigger picture of each pupil.

Paragraphs 11, 12

- The proprietor has a comprehensive, suitable health and safety policy. This complies with all relevant laws.
- Staff new to the school will complete health and safety training as part of the induction process. The proprietor has made suitable arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place. This provides reassurance that pupils will be safe when they are using electronic devices in school.
- The proprietor has ensured that there are a range of measures in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers which will be checked regularly, there are plans in place to ensure that appropriate signage around the building will identify ample emergency routes and exits and there are planned regular fire drills.

Paragraph 13

- The proprietor has written a first-aid policy and has made arrangements to ensure that all staff will be suitably qualified to administer first aid. The school has ensured that there are fully stocked first-aid kits.

Paragraph 14

- The proposed number of staff is more than adequate to ensure that pupils will be appropriately supervised throughout the school day. Pupils will always be supervised, including at breaktimes and when undertaking off-site visits, for example to local places of interest.

Paragraph 15

- The school has a suitable admissions policy. The proprietor has established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- There is an appropriate system in place to register pupils' attendance each day. Leaders will monitor any absences effectively. They plan to take swift and appropriate action to follow up on any pupil absence when required. Parents will receive information about their child's attendance in school reports.

Paragraphs 16, 16(a), 16(b)

- The proprietor has ensured that there is a suitable risk assessment policy in place. The risk assessments that have already been completed show how leaders plan to take appropriate actions to minimise risks to pupils. These include risk assessments for individual pupils, areas of the school building and proposed trips and visits.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraphs 18(2), 18(2)(a) to 18(2)(e), 18(3), 19(2), 19(2)(a) to 19(2)(d)(ii), 19(3), 20(6), 20(6)(a) to 20(6)(c), 21(1) to 21(5)(a)(ii), 21(5)(c), 21(6)

- The single central record is in place and meets the requirements for the information it must contain. Leaders understand that the required checks on the suitability of staff must be completed before staff take up their appointment. These include enhanced Disclosure and Barring Service checks, identification checks, checks on staff's right to work in the UK and those checks relating to suitability for leadership and management of a school.
- All of the required checks for the members of the proprietor body, headteacher, leaders and some staff at the proposed school have been completed. Plans for the recruitment of additional staff are underway. There is a clear and detailed plan for the induction of new staff. This includes staff completing safeguarding and other appropriate training on appointment.
- Leaders are aware of the procedures that they should follow should they employ agency staff to ensure that these staff are suitable to work with pupils.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The proposed school is housed in a building that was formerly a school and then subsequently renovated into a care home. The proprietor has renovated and refurbished the property to a high standard to ensure that it is suitable, once again, for use as a primary school. On the ground floor, there is a reception area, a secure meeting room, a medical area with designated therapy spaces, a library, a sports hall and several classrooms and offices. The school has arranged for a new school kitchen to be installed and a space is designated as a dining room area. On the first floor, there are further classrooms, a staff room and a nurture room space.

Paragraphs 23(1) to 23(1)(c), 28(1) to 28(2)(b)

- An adequate number of toilet and washing facilities are provided. Toilet cubicles have full-height doors and can be locked from the inside to provide privacy. There is a supply of hot and cold running water. The hot water does not pose a scald risk. There is a toilet on the ground floor for the use of disabled pupils and adults. The proprietor has ensured that there are a number of shower cubicles available for pupils and staff to use.
- The proprietor has made arrangements to ensure that pupils will have access to drinking-water throughout the day. Leaders have arranged for water dispensers to be installed in communal areas in the school.

Paragraphs 24(1) to 24(1)(c)

- There is a designated room for the short-term care of sick and injured pupils. There is a sink in this room, as well as a bed and first-aid cabinet. This room is located near to a toilet.

Paragraphs 26, 27 to 27(b), 29(1) to 29(1)(b)

- Pupils will have access to a safe outdoor space and a woodland area for outdoor learning. Three classrooms also have their own designated outdoor area. Pupils will also have timetabled PE lessons in accordance with the school's curriculum. Leaders plan to access some sports and recreational facilities in the local area, such as a nearby riding school. They will have risk assessments in place to ensure the safety of pupils when travelling to and from this site, and when using these facilities.
- Teaching spaces have suitable lighting and acoustics. Leaders are installing appropriate external lighting so that pupils, staff and visitors can enter or exit the building safely in the hours of darkness.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3) to 32(3)(g)

- The proprietor has established a website for the proposed school that contains all of the information that they are required to publish.
- There is a suitable range of information available for parents and pupils, both on the school's website and via a detailed school prospectus. A wide range of policies are in place and published on the website of the proposed school. These include the curriculum, behaviour and safeguarding policies.
- Leaders intend to provide the necessary information to the responsible local authorities for those pupils with an EHC plan.
- Leaders intend to provide termly and annual reports on pupils' progress, attainment, attendance and behaviour to parents. Leaders are aware that following any inspection, copies of the report must be provided to parents and published on the school's website.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proprietor has a suitable complaints policy. This includes appropriate timescales for responding to complaints and includes information about the storage and sharing of written records. The policy ensures that the procedure for making a complaint is transparent.
- The standard in this part is likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor demonstrates an excellent understanding and knowledge of the

standards. This is likely to enable the proprietor to set up and run this independent school successfully. The proprietor has ensured that those with responsibility for leadership and management have a wealth of knowledge and expertise to carry out their roles effectively. It has made arrangements to implement rigorous governance structures and processes, with a clear scheme of delegation. It intends to use this to ensure that leaders are well supported and appropriately held to account for their responsibilities. Leaders are highly committed to providing an exceptional quality of education for pupils, and they are likely to fulfil their responsibilities to promote the well-being of pupils.

- The standard in this part is likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Statutory requirements of the early years foundation stage

- The proprietor has ensured that arrangements are in place to meet the statutory requirements of the early years foundation stage. This applies to both the safeguarding and welfare requirements and the learning and development requirements. For example, an adequate number of staff have been trained in paediatric first aid and a qualified nurse will be always available on the premises.
- The proprietor has designed an appropriate curriculum to meet the needs of children in the early years foundation stage. This covers all seven areas of learning. There is an assessment policy in place that outlines how the school will identify children's starting points. Leaders intend to check on children's progress regularly to reassure themselves that children are well prepared for key stage 1.

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	150079
DfE registration number	343/6007
Inspection number	10310596

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	Other independent special school
School status	Independent school
Proprietor	West Kirby Educational Trust
Chair	Philip Deakin
Headteacher	Elizabeth Wynne
Annual fees (day pupils)	£41,970 to £103,919
Telephone number	01516323201
Website	www.acre-view.co.uk
Email address	schooloffice@wkrs.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 11	5 to 11
Number of pupils on the school roll	Not applicable	48	48

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	48
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	48
Of which, number of pupils with an education, health and care plan	Not applicable	48
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	48

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	12

Information about this proposed school

- The proposed school is located in premises at 286 Southport Road, Lydiate, Sefton, Liverpool, L31 4EQ. The building was previously used as a care home and, prior to this, as a school.
- It is proposed that the school will provide full-time education for up to 48 mixed-gender pupils, aged between five and 11 years old.
- The proprietor intends to cater for pupils with SEND. The school will provide for pupils with a range of needs, but primarily for those with autism. These pupils will have an EHC plan.
- The proprietor does not intend to use any alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the standards if the DfE decides to register this school.
- This was the school's first pre-registration inspection.
- The inspector held discussions with members of the proprietor body, including the chair. The inspector also held discussions with the headteacher and other school leaders.
- The inspector completed a tour of the school to check the suitability of the proposed premises against the relevant standards. She also looked at a wide range of documents and policies, including those related to the curriculum, behaviour and health and safety. The inspector also checked documents relating to safeguarding, including the single central record.

Inspection team

Amanda Downing, lead inspector

His Majesty's Inspector

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