

Inspection of Quay View School

Bere Alston, Yelverton, Devon PL20 7EX

Inspection dates: 10 to 12 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils form trusting relationships with staff at the school. This helps pupils to develop strong social skills as well as learn new subjects well. Leaders and staff have an ambitious vision of success for all pupils. The curriculum transforms the life chances of many pupils at the school. It helps pupils to focus on learning and prepares them well for life beyond the school.

Through the curriculum, pupils develop self-confidence very well. They learn to be ambitious about their future. Pupils study a rich curriculum tailored to their interests and needs. For example, some pupils study bushcraft, while others learn to repair bicycles. Older pupils are given the responsibility to support the learning of younger pupils. For instance, a Year 12 student skilfully teaches climbing skills to pupils in key stage 3 and 4.

Pupils learn to manage their behaviour through the effective routines established by leaders and staff. Pupils state that any friendship issues are resolved by staff quickly. Pupils develop strong citizenship skills which prepare them well for life in modern Britain. Pupils demonstrate respect and empathy, for example during the act of remembrance service at the school.

What does the school do well and what does it need to do better?

Pupils with special educational needs and/or disabilities (SEND) receive strong support. Leaders and staff use the information in pupils' individual education health and care (EHC) plans to identify precise strategies to support their pastoral needs. Leaders prioritise pupils' social and emotional mental health throughout the curriculum. For example, pupils and staff discuss social and emotional issues in many subject areas. However, leaders do not use the information about pupils' learning needs in the EHC plans in order to inform teaching approaches with the same precision.

Leaders have designed a well-sequenced curriculum. Pupils draw on their prior knowledge to help them learn new concepts. For example, in mathematics, pupils use the different methods they have learned in previous lessons to help them solve problems. Pupils, particularly pupils in key stage 2, are avid readers. They read fluently and with understanding. Pupils talk knowledgeably about the texts they are reading, such as 'Beast Quest'. In drama, a Year 12 student demonstrated his insightful understanding of Tennyson's poem 'The Charge of the Light Brigade'.

Leaders have introduced a phonics programme for pupils at the early stages of reading. However, not all staff have received the required training to assess and teach early reading skills consistently well. Across the curriculum, pupils use talk well to develop their understanding of a range of subjects. For example, pupils in key stage 2 discuss their ideas, which helps to them craft their writing. Pupils discuss the

skills involved in bicycle maintenance or bushcraft, and this helps them to reflect on their prior learning.

Staff use assessment well to identify gaps in pupils' knowledge. As a result, staff tailor subject curriculums to meet the learning needs of pupils. Teachers provide effective feedback to enable pupils to learn and remember more. In physical education (PE), pupils improve their health and fitness in response to the teacher's evaluation.

Leaders have developed effective systems to support pupils' behaviour. Pupils learn to modify their behaviour through the highly effective pastoral support. Leaders provide clear boundaries for pupils. Staff model good behaviour and pupils respond well. As a result, pupils engage successfully with learning and the wider world. For example, Year 12 students work with younger pupils at the local primary school.

Through a well-structured, bespoke programme, staff prepare pupils for further education, apprenticeships and employment effectively. Staff guide pupils well and adapt the curriculum to ensure that pupils are prepared for life beyond school. For example, the school has a 'training flat' to enable Year 12 students to experience independent living. The school is set in a woodland setting, which promotes pupils' understanding and knowledge of the natural world.

The governance of the school is robust. Governors hold the leadership to account. The proprietor and the operations director know the school well and have an accurate view of its strengths. Staff are unanimous in their praise of the leadership at the school. They are proud to work at the school and say that leaders support their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about the emotional and physical well-being of all pupils. They are tenacious in identifying risks and work well with external agencies to keep pupils safe. Pupils know who to go to if they have a problem. Pupils feel safe and protected in school. The school is set in large grounds, but staff supervise pupils very closely to keep them safe from harm.

Staff receive up to date training. Leaders ensure that all staff are checked and eligible to work with children and young people.

Leaders have ensured that their safeguarding policy is on the school website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders use the information in pupils' EHC plans to support pupils' social and emotional needs well. However, leaders do not use the information in the EHC plans about pupils' learning needs in order to inform the implementation of the curriculum with precision. Leaders need to ensure that the information about pupils' learning in EHC plans is used explicitly to inform teaching approaches with greater precision.
- Although reading is prioritised and many pupils are motivated to read, some pupils at the early stage of reading do not learn phonics consistently well. Leaders need to ensure that all staff are able to support pupils to learn to read successfully and confidently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	113616
DfE registration number	878/6039
Local authority	Devon
Inspection number	10201931
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	7 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	33
Number of part-time pupils	0
Proprietor	Aspris Children's Services
Chair	Nancy O'Regan
Headteacher	Stuart Ridley
Annual fees (day pupils)	£67,000 to £87,000
Telephone number	01822 840 379
Website	www.aspriscs.co.uk
Email address	QuayViewSchool@aspriscs.co.uk
Dates of previous inspection	12 to 14 June 2018

Information about this school

- Quay View School is operated by Aspris Children's Services. The proprietor also operates other independent schools.
- The school provides education for pupils who have complex needs, such as autism spectrum disorder and social, emotional and mental health needs. All pupils are in receipt of an EHC plan and are placed at the school by their respective local authority.
- The school is situated in a remote setting on the banks of the River Tamar, five miles south-west of Tavistock, Devon PL20 7EX.
- The school provides education for 33 pupils aged 11 to 18.

Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- The inspectors held a wide range of meetings during the inspection. These included meetings with the headteacher, leaders from Aspris Children's Services, school leaders, staff and pupils. The lead inspector also held a telephone discussion with the strategic lead for SEND at Cornwall local authority.
- The inspectors looked closely at the following subjects when considering the quality of education: English, PE, early reading and personal, social, health and economic education. They met with subject leaders, visited lessons, looked at pupils' work and reviewed curriculum plans.
- The inspectors observed pupils' behaviour in classrooms, during breaktimes, and as pupils moved around the school.
- The inspectors reviewed responses to Parent View, Ofsted's online survey for parents, and accompanying free-text messages. They also considered the staff surveys.
- The lead inspector checked the single central record and talked with leaders responsible for safeguarding. She also considered safeguarding documents and records.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Heather Barraclough

Her Majesty's Inspector

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