

# Inspection of Quay View School

Bere Alston, Yelverton, Devon PL20 7EX

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Inspection dates: 19 to 21 March 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

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

## **What is it like to attend this school?**

Pupils' personal development sits at the heart of the school's curriculum. Trusted adults teach carefully thought through lessons where pupils can learn and make mistakes in a safe environment. Pupils engage with their learning and progress well through the curriculum as their personal, social and emotional needs are met. Pupils become sports leaders and school councillors. They see how these roles make a difference in their school. Pupils at this school become safe, well-informed and responsible British citizens.

Before they join Quay View School, many pupils have had negative experiences with education. This school helps raise pupils' aspirations. Regular 'education and enrichment' days introduce pupils to the wider world. Pupils also complete work experience. Through this, many are inspired to secure voluntary work, employment or continue their education in the school's sixth form and beyond.

Pupils have education, health and care (EHC) plans that determine how their special educational needs and/or disabilities (SEND) should be met. Parents, carers and pupils recognise the school as a happy place where pupils' needs are understood. Pupils attend school regularly. The school is ambitious for its pupils and committed to ensuring pupils are well-prepared for the next stage of their education or employment.

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

Pupils at the early stages of reading development are supported to develop their knowledge of letter sounds and names. The books pupils read helps them to apply their phonic knowledge. A play-based curriculum and thoughtful teaching choices help these pupils to learn in a variety of ways when they are ready.

The reading curriculum is carefully designed to develop pupils' early reading skills, reading comprehension and love of books. Staff explain why learning to read is important and how it can help with future careers. Teaching and therapy staff skilfully support and guide pupils' reading, writing and speech and language development.

The school's personal, social, health and economic (PSHE) curriculum is highly effective. Stereotypes are challenged to provide pupils with an informed, impartial view of the communities they live in. Complex concepts are taught explicitly and explained clearly to pupils. Teachers constantly check pupils' misconceptions and gaps in their knowledge. Learning is adapted to ensure pupils understand and have time to process important content. There are many opportunities for pupils to recall and practise their learning. Pupils are actively encouraged to be involved in whole school and personal decision-making, group discussions and debates. Sixth form students alongside their tutors select college courses to engage and help them achieve their aims. For example, students study mechanical engineering or carpentry in addition to their school studies.

Additional personal development sessions focus on giving pupils practical, real-life experiences. Links with other subject curriculums are identified to reinforce important knowledge. For example, how to cost, prepare and cook a simple and healthy meal or develop a safe travel plan. The school's personal development offer builds pupils' independence and prepares them for adulthood exceptionally well.

The school's 'head, heart, hands' ethos takes the physical education curriculum beyond the sporting skills. Pupils build resilience to be able to compete, win or lose. Therapeutic input helps pupils to 'stay in the game'. Adult support enables pupils to play games together during social times, for example, football and dodgeball. Pupils are respectful and play fairly and collaboratively. Over time, pupils learn to recognise their feelings and self-regulate. Actions taken by the school to support pupils' social, emotional and mental health development are exemplary.

Most subject curriculums are comprehensive and well-sequenced. Important knowledge is identified, clearly explained and repeated frequently. Additional learning activities, such as fieldwork in geography, enhance pupils' studies. For example, a visit to the local river helps pupils to see and understand river erosion. Pupils know and remember more about these subjects. This often results in pupils gaining qualifications in these subjects.

The school has a detailed knowledge of some of their subject's strengths and areas for development. However, some subjects and areas of school improvement are at the early stages of development. The school does not have clear oversight of these areas. This means pupils do not learn as well in these subjects or information is not used fully to inform decision making.

The proprietary body and senior school leaders share an ambitious vision for all pupils. This includes pupils who cannot attend school due to medical reasons. Whenever possible, their education continues off-site. The school and external partners monitor this provision closely to ensure the Equalities Act 2010 and appropriate health, safety and education standards are met. Relevant information is available on the school's website, such as the school's safeguarding policy. The proprietary body ensures the school has the necessary knowledge and resources to meet the independent school standards.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the school need to do to improve? (Information for the school and proprietor)**

- The school does not implement its shared vision sufficiently well in some area of school development. This leads to some subjects and areas of school improvement not being understood, changed or evaluated in an accurate and timely manner. The school needs to focus on improving and strengthening its

skills and knowledge to implement the agreed school's systems and processes fully.

## **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.

## School details

<b>Unique reference number</b>	113616
<b>DfE registration number</b>	878/6039
<b>Local authority</b>	Devon
<b>Inspection number</b>	10302357
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	7 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Of which, number on roll in the sixth form</b>	12
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Aspris Children's Services
<b>Chair</b>	John Anderson
<b>Headteacher</b>	Stuart Ridley
<b>Annual fees (day pupils)</b>	£80,030 to £106,894
<b>Telephone number</b>	01822 840379
<b>Website</b>	<a href="http://www.aspriscs.co.uk/find-a-location/quay-view-school-devon/">www.aspriscs.co.uk/find-a-location/quay-view-school-devon/</a>
<b>Email address</b>	QuayViewSchool@AsprisCS.co.uk
<b>Date of previous inspection</b>	10 to 12 November 2021

## 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 uses two unregistered alternative provisions.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, leaders from Aspris Children's Services and the school, staff and pupils. The lead inspector also held telephone discussions with the strategic lead for SEND at Cornwall local authority and the local authority designated officer (LADO) for Devon.
- The inspectors carried out deep dives in these subjects: reading, geography and PSHE. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at samples of pupils' mathematics and history work. This evidence contributed towards parts 1 and 2 of the independent school standards.
- The inspectors also observed pupils during social times, looked at pupils' work and spoke with pupils and leaders about opportunities for pupils' personal development, careers guidance and pupils' behaviour and attendance.
- Inspectors met with leaders responsible for parts 3 and 7 of the independent school standards. Together, they considered policies, registers and key documents such as checks and risk assessments.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. This evidence contributed towards parts 4 and 8 of the independent school standards.

- The lead inspector conducted a detailed tour of the site and premises to consider part 5 of the independent school standards.
- The lead inspector evaluated the school website, policies and specific documents to determine how well the school meets parts 6 and 7 of the independent school standards.
- The lead inspector considered responses to Ofsted's online survey, Parent View. She also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

### **Inspection team**

Marie Thomas, lead inspector

His Majesty's Inspector

Julie Carrington

His Majesty's Inspector

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