

Medway Green School

School Lane, Wouldham, Rochester, Kent ME1 3TS

Inspection date

6 May 2021

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(i), 3–3(j), 4

- The school's curriculum policy, plans and schemes of work have been updated to reflect the addition of key stage 3. The proposed content has the required breadth of subjects and, if used and taught effectively, should enable pupils to progress well.
- Leaders and staff are keen that pupils should reach at least age-related expectations wherever possible. They recognise that pupils typically join the school with significant gaps in their learning. Consequently, staff intend to adapt curriculum plans according to pupils' particular needs.
- Staff prioritise meeting pupils' special educational needs and/or disabilities. They focus particularly on meeting pupils' social, emotional and mental health needs. Pupils' education, health and care plans (EHC plan) are the starting point for individual education plans. Adults use these with curriculum plans to support their teaching.
- Leaders and staff are confident that they have sufficient combined expertise across the school's curriculum. As the school expands, the proprietor will appoint additional staff. The aim is to increase the amount of direct subject-specialist teaching for older pupils where this is not outweighed by a detrimental impact on pupils' mental health.
- Assessments of pupils' progress relate directly to their individual plans and what teachers intend to teach.
- The school's personal, social, health and economic (PSHE) education includes age-appropriate content for key stage 3. Staff have taken account of new guidance about relationships and sex education.
- Provision for careers education and guidance is at an early stage of development. However, leaders are taking steps to ensure that the school's provision meets recognised quality benchmarks. Existing sessions that explore a wide range of life and work skills are likely to provide useful foundations upon which to build.
- All of the paragraphs in this part are likely to continue to be met.

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

Paragraph 5–5(d)(iii)

- Curriculum plans identify opportunities to promote pupils' spiritual, moral, social and cultural development across subjects. For example, the English curriculum includes introducing pupils to texts which explore diverse cultures and backgrounds.
- A variety of sessions and activities frequently explore fundamental British values and pay particular attention to the protected characteristics set out in the Equality Act 2010.
- Leaders and staff aim to make teaching and learning meaningful by carefully considering the risks some pupils are likely to face now or in the future. In this way, teachers aim to make PSHE education and associated activities relevant. Recent areas of focus have included knife crime and exploring issues of consent.
- A wide range of planned trips are linked with what teachers intend to teach in class. Staff are ambitious to broaden opportunities for older pupils to participate in award schemes and inter-school sports tournaments. Arrangements for some activities have been hindered by the COVID-19 (coronavirus) pandemic.
- The paragraph in this part is likely to continue to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 11, 12, 14, 16–16(b), 32(1), 32(1)(c)

- A suitable safeguarding policy is published on the school's website.
- The school has a positive culture of safeguarding. Leaders convey a firm understanding of the context in which the school operates. With staff, they can signpost specific and thoughtful strategies designed to ensure that pupils are helped to communicate any concerns.
- Internet safety is given a high profile. As with other aspects of safeguarding, the school aims to empower pupils to understand risk and make positive personal choices to keep themselves safe.
- Leaders see close relationships between the school and parents and carers as a key strand of safeguarding. The school's safeguarding records show regular contact and close work with both pupils and parents to promote welfare and well-being.
- Pupils are well supervised in class, at breaktimes and around the school. Planned increases to staffing are likely to ensure that this continues to be the case as the school expands. There are sufficient staff to cover staff's absence using adults already familiar to pupils. Pupils find this less unsettling.
- The school has the required policies for health and safety and risk assessment in place. The approach to implementing these important policies effectively is systematic and thorough.
- The fire safety risk assessment and evacuation plan have been updated to reflect the new premises. The benefits of regular tests of the alarm and evacuation procedures are maximised because staff identify and act promptly on helpful learning points.
- The relevant paragraphs in this part are likely to continue to be met.

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

Paragraphs 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)

- The required checks on the suitability of adults are completed in a timely manner. Those responsible for maintaining the associated records are knowledgeable about the different checks involved.
- The well-organised and clearly labelled single central register shows all of the required information. Leaders have implemented a system to regularly review that the register is complete and correct.
- All requirements of this part are likely to continue to 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)

- Newly renovated premises to extend the school's capacity have been finished to a high standard. Taking account of the type of school, the proposed number of pupils can be reasonably accommodated. High ceilings have been fitted with suitable lighting and acoustic panels to support effective teaching and learning.
- Separate toilet facilities for pupils and staff meet the recommended ratios and have running water regulated to a suitable temperature. There are plentiful sources of drinking water throughout the school, all clearly labelled, and a suitable medical room. Shower facilities have been provided for secondary-age pupils
- Outdoor areas are being imaginatively developed and provide ample outdoor space. Automatic external lighting covers entrance and exit routes.
- All the paragraphs in this part are likely to continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has ensured that a combination of leaders, staff and systems are in place to safeguard consistent compliance with the independent school standards.
- There is a clear vision underpinning the establishment, subsequent growth and gradual expansion of this school. Leaders have considered the implications for providing education for older pupils, including where these pupils may, or may not, reach age-related expectations.
- Leaders benefit from working closely with a small group of leaders of other similar schools. As well as providing an additional layer of governance, this enables leaders and staff to collaborate and share practice, expertise and experience. In this way, the arrangement aims to support both the quality of what the school offers and its success in fulfilling statutory obligations.
- This paragraph is likely to continue to be met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan has informed the development of the additional premises.

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.

School details

Unique reference number	147207
DfE registration number	886/6157
Inspection number	10192455

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Special school
School status	Independent special school
Proprietor	Acorn Care and Education Limited
Chair	Craig Ribbons
Headteacher	Ben Price
Annual fees (day pupils)	£44,680–£78,370
Telephone number	01634 968420
Website	www.medwaygreenschool.co.uk
Email address	mgs-office@medwaygreenschool.co.uk
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 12	5 to 14	5 to 14
Number of pupils on the school roll	26	56	56

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	26	56
Number of part-time pupils	0	Not applicable
Number of pupils with special educational needs and/or disabilities	26	56
Of which, number of pupils with an education, health and care plan	26	56
Of which, number of pupils paid for by a local authority with an education, health and care plan	26	56

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	6	12
Number of part-time teaching staff	0	Not applicable

Information about this school

- Medway Green School was registered on 7 October 2019. It has not yet received its first standard inspection.
- The school caters for pupils who have social, emotional and mental health needs and associated conditions. All pupils have EHC plans and are placed by their local authorities.
- Previously, the Department for Education (DfE) granted a temporary extension to the registered age range up to 12 years of age, which is due to expire on 30 July 2021.
- The school does not use alternative provision.

Information about this inspection

- The inspection was commissioned by the DfE because the proprietor wanted to make changes to the school's registration. The request was to extend the upper end of the age range to 14 years and increase the school's capacity to 56. The purpose of this inspection was to consider whether the relevant independent school standards were likely to continue to be met if the DfE changed the school's registration.
- This was the first material change inspection.
- During the inspection, the inspector met with the regional director who was representing the proprietor, the headteacher, other leaders, staff and pupils. He toured the school site and visited lessons.
- The inspector reviewed policies, records and documents relevant to the requested change to the school's registration. He checked the single central register and safeguarding arrangements.

Inspection team

Clive Dunn, lead inspector

Her Majesty's Inspector

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