# Maida Vale School

18 Saltram Crescent, London W9 3HR

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| **Inspection dates** | 28–29 July 2020 |
| **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

*All paragraphs*

- Leaders have a clear vision to provide a high standard of education. The written curriculum policy is suitable for the age range of pupils. The policy and supporting curriculum plans give detailed information on how the curriculum will be adapted to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND).
- The curriculum will enable pupils to develop their knowledge and understanding in an appropriate breadth of subjects. In Years 7 and 8, pupils will study English, mathematics, science, history, geography, art, physical education (PE), design and technology, food technology, computing, Spanish and music. They will also learn Latin, French and drama. Pupils in Years 9 to 11 will continue to study a broad range of GCSE subjects. Sixth-form students will be able to choose from a wide variety of subjects.
- Suitable assessment plans are in place for all subjects in all years. Personal tutors will play a key role in monitoring pupils' progress. Parents and carers will receive half-termly reports on their child's attainment and progress against target grades. A more detailed annual report at the end of the school year will be provided.
- Leaders plan to enhance the curriculum through an extensive extra-curricular programme. All pupils are expected to take part in this and will have a wide choice of clubs and activities to nurture their talents. The Duke of Edinburgh programme will be a core element of the enrichment programme from Year 9.
- The personal, social, health and economic (PSHE) curriculum is well planned. This will be delivered mainly through lessons, assemblies and the personal tutor programme. The PSHE curriculum promotes an understanding of the protected characteristics identified in the 'Equality Act 2010' and will be tailored appropriately for each age group.

- Pupils will receive up-to-date careers guidance as they move through the school. Independent careers advisers, careers fairs and visiting speakers are part of the plans to ensure that pupils receive impartial guidance on a broad range of career options.
- Leaders have appointed qualified teaching staff with subject-specialist knowledge. The induction and training programme for all staff has been carefully considered. This will help staff to understand and promote the school's high expectations. Robust systems are in place to monitor the quality of teaching and learning.
- Leaders are committed to inclusivity. A qualified special educational needs coordinator has been appointed and will work with staff to ensure appropriate support is put in place for pupils with SEND.
- This part of the independent school standards is likely to be met.

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

*All paragraphs*

- Pupils' spiritual, moral, social and cultural development is central to the school's ethos. As such, it is weaved through the curriculum.
- Leaders have built in opportunities for pupils to learn, understand and respect British values. Weekly 'Individuals in Society' lessons will be based on three core themes: health and well-being, relationships and communication, and living in the wider world. Pupils will be encouraged to be active members of the local community.
- Curriculum plans show that pupils will have opportunities to discuss and explore current affairs and moral responsibility. Pupils will learn about different religions and alternative world views, including humanism. The curriculum aims to promote the celebration of diversity with events such as International Day of Languages and Black History Month.
- Leaders have procedures in place to ensure that extremist or partisan views are not promoted.
- This part of the independent school standards is likely to be met.

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

*All paragraphs*

- Policies are in place that cover safeguarding and child protection, anti-bullying, first aid, attendance, supervision, admissions, health and safety and risk assessments. All of these policies comply with the relevant guidance.
- Building and renovation work to the school premises has been delayed due to COVID-19 (coronavirus) restrictions. The initial phase of building work is due for completion before the school opens. Leaders have organised a fire risk assessment to be completed prior to this. Suitably qualified professionals have already carried out a range of work to ensure that the school premises are safe. Leaders' oversight of this is strong.
- The designated safeguarding leaders have received appropriate training so that they are able to fulfil their responsibilities. Leaders have included suitable training on safeguarding and first aid as part of the induction training for all staff. Leaders intend

to appoint a school nurse who will be responsible for the administration and care of medication.

- Leaders have well-thought-out procedures in place to check that health and safety regulations will be checked and maintained.
- This part of the independent school standards is likely to be met.

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

*All paragraphs*

- The single central record of pre-recruitment checks is in place and contains all of the required information.
- Leaders are in the process of completing the statutory checks on teaching staff appointed very recently. They are clear that staff will not begin work at the school without the necessary checks in place.
- Suitable checks have been completed on senior leaders, directors and other members of staff who have already been appointed. Appropriate checks will be done if supply staff are ever employed at the school.
- This part of the independent school standards is likely to be met.

## Part 5. Premises of and accommodation at schools

*All paragraphs*

- The proprietors have carried out wide-ranging refurbishment of the school site. At the time of inspection, building work was still in process. Some classrooms, offices and other spaces have been completed. Plans for the school and a tour of the site indicate high-quality outdoor and indoor spaces. These have been designed specifically for pupils' needs.
- Classrooms are spacious, airy and well lit. Heating and acoustics in rooms and internal spaces are suitable. Dedicated areas, such as music suites, a dance studio, science laboratories and well-equipped technology rooms, will facilitate the broad curriculum.
- Drinking water will be available from water coolers in various parts of the building. Toilets and washing facilities are all newly installed.
- The school site includes ample areas for pupils to play outside, including a multi-use sports area. The school does not yet have suitable showers and changing areas for pupils to use. Leaders plan to use nearby recreation grounds for additional sports facilities and PE lessons, where pupils will also have exclusive use of changing areas and showers.
- This part of the independent school standards is likely to be met.

## Part 6. Provision of information

*All paragraphs*

- The website is operational and includes all of the required information, including an up-to-date safeguarding policy.

- The school website and prospectus give detailed and relevant information to parents. Examples of the reports to parents are clear and evaluative.
- Leaders have suitable procedures to ensure that annual reviews of pupils' education, health and care plans will meet requirements.
- This part of the independent school standards is likely to be met.

## Part 7. Manner in which complaints are handled

*All paragraphs*

- The complaints policy sets out clearly the steps a complainant should follow and reasonable timescales for each stage. The policy includes information on how complaints information will be recorded and kept confidential.
- This part of the independent school standards is likely to be met.

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

*All paragraphs*

- The school is likely to meet all of the required standards. The trust has a track record of running successful schools. School leaders are experienced and well qualified. They have a secure understanding of the independent school standards. School leaders and staff will be well supported by the chair and directors of the trust.
- Policies and procedures are of a high quality. Leaders are clear about how they will continually monitor provision so that the independent school standards are met consistently.
- This part of the independent school standards is likely to be met.

## Schedule 10 of the Equality Act 2010

- The school is purpose-built to meet the needs of its pupils. All parts of the building are fully accessible. Leaders are clear about how they will adapt the curriculum to meet particular pupils' needs.
- The school is likely to meet the relevant requirements under 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

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| Unique reference number | 147957 |
| DfE registration number | 213/6012 |
| Inspection number | 10154840 |

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.

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| Type of school | Independent day school |
| School status | Independent school |
| Proprietor | Gardener Schools Group Limited |
| Chair | Maria Gardener |
| Headteacher | Steven Winter |
| Annual fees (day pupils) | £22,350 |
| Telephone number | 020 3196 1860 |
| Website | www.maidavaleschool.com |
| Email address | schooloffice@maidavaleschool.com |
| Date of previous standard inspection | Not previously inspected |

## Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|---|---|---|---|
| Age range of pupils | Not applicable | 11 to 18 | 11 to 18 |
| Number of pupils on the school roll | Not applicable | 620 | 620 |

## 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 | All pupils |
| Number of part-time pupils | Not applicable | None |
| Number of pupils with special educational needs and/or disabilities | Not applicable | Up to 150 |
| Of which, number of pupils with an education, health and care plan | Not applicable | Up to 7 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | Not applicable | Up to 7 |

## Staff

| | School's current position | School's proposal |
|---|---|---|
| Number of full-time equivalent teaching staff | Not applicable | 65 |
| Number of part-time teaching staff | Not applicable | Up to 5 |
| Number of staff in the welfare provision | Not applicable | 10 |

## Information about this proposed school

- Maida Vale School intends to register as an independent day school providing full-time education for boys and girls aged 11 to 18.
- The school intends to open in September 2020 with pupils in Years 7 to 9.
- The school is situated in a large Victorian building that is being renovated specifically for the school's needs. Renovation and building work have been delayed due to COVID-19 restrictions. The first phase of renovation work is due to be completed by mid-August, ready for the first intake of pupils.
- The school is part of the Gardener Schools Group which has three other schools currently operating: Kew House School, Ravenscourt Park Preparatory School and Kew Green Preparatory School.
- The school does not intend to make use of any alternative provision.

## Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to the restrictions placed on non-essential travel during the COVID-19 outbreak.
- The purpose of the inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered.
- I scrutinised documents provided by the school. This included the school's safeguarding policy, health and safety documents, the single central record and a wide range of policies. I also reviewed curriculum documentation, including schemes of work and assessment information.
- The on-site inspection involved a tour of the premises with leaders and the site manager, and discussions with school leaders, the chair of the trust and the managing director.

### Inspection team

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| Jude Wilson, lead inspector | Her Majesty's Inspector |

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