

# Inspection of Maple House School

546-548 Manchester Road, Haslingden, Rossendale, Lancashire BB4 6LN

---

Inspection dates: 10 to 12 July 2024

**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 know that they are cared for at this school. They are supported to develop trusting and nurturing relationships. As a result, pupils feel valued and happy.

Pupils arrive at the school having experienced significant disruption to their education. They see Maple House as a fresh start. The school works effectively to remove the significant barriers that pupils face. Through the school's supportive approach, pupils develop a renewed sense of pride in their learning. This is due to the school's high expectations for pupils' behaviour and education. Typically, pupils behave well. They are keen to be recognised as 'star of the day' and to collect points for their positive behaviour.

During their time at the school, pupils, who all have special educational needs and/or disabilities (SEND), experience a curriculum that is appropriate to their needs. Pupils' self-esteem and engagement with learning improve considerably during their time at the school. Over time, they achieve well from their individual starting points.

Pupils take part in a variety of activities that extend beyond the academic curriculum. For example, they visit museums, synagogues, and churches to find out more about the world and its people. They take part in archery, water sports and local litter picks. Pupils also learn to make decisions as part of their school council roles. These experiences help pupils to develop independence and social skills in preparation for life beyond school.

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

The school is ambitious for its pupils. This is reflected in a curriculum that has a broad range of subjects, which fulfils the requirements of the independent school standards ('the standards'). The school has thought carefully about what it most wants pupils to know and to be able to do by the time that they leave the school.

The school quickly identifies any additional needs that pupils might have. It communicates effectively with the on-site care home and with a wide range of professionals. This ensures that pupils receive the extra help and support that they need to learn well.

Reading is made a priority from the moment pupils arrive at the school. Staff assess pupils' reading knowledge carefully. This includes finding out how strong pupils' knowledge of phonics is. Staff deliver a phonics programme for those pupils who are at an early stage of learning to read. They ensure that these pupils are provided with the help that they need to catch up with their peers. This enables pupils to develop fluency and accuracy in reading as they progress through the school.

The school provides a range of interesting texts for pupils to read. These are supplemented by regular visits to the local library. These texts support pupils' learning in other subjects and help them in learning to read well.

Staff have secure subject knowledge in a range of subjects. The proprietor ensures that staff benefit from a programme of training to support them in improving and maintaining that knowledge. In some subjects, however, staff's subject knowledge is underdeveloped. Furthermore, the choice of activities that staff select to deliver new learning are sometimes not the most appropriate ones to help pupils to learn new concepts. This means that the gaps that some pupils have in their learning are not addressed.

In lessons, staff typically use a range of methods to find out how much pupils can recall and remember from their learning, before they start to deliver new content. In some subjects, staff also clearly explain what pupils are learning and help them to remember it well. However, in some other subjects, staff do not use effective strategies to help pupils build their knowledge over time. As a result, some pupils are not able to recall their prior learning in these subjects as well as they need to.

Pupils benefit from the range of clinical and therapeutic care provided by the school. Staff support pupils well to learn to regulate their behaviour. As a result, pupils successfully learn to understand and manage their emotions.

Many pupils have had low rates of attendance in their previous schooling. The school's close work with external agencies, together with the provision of an engaging curriculum, has helped pupils to improve their attendance over time.

Pupils are taught how to keep themselves physically and mentally healthy as part of the personal, social, health and economic (PSHE) education programme. They also receive an appropriate relationships and sex education. Staff teach this with sensitivity and ensure that pupils have the knowledge that they need to be prepared for adulthood.

Pupils learn in appropriate ways about a range of beliefs and faiths. They learn to appreciate difference and diversity, in readiness for life in modern Britain. Pupils also benefit from an effective programme of careers advice. This helps prepare pupils well for their next stage of education.

The proprietor knows the school well and has a clear vision to further improve the quality of education that pupils receive. It provides effective support and challenge. The proprietor's ambition for pupils is evident through all levels of the school.

The proprietor ensures that the school consistently meets the standards. For example, there is a health and safety policy and a range of risk assessments to ensure that the premises are safe for pupils, staff, and visitors. The building is in a good state of repair and classrooms are bright and well ventilated. The school complies with schedule 10 of the Equality Act 2010. For example, there is an appropriate accessibility plan in place.

Staff feel supported by the school and the proprietor. For example, staff appreciate regular supervision and daily briefings and debriefings.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- In some subjects, staff do not have secure enough subject knowledge to design the most effective activities to help pupils to learn. As a result, some pupils do not have secure foundations on which to build new knowledge. The school should ensure that staff receive further training to ensure that they deliver the curriculum consistently well in these subjects.
- In some subjects, pupils are not supported to retain knowledge as effectively as they could. This means that pupils do not build their knowledge as securely as they should. The school should ensure that it develops more effective ways to enable pupils to remember their learning in these subjects.

### **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>	144375
<b>DfE registration number</b>	888/6070
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10322506
<b>Type of school</b>	Independent special school
<b>School category</b>	Independent day school
<b>Age range of pupils</b>	6 to 14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	6
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Halliwell Homes Limited
<b>Chair</b>	Mathew Hargreaves
<b>Headteacher</b>	Emma Fletcher
<b>Annual fees (day pupils)</b>	£38,800 to £47,500
<b>Telephone number</b>	07747268586
<b>Website</b>	<a href="https://halliwellhomes.co.uk/maple-house-school/">https://halliwellhomes.co.uk/maple-house-school/</a>
<b>Email address</b>	<a href="mailto:emma.fletcher@halliwellhomes.co.uk">emma.fletcher@halliwellhomes.co.uk</a>
<b>Dates of previous inspection</b>	12 to 14 July 2022

## Information about this school

- The school's previous standard inspection was 12 to 14 July 2022.
- The school is located at 546-548 Manchester Road, Haslingden, Rossendale, Lancashire BB4 6LN.
- The school is one of six schools operated by Halliwell Homes Limited in the north-west of England.
- The chair of the proprietor body has changed since the previous inspection.
- A new executive headteacher was appointed in October 2023. She is also responsible for two other schools within the group.
- The school caters for pupils who have experienced early trauma in their lives. Many pupils have not engaged in education for a long period of time prior to joining the school.
- Pupils who attend the school have social, emotional, and mental health needs. Most pupils have an education, health, and care plan.
- The school does not make use of alternative provision.

## 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.
- This was the second routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of education and other members of staff.
- The lead inspector met with the chair of the proprietor body.
- The lead inspector communicated with representatives of the local authorities responsible for placing pupils at the school. She also spoke to a representative of the local authority that the school is located in.
- The lead inspector completed a tour of the premises, accompanied by a school leader, to check the school's compliance with the standards.

- Inspectors carried out deep dives in English, history, and PSHE education. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects with leaders.
- The lead inspector observed pupils reading.
- The lead inspector held meetings with other leaders, including those responsible for SEND, pupils' behaviour and attendance and personal development.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke to pupils about their experience of the school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at lunchtimes.
- Inspectors scrutinised a range of documentation. This included documentation and information relating to the independent school standards and the school's improvement plans.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- The inspectors only considered the education provision at this school.

### **Inspection team**

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Mark Hazzard

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024