

Quayside School

Maple House, Cemetery Road, Salford M5 5WG

Unique reference number (URN): 152618

Pre-registration inspection report:

15 July 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor benefits from established systems and procedures which operate across its existing schools. Leaders have adapted these arrangements appropriately for the proposed school. Governance arrangements, quality assurance processes and external school improvement support provide appropriate challenge and oversight. The proprietor demonstrates a secure understanding of the independent school standards (the standards) and has established suitable systems to support compliance.

Leaders have a clear vision for the proposed school and are ambitious for what pupils will achieve. Appropriate arrangements are in place to recruit suitably qualified and experienced staff, including specialist teachers and senior leaders. Leaders have also ensured that therapeutic support will be available to meet pupils' individual needs and support staff in delivering effective provision.

The proprietor has established suitable arrangements to monitor the quality of education, safeguarding and pupils' wider development. Executive leaders, governance committees and an external school improvement partner will provide support, challenge and oversight. Leaders also benefit from established safeguarding and behaviour forums that promote the sharing of effective practice across the organisation.

Leaders intend to establish productive partnerships with local schools and professional networks to support further staff development. The proprietor and leaders demonstrate a secure understanding of their statutory responsibilities and how to promote pupils' welfare, well-being and personal development.

The proprietor has ensured that the standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 1. Quality of education provided

Curriculum

Leaders have designed a broad and ambitious curriculum which takes account of pupils' ages, aptitudes and special educational needs and/or disabilities (SEND). Appropriate policies, plans and schemes of work are in place. The curriculum is structured to build pupils' knowledge and skills progressively across the proposed age range and prepare them well for adulthood.

Leaders have developed schemes of work across a wide range of subjects including English, mathematics and science. The curriculum provides opportunities for pupils to work towards functional skills qualifications, short courses and recognised vocational qualifications. Appropriate consideration has been given to meeting the needs of pupils with education, health and care (EHC) plans.

Leaders have established a suitable careers programme. Pupils will have access to independent careers advice and guidance, work experience opportunities and encounters with employers from a range of professions. Preparation for adulthood is woven throughout the curriculum from the earliest stages of pupils' education. Pupils will also receive appropriate personal, social, health and economic (PSHE) education, including relationships and sex education. Suitable arrangements are in place to consult parents and carers about this provision.

Teaching

Leaders have ensured that schemes of work support well-planned lessons and enable pupils to build securely on prior learning. Curriculum documentation demonstrates how knowledge will be revisited so that pupils retain important learning over time.

Leaders intend to employ appropriately qualified teachers with suitable subject expertise. Staff will benefit from a comprehensive induction programme and ongoing professional development that reflects their roles and responsibilities. Therapy services will work alongside staff to support pupils' individual needs effectively.

Pupils will be taught in classes of up to six pupils. These arrangements, alongside appropriate staff-to-pupil ratios, are intended to support pupils' learning, well-being and engagement. Leaders have considered carefully how routines, expectations and pastoral support will enable pupils to succeed.

Assessment

Leaders have established suitable arrangements for assessing and monitoring pupils' progress. A range of assessment, review and monitoring procedures are in place to identify pupils' needs and evaluate the effectiveness of support provided. Appropriate arrangements have been established to review the needs and progress of pupils with EHC plans regularly.

The proprietor has ensured that the standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

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

Leaders have planned appropriate opportunities to promote pupils' spiritual, moral, social and cultural development. These opportunities are evident across the curriculum and particularly within the PSHE programme. The curriculum is intended to prepare pupils well for life in modern Britain.

Fundamental British values are woven throughout the curriculum. Pupils will have opportunities to discuss topical issues, consider important world events and learn about different faiths and cultures. Through these experiences, pupils will develop an understanding of equality, mutual respect and tolerance of those with different backgrounds, beliefs and characteristics.

Leaders have planned a range of educational visits and community activities to broaden pupils' experiences. These include supporting local foodbanks, participating in charity work and visiting places of worship. Such opportunities will help pupils to develop an understanding of their local community and the wider world.

The standards in this part is likely to be met if the DfE decides to register the provider as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor understands how to establish and maintain an effective safeguarding culture. A suitable safeguarding policy is in place and is published on the proposed school's website. Leaders responsible for safeguarding have received appropriate training and suitable arrangements are in place for staff induction and regular safeguarding updates.

Leaders have established appropriate systems for recording and monitoring safeguarding concerns. Staff will use electronic recording systems and communication aids where required to support pupils effectively. Safeguarding arrangements are strengthened through established quality assurance procedures, safeguarding forums and external audits. Leaders demonstrate clearly how they will work with external agencies to support pupils and keep them safe.

Behaviour and supervision of pupils

Leaders have established a suitable behaviour policy which reflects the needs of the pupils the school proposes to admit. Staff will receive training to help them understand and respond appropriately to pupils' social, emotional and mental health needs. Appropriate procedures are in place to support staff in managing behaviour effectively.

There are clear arrangements in place to ensure that pupils will be appropriately supervised throughout the school day. Small class sizes and appropriate staff-to-pupil ratios will support positive relationships between staff and pupils. Leaders intend to establish clear routines and expectations to support pupils' behaviour, engagement and personal development.

Anti-bullying

The proprietor has established a suitable anti-bullying policy and strategy. Leaders have clear procedures in place for identifying, recording and responding to incidents of bullying. Pupils will take part in activities, including Anti-Bullying Week, that promote respectful relationships and help them understand the impact of bullying.

Staff will receive appropriate guidance and training to support them in responding to bullying incidents. Leaders have established suitable arrangements to reduce the likelihood of bullying occurring and to promote a positive school culture.

Health and safety, fire and first aid

The proprietor has established suitable health and safety procedures. Appropriate policies and systems are in place to ensure that the premises are maintained to a high standard. Risk assessments have been completed for on-site and off-site activities, including visits to local leisure facilities.

The first-aid policy provides suitable guidance for staff. Appropriate first-aid equipment is available, and arrangements are in place to ensure that sufficient staff are appropriately trained. The proprietor has ensured that the premises comply with the Regulatory Reform (Fire Safety) Order 2005 and has commissioned external checks to support compliance.

Admissions and attendance

Leaders have suitable arrangements in place to maintain admissions and attendance registers. They demonstrate a secure understanding of the relevant statutory requirements and have appropriate systems in place to ensure records are maintained accurately.

Risk assessment

The proprietor has established a structured risk assessment policy. Risk assessments demonstrate that appropriate control measures have been identified and implemented. Leaders understand the importance of reviewing and updating risk assessments regularly.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

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

The recruitment checks made on staff, supply staff and the proprietor

The proprietor demonstrates a secure understanding of safer recruitment requirements. Appropriate arrangements are in place to ensure that all relevant pre-employment checks are completed before staff begin work at the school. The proprietor understands the different checks required for different staff roles and has established suitable procedures to ensure these are completed appropriately.

The proprietor does not intend to employ supply staff. However, leaders demonstrate a clear understanding of the checks that would be required should supply staff be employed in the future.

The single central record of these recruitment checks

Leaders have established a single central record and have already begun recording the required information. They demonstrate a secure understanding of the recruitment information that must be maintained and monitored. Appropriate arrangements are in place to ensure that recruitment checks are recorded accurately and reviewed regularly.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

The proprietor has ensured that suitable toilet and washing facilities are available throughout the premises, including accessible toilets. Running water is available and water temperatures do not present a scalding risk. Drinking water is readily accessible to pupils. Appropriate changing and shower facilities are available on site.

Medical room and accommodation for pupils' therapy needs

Leaders have established a suitable medical room for pupils who become unwell. It contains appropriate facilities to support pupils with short-term medical needs and provides convenient access to a toilet. A pillow and blanket are available to support pupils' comfort when required.

Ensuring the health, safety and welfare of pupils

The proprietor has ensured that the premises are maintained to a high standard. The accommodation provides sufficient space for the proposed number of pupils and includes classrooms, communal areas, office accommodation, kitchen facilities, a medical room and reception facilities. The building supports pupils' health, safety and welfare effectively.

Lighting and acoustic conditions

The proprietor has ensured that lighting throughout the building is suitable for teaching and learning. Acoustic conditions support the intended use of the

accommodation. External lighting enables pupils, staff and visitors to leave the premises safely during periods of reduced daylight.

Outdoor space

Leaders have ensured that pupils will have access to a secure outdoor area that is suitable for recreation and physical activity. Physical education will take place on site and may also include the use of local leisure facilities. Appropriate risk assessments are in place to support pupils' safety when attending off-site activities.

The outdoor provision has been designed to support pupils' wider development and well-being. Pupils will have opportunities to engage in sensory activities and outdoor learning. Dedicated areas will enable pupils to grow plants and develop an understanding of the natural environment through practical experiences.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 6. Provision of information

The proprietor has established a website for the proposed school. It contains the information required by the independent school standards, including contact details for both the school and the proprietor, together with a range of policies and procedures. The website is organised in a manner that will allow additional information, including inspection reports, to be published when required. Leaders have established suitable arrangements to report pupils' attainment, progress and emotional well-being to parents and carers. Planned arrangements include regular reports and opportunities for parents and carers to discuss their child's development with staff. In addition, parents and carers will receive individualised therapy reports to support their understanding of pupils' wider progress.

Leaders understand their responsibilities to contribute to annual reviews of pupils' EHC plans. Appropriate arrangements are in place to provide detailed information to local authorities and other professionals when required.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

Part 7. Manner in which complaints are handled

The proprietor has established a complaints policy that meets requirements. The policy sets out clear timescales and procedures for the management of complaints.

It includes an opportunity for concerns to be addressed informally before progressing to the formal stages of the complaints process.

Leaders have established suitable arrangements for recording and managing complaints. Appropriate procedures are in place to ensure that concerns will be considered fairly and responded to within the timescales outlined in the policy. The proprietor has identified a suitable independent person to participate in the complaints process should this be required.

The standards in this part are likely to be met if the DfE decides to register the provider as an independent school.

The school's accessibility plan

The proprietor has established a suitable accessibility plan for the proposed school. The plan identifies how pupils' access to the curriculum, information and premises will be adjusted where necessary. Appropriate arrangements are in place to ensure that reasonable adjustments can be made to meet pupils' needs.

The proposed school is likely to meet schedule 10 of the Equality Act 2010 if the DfE decides to register the provider as an independent school.

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OI) who have previously served as HMIs.

During the inspection, the inspector met with the chief executive officer, headteacher and other school leaders. The inspector reviewed a range of documentation, including policies, curriculum information, safeguarding records and the single central record.

The proposed school intends to provide full-time education for up to 30 pupils aged 5 to 19 years. The school intends to cater for pupils with SEND, including autism, speech language, communication needs and cognitive and learning as well as social, emotional and mental health needs. The proprietor expects that all pupils who attend this school will have an EHC plan.

The proposed school is located at Maple House, Cemetery Road, Salford, M5 5WG. The inspector toured the premises and considered the school's likely compliance with the independent school standards.

Lead inspector

Rebecca Sharples

His Majesty's Inspector

About this proposed school

Proprietor/Chair of the proprietor body	Bright Futures Care Ltd / Rachelle Russell
Headteacher	Reece Greenwood
Type of school	Other independent special school
Capacity	30
Number of full-time pupils of compulsory school age on roll	Provider's proposal: 30
Number of part-time pupils of compulsory school age on roll	Provider's proposal: 0
Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 30
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 30
Age range of pupils	Provider's proposal: 5 to 19
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 32.5
Total hours of teaching provided per week	Provider's proposal: 30
Number of full-time equivalent teaching staff	Provider's proposal: 26
Number of part-time teaching staff	Provider's proposal: 4
Annual fees for day pupils	£83 697 to £113 369
Email address	reece.greenwood@brightfuturescare.co.uk

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