

Newbury School

57 Newbury Road, Birmingham, West Midlands B19 2SW

Inspection dates

15 November 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2) and 2(2)(a)

- At the time of the previous inspection in November 2017, leaders had not ensured that a suitable written curriculum policy, with accompanying plans and schemes of work, were in place. Pupils were not able to participate in a broad range of subjects giving them suitable learning experiences.
- A written curriculum policy and associated schemes of work have now been developed, which take into account the different key stages that the school provides for. The policy incorporates a suitable range of subjects that give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Policies and schemes of work take into account pupils' needs and aptitudes and recognise that a flexible approach is required to planning to ensure that pupils' needs are suitably met. Schemes of work provide additional challenge for pupils who are working at higher academic levels, including GCSEs.
- Leaders have given suitable thought to the curriculum since the last inspection. Pupils now have bespoke timetables and participate in a wide range of subjects, such as food technology, modern foreign languages and humanities. Leaders have arranged additional off-site learning activities, fully supervised by school staff, which provide additional enrichment activities. Pupils talked positively with inspectors about the additional learning activities they now have, including social enterprise projects, which engage them in their learning.
- These standards are now met.

Paragraphs 2(2)(d) and 2(2)(d)(i)

- At the time of the last inspection, personal, social, health and economic (PSHE) education was not meeting pupils' needs.
- The school's PSHE policy and associated schemes of work are now suited to pupils' ages and learning needs. They incorporate skills and qualities that can be used in the workplace. Activities are based on pupils' prior knowledge and are linked to problem-

solving scenarios, such as choosing somewhere to live, or what to do if you lose your phone.

- Pupils are supported through the schemes to learn about how to keep themselves safe online. Themes include peer-on-peer abuse, child sexual exploitation, anti-bullying and drug misuse.
- The breakfast club provides a positive start to the day for pupils, enabling them to take on responsibilities for food preparation and service. Pupils told inspectors that they enjoy this responsibility.
- Staff further adapt the PSHE curriculum to ensure that it meets pupils' individual needs. Recent support for pupils based on their healthcare and fitness needs has had a positive impact on pupils' outcomes.
- These standards are now met.

Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- At the time of the previous inspection, pupils were not provided with any impartial careers advice and guidance.
- Leaders have ensured that pupils now have regular careers interviews provided by an external source. Leaders have also facilitated visits to the school from local community members, including retired footballers, who have talked to the pupils about how they have developed their careers after retiring from the sport. Pupils value this support and advice they receive and are now better able to articulate their next steps in employment, education or training.
- A small number of pupils are now participating in work experience activities, suited to their needs and interests, and can see how these experiences may provide future employment routes.
- These standards are now met.

Paragraphs 2(2)(h), 2(2)(i), 3(a), 3(c), 3(d), 3(g) and 4

- At the time of the last inspection, leaders had not ensured that the school's assessment policy was implemented with any consistency. The progress that pupils were making was not being recorded, which led to pupils repeating work, thereby hindering their progress.
- Leaders have ensured that there is now a clear framework for assessment. Teachers' planning takes into account pupils' baseline assessments. Pupils' progress is reviewed formally on a half-termly basis. The school's assessment information shows that pupils are making progress from their starting points.
- Pupils are now more engaged in their learning for the duration of the lesson and are well supported by adults. Relationships between staff and pupils are strong and teachers make sure that learning activities are purposeful and matched to pupils' abilities. Teachers use questioning and prompting well to develop pupils' knowledge further. Activities ensure that pupils are being prepared well for life in British society.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1)(c)

- At the time of the previous inspection, both the designated safeguarding lead and other staff had not received any safeguarding training appropriate to their roles. Concerns were not recorded adequately. Pupils were not being taught how to keep themselves safe sufficiently well.
- Leaders have taken swift action to address the safeguarding concerns. Pupils are safe in school and told inspectors that they feel safe.
- The designated safeguarding lead (DSL) has now completed training commensurate with his role as well as additional training relevant to the local community. Two recently appointed senior leaders are about to complete enhanced safeguarding training in order to support the DSL in his role. All members of staff have now completed level 1 safeguarding training and in addition have completed training in child sexual exploitation, female genital mutilation and the 'Prevent' duty. Staff now have a good knowledge of all aspects of safeguarding and are clear about the procedures for reporting any concerns about a child's welfare.
- Leaders have reviewed the use of information and communication technology to ensure that pupils are not accessing inappropriate materials. The high levels of supervision pupils receive have also reduced this risk further.
- The school's safeguarding policy has been reviewed recently and incorporates the most recent guidance issued by the Secretary of State. The policy is available as a paper copy to parents and carers on request.
- These standards are now met.

Paragraphs 3(h), 9 and 9(b)

- At the time of the last inspection, pupils' behaviour was poor. Leaders and staff were not implementing the behaviour policy with any consistency, which had a negative impact on pupils' attitudes to learning and their learning experiences.
- Leaders have now introduced a new system for behaviour management that is well understood by staff and pupils. The school environment is much calmer. Lessons now start on time and pupils remain in their lessons for the expected time. Pupils told inspectors that they enjoy earning points in lessons and around the school for positive attitudes, good manners, completing work and staying in lessons, for example.
- Staff have received additional training in managing behaviour and told inspectors that because of this training in de-escalation of inappropriate behaviour, they can pre-empt situations and help to avoid potential incidents. The strong relationships between staff and pupils are evident and are clearly based on trust and respect.
- These standards are now met.

Paragraphs 11, 12, 13 and 25

- At the time of the previous inspection, leaders had not ensured that the risks to the pupils from external visitors, due to the school's location in a community centre, had been addressed. Fire safety procedures were not effective and checks on water safety had not been carried out. Some fire exits in the school were obstructed by debris.

- Pupils now engage in off-site activities when one specific community group uses the building. At all other times, the school cannot be accessed unknowingly by community users because doors are secured.
- Leaders have ensured that the building is maintained to an acceptable standard to ensure pupils' health, safety and welfare. All fire exits are free from obstructions, enabling exit in the event of a fire or other emergency.
- Leaders have drawn up a suitable health and safety policy and have assured that all aspects of health and safety are compliant. Fire risk assessments and associated checks have been carried out recently, including checks on water safety, fire alarms and fire extinguishers.
- The school's first-aid policy is up to date and is implemented effectively. Staff are suitably trained to manage first aid.
- These standards are now met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)(c)

- At the time of the previous inspection, suitable shower and changing facilities were not available for pupils when participating in physical education.
- Pupils now access the local community swimming pool and gym facilities adjacent to the school. The facilities are used only when they are closed to the public, and the school's risk assessment reflects that this has been taken into account.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the time of the last inspection, the headteacher had been in post for a matter of weeks. Prior to that time, leaders had not had sufficient regard for all of the independent school standards, and as a result several were not met.
- The headteacher and proprietors have worked at pace since the last inspection. Staffing has been transformed and nearly all the staff who were employed at the time of the last inspection are no longer at the school. Leaders have created a clear staffing structure, including the appointment of additional senior leaders, and the school is much more stable.
- There has been a cultural shift in the school, and the headteacher has been instrumental in driving this change, in the interests of the pupils. The strong ethos of respect is palpable. Pupils are polite and demonstrate good manners. The shift in the way behaviour is managed has had a positive impact on the way pupils conduct themselves. Pupils told the story to inspectors about the positive changes to the school – the improved curriculum and options available to them, and the way behaviour is managed for the better. 'We don't need to run around anymore', and, 'I love work – I want to get my qualifications now so that I can get a job', were typical of the sense of purpose pupils demonstrated.
- Staff told inspectors that they 'love working at the school' as a 'cohesive team'. They value the positive relationships that leaders are building with the local community

because they help pupils to engage positively with community stakeholders such as the police community support officer.

- The proprietor and the director are fully committed to driving further improvements in the school because they want to make a difference to this group of pupils who have previously had less than positive experiences of education. The proprietor and director are in the process of establishing a board of governors to add additional leadership capacity and oversight. Members of the board have been sought, and include stakeholders from the local area, and a parent representative. A chair of governors has been identified.
- The headteacher has amended the action plan, which was previously judged to be unacceptable. Further actions are now monitored and evaluated, and this information is shared with the proprietor. The revised action plan has contributed to ensuring that the standards are now met.
- These standards are now met.

The school's application to make a material change to its registration

The school has applied to extend its age range to include 19-year-old students. The school is also planning to move to new facilities in January 2019. The new premises are located at Cuckoo Wharf, Lichfield Road, Birmingham B6 7SS.

- Leaders have ensured that schemes of work and associated activities will enable older students to follow an individualised curriculum pathway, appropriate to their needs and age.
- Leaders are preparing to move from their current premises to a new, improved facility. The proposed new school building refurbishment is on track for completion by the end of November 2018. Leaders plan to open the new site from January 2019. The new building's layout has been thoughtfully designed and is on a secure site. The building includes additional teaching areas, a sports hall and a separate dining area, all newly decorated. Changing accommodation, showers and a medical facility are in place. Most health and safety checks have already been carried out and a fire risk assessment will be taking place by the end of November 2018.
- Leaders have ensured that all of the independent school standards relating to the age-range extension and the change in premises are likely to be met if the proposed material change is approved and implemented.

School details

Unique reference number	143174
DfE registration number	330/6031
Inspection number	10055386

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of the school's provision in relation to the material change that the school has applied to make 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	Other independent school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of students in the sixth form	Mixed
Number of pupils on the school roll	9
Of which, number on roll in sixth form	3
Number of part-time pupils	0
Proprietor	Robin Smith
Chair	Pauline Young
Headteacher	Gary Belcher
Annual fees (day pupils)	£25,500 to £49,920
Telephone number	0121 794 4039
Email address	enquiries@newburyschool.co.uk
Date of previous standard inspection	21–23 November 2017

Information about this school

- Newbury School is an independent day school for pupils who cannot access mainstream provision. The school opened in October 2016.
- Many of the pupils have experienced disruption to their education prior to arriving at Newbury School.
- Local authorities in the local area commission places at the school.
- The school is currently situated in Newtown, and based in a community centre there. Subject to approval from the Department for Education, the school proposes to move to new premises in January 2019.

Information about this inspection

- This unannounced inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection in November 2017. In addition, Ofsted was commissioned to consider a material change to increase the age range of the pupils the school admits, and to check whether the proposed new premises are suitable.
- This was the first progress monitoring inspection since the school's first full standard inspection in November 2017.
- Following the standard inspection, the Department for Education required the school to prepare an action plan. The plan was rejected in April 2018.
- The inspectors met with the proprietor, the director, the headteacher and the deputy headteacher. The lead inspector had a telephone conversation with the chair of the governing body. The team inspector met with a group of school staff to discuss the changes to the school since the last inspection.
- Inspectors reviewed a range of the school's documentation relating to teaching and learning, assessment and safeguarding. They observed pupils in lessons, and spoke to pupils informally during the school day, including at the breakfast club and at lunchtime.
- The lead inspector visited the school's proposed new site and building, accompanied by the headteacher.

Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

Mary Maybank

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following requirements of the independent school standards.

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2), is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

- 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
- 9(b) the policy is implemented effectively.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018