

Arc School Napton

c/o Kedleston Group Limited, Office Suite No.1, Ansell Gardens, Harmondsworth, Middlesex UB7 0AE

Inspection dates

31 January 2017

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii)

The school continues to provide full-time supervised education of the necessary standard because:

- The current schemes of work and the curriculum plan show breadth and balance.
- All the pupils who join the school will have an education, health and care plan and the school has a good record of implementing these plans.
- Fundamental British values are embedded in the curriculum.
- Pupils show tolerance and understanding for those with different beliefs to their own.

These standards are likely to continue to be met if the material change is implemented.

Paragraphs 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i)(ii), 2(2)(h), 2(2)(i) 3, 3(a), 3(b)

- Pupils learn to improve their speaking, listening, literacy and numeracy skills.
- There are many opportunities for them to learn together and to have discussions, to learn science, physical education, technology and the creative arts.
- There are computers for the pupils which are used in every classroom as well as good resources to support learning.
- Personal and social education is given good attention throughout the school, as was reported in the previous full inspection in June 2015.
- Teachers know how to help pupils to develop their confidence in social skills.
- Class representatives work together on the school council.
- Pupils learn about British society from visits and visitors and during assemblies.
- Pupils make good progress from their starting points.

- As pupils develop confidence in themselves and settle into the school they begin to make progress in their lessons.
- The teachers encourage pupils to make appropriate choices and support them to develop their self-esteem.
- Those pupils who read to the inspector said that they really enjoy reading.
- Pupils have individual education, health and care plans that support progress both in social skills and classroom lessons.

These standards are likely to continue to be met if the material change is implemented.

Paragraph 3(c), 3(d), 3(e), 3(f)

Teaching in the school remains good, as in the previous inspection:

- When parents visit the school, educational plans are made together with the teachers.
- Educational, personal and social targets are reviewed and evaluated regularly.
- The school works with a wide range of outside agencies including speech therapy services, educational psychology services in local authorities and specialists in autism.
- Teachers understand how to work with pupils who have emotional and behavioural difficulties and know how to teach their subjects in small steps.
- There are computer whiteboards and computers in every classroom that are used well and a wide variety of resources for pupils to work with.

These standards are likely to continue to be met if the material change is implemented.

Paragraph 3(g), 3(h), 3(i), 3(j)

The school's systems for assessment are good. Behaviour is managed well and pupils are taught to appreciate fundamental British values such as the rule of law:

- Teachers know what pupils should learn in each year group and plan assessments to find out how much they have learned, so that they know what the pupils should do next.
- They know what pupils should learn in Year 1 and Year 2 and have made plans for teaching and assessment.
- Pupils use their personal 'success and safety' diaries to monitor their own successes in learning and in managing their own behaviour.
- These diaries will be adapted for use by the younger pupils.
- Regular rewards are given for hard work and good behaviour both in the classroom and in assembly.
- In discussion with the inspector, pupils in Year 5 and Year 6 showed that they know that everyone should be treated equally. One boy said, 'All people are allowed in this

country. They are not judged by race or skin colour.' Another said, 'you can't judge gay people.'

- Teachers help the pupils to know how to improve their work. One boy said, 'The teachers tell us how to put more adverbs in our writing. Sometimes they talk to us about it and sometimes they write it in our books.'
- The school's assessment and tracking system enables teachers to find out which children are making progress and those who need further support.

With the proposed material change these standards are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)

The school provides well for pupils' spiritual, moral, social and cultural development.

- Pupils have enjoyed a variety of visits and visitors that have made them aware of British institutions. They have also learned to vote for changes that they suggest for life in the school. The school council enjoyed making a difference by discussing suggestions that pupils put into a suggestion box.
- Pupils' awareness of different beliefs and cultures was enhanced by a visit to a church in the locality to learn about how the church supports the community. Those pupils also had lessons about Hinduism.
- Pupils learn to care for the local environment through regular visits to the forest school.
- The school has helped pupils understand that their own differences are recognised and are respected.
- The very strong school ethos that encourages reflection on feelings and attitudes to others has strengthened pupils' knowledge of right and wrong as well as how to communicate with others.
- Personal and social education is a strength of the school.
- Year 5 and Year 6 pupils were clear that it is wrong to discriminate against people of a different race or colour or people who are gay. They know that this country does not allow that.
- Plans for the younger pupils who may join the school include an equal focus on British values.

With the proposed material change these standards are likely to be met.

Paragraph 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

Pupils learn to pay attention to the views of others in collaborative group work and in

discussions about political issues. The school's ethos emphasises respect for the views of others:

- No partisan views are evident in and around the school.

With the proposed material change these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

A strong culture of safeguarding exists both within the school and the Kedleston Group:

- There is a comprehensive safeguarding policy displayed on the website that is renewed yearly and all staff know how to safeguard their pupils.
- Action taken to safeguard pupils is rigorous and well documented.
- A debriefing at the end of every day enables staff to put forward any concerns they may have about pupils' safety.
- The school reacts promptly and decisively to safeguard pupils in their care.
- The safeguarding and governance lead person for the Kedleston Group strongly supports the school. She is always available should the school have concerns, resulting in continual strong development of expertise within the school.
- Leaders have close working relationships with local authority safeguarding personnel.
- Case studies show that the school is prepared to challenge the local authority where opinions differ, resulting in greatly improved outcomes for pupils concerned.

With the proposed material change these standards are likely to be met.

Paragraphs 11, 12 and 14

The previous inspection report found all these standards were met:

- There is a comprehensive health and safety policy and fire safety precautions are strong.
- Each pupil has a personal risk assessment that leads to a behaviour plan.
- All pupils are very well supervised from the moment they arrive in school to the time that they leave.
- There is closed-circuit television (CCTV) in classrooms, corridors, offices and external areas.
- When needed, pupils are supervised with two adults to one pupil.

With the proposed material change these standards are likely to be met.

Paragraph 16, 16(a), 16(b)

There is a comprehensive risk assessment policy. The school takes care to assess all possible risks:

- Staff complete three levels of risk assessment for any outdoor visit, the level depending on where the visit is to be.
- Rigorous risk assessments are kept regarding the school premises.
- Leaders have created risk assessments about the possible relationship of the children in the proposed new age group with the older pupils, as well as about the premises which will be used.
- Daily debriefing ensures that risks and pupils' welfare needs are identified and action taken.

With the proposed material change these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

The previous inspection report found all these standards were met:

- There are suitable toilet and washing facilities to cater for adults and pupils, including those who are disabled.
- There is a shower facility in one of the new buildings.

With the proposed material change these standards are likely to be met.

Paragraph 24(1)(a), 24(1)(b), 24(1)(c)

The previous inspection report found all these standards were met:

- There is a dedicated medical room that includes a wash basin and is near toilets in the main building. Within the room there is a pull-down bed.
- Pupils using this room are always supervised by an adult and the facilities are suitable for the needs of pupils in this school.

With the proposed material change these standards are likely to be met.

Paragraphs 25, 26, 27(a), 27(b)

- The school's buildings and grounds are well maintained, tidy and secure. Teaching areas are fit for purpose and pupils are able to be taught in small groups, with a maximum class size of six pupils.
- All internal and external areas are well lit and all the lights that were checked were found to be in working order. Arrangements for access to the site are well organised in order to ensure everyone's safety.

With the proposed material change these standards are likely to be met.

Paragraph 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Pupils have access to drinking water throughout the day. Where water is not suitable for drinking, this is clearly marked by a label behind the tap. Drinking water is available in classrooms and in the dining hall.
- The temperature of hot water from the taps was checked and, in all but one case, was found to be suitable. In one of the outside toilets, accessible from the playground, the water temperature was found to be too hot and posed a risk of scalding. This was attended to there and then. The Kedleston Group's health and safety officer attended and a plumber was called to fit a regulator to the tap.

With the proposed material change these standards are likely to be met.

Paragraph 29(1), 29(1)(a), 29(1)(b), 29(2)

The school provides suitable outdoor space because:

- There is a hard playground area that is equipped with a low-level climbing wall and provides sufficient space to play games or take part in physical education.
- The school has recently added some additional log cabin type accommodation and carried out some landscaping. The newly landscaped areas provide garden space and a safe area for outdoor learning activities, recreation and play. In addition, the school makes use of some local facilities, such as the village hall and pupils visit a local farm where a forest school area has been created.

With the proposed material change these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

The school is well led and managed and the plans in place for the proposed material change are well thought out and appropriate:

- The headteacher intends to employ two new teachers who will have suitable seniority to take responsibility for the new age range. In addition, the school will recruit four additional support staff. Currently, pupils are taught in classes that do not exceed six pupils. The proposed staffing structure, following the proposed material change, will enable this maximum class size to be maintained.
- Leaders are committed to the welfare and progress of all pupils in the school. They have created a caring and hard-working team where collaborative working enables the best environment for their pupils
- Governors from the Kedleston Group strongly support the leadership of Arc Napton.

These standards are likely to continue to be met if the proposed material change is implemented.

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 that are relevant to the material change.

School Details

Unique reference number	141007
DfE registration number	937/6011
Inspection number	10026729

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	Independent school
School status	Independent special school
Proprietor	Kedleston Group Ltd
Chair	Paul Brosnan
Headteacher	Adrian Gyles
Annual fees (day pupils)	£50,160 to £55,875
Telephone number	01926 817547
Website	www.arcschoolnapton.co.uk
Email address	napton@arcschool.co.uk
Date of previous standard inspection	3–5 June 2015

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 11	5 to- 11	5 to 11
Number of pupils on the school roll	19	35	35

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	19	35
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	19	35
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	19	35
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	19	35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	7
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	8	12

Information about this school

- The Arc School (Napton) is located in the village of Napton-on-the-Hill, near Southam, Warwickshire. It was formerly an annex of The Arc School (Church End). It registered as a separate independent day special school for pupils aged eight to 11 years with behavioural, emotional and social difficulties in June 2014.
- The school's last inspection was in June 2015 when it was judged to be good.
- All pupils have a statement of special educational needs or an education, health and care plan. Nearly all have histories of severely challenging behaviour, poor attendance and a range of additional needs, such as autistic spectrum disorder, speech, language and communication needs, or attention deficit disorder.
- Pupils represent a variety of ethnicities.
- Pupils are taught in mixed-aged classes. Pupils in Years 3 and 4 are educated in a separate area of the school from those in Years 5 and 6.
- The school does not use alternative provision, although it uses external facilities in the locality, such as the local sports and leisure centre, a primary school for dance, a farm and a riding school.
- The school is owned by Kedleston Schools Limited, which owns eight other similar schools throughout the country. The company employs heads of departments for different aspects of the school's work, such as health and safety, safeguarding and education. They employ a 'cultural curator' to help plan and organise a range of cultural experiences, as well as an educational psychologist and therapists to support the school's work.
- The governing body includes representatives of the proprietor and company employees.

Information about this inspection

- The inspector visited five classrooms jointly with the headteacher to observe the impact of teaching on pupils' learning.
- The inspector heard a few pupils read and looked at samples of pupils' work in every year group. She also looked at a range of individual case studies.
- The inspector held meetings with the proprietor, the headteacher and one other senior leader.
- The inspector checked that all the required information, including a compliant safeguarding policy, for parents, carers and others was available on the school's website.
- The inspector had a discussion with three pupils.
- The activities carried out to check the school's compliance with the independent school standards included the scrutiny of a range of school documents and their effective implementation. These included safeguarding policies, the health and safety policy and risk assessments and records of pupils' progress over time.
- One of Her Majesty's Inspectors returned to the school on 9 March 2017 to gather additional evidence about the school's premises.

Inspection team

Mary Maybank, lead inspector	Ofsted Inspector
Martin Pye	Her Majesty's Inspector

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