

Copperfield School

22 Euston Road, Great Yarmouth, Norfolk NR30 1DX

Inspection dates

9 May 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(c), 3(d)

- At the standard inspection in October 2016, the independent school standard for the quality of teaching at the school was not met because:
 - pupils made expected, rather than good progress
 - assessments were not sufficiently detailed or extensive enough to show how well pupils achieved in a range of subjects.
- In the action plan the proprietor undertook to:
 - set up a file for each pupil for each subject to ensure consistency in checking what pupils can do
 - work with an adviser from Norfolk County Council to check the effectiveness of assessments and tracking
 - amend the tracking system so that information is easily collated and used effectively by staff
 - revise lesson planning to take account of information about pupils' prior learning.
- The quality of learning and assessment across the school since the inspection in October 2016, as seen through lesson observations and pupils' work, has recently started to improve. A new timetable was introduced in April 2017 and daily tracking of pupils' progress has become more systematic.
- The headteacher has recently worked with Norfolk County Council to develop the new approach to the school's timetable. Lessons are now shorter but more frequent. While retaining an emphasis on English and mathematics, the new arrangements mean that pupils are regularly taught a range of subjects, including history, geography and science.
- Changes in the school's timetable have allowed the school to adjust the size and composition of teaching groups. At this early stage of introducing the revised timetable and curriculum, pupils and staff say that learning is more focused. Over a similar period of time, the school's behaviour records show a decrease in the number of reported incidents of inappropriate behaviour during lessons.
- In the lessons taught by the headteacher, information about each pupil's progress is

used appropriately to identify gaps in learning. This informs the planning for the next lessons.

- Checking pupils' progress English and mathematics is not sufficiently developed.
- From April 2017, teachers have completed daily feedback sheets to say what progress each pupil has made towards meeting their individual targets for the week. All pupils review progress at the end of the week with a mentor before agreeing new targets for the week ahead. A few pupils are starting to take responsibility for commenting on the progress they have made.
- Most comments on pupil-feedback records refer to attitudes to learning. Pupils understand that there is a direct link between their approach to learning and the school's reward system. They value receiving recognition of their efforts.
- It is too early to judge the whether the new approach to checking pupils' progress is making a difference. At this early stage, pupils and teachers say that pupils are more focused throughout lessons and that they are learning better. There is currently not enough information available to judge whether this approach is making a difference to outcomes for pupils.
- The school's information about pupils' progress in English and mathematics for this academic year is incomplete and not available for all pupils. The information that is available shows that pupils do not make enough progress from their individual starting points. In English, where information is available, records show that 40% of pupils have made progress in their learning, and in mathematics, 30%.
- School leaders have not ensured that the independent school standard is met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- At the inspection in October 2016, the arrangements to safeguard pupils were ineffective because:
 - senior staff and governors did not know enough about the statutory guidance for keeping children safe
 - staff were not informed sufficiently about their responsibilities to protect pupils
 - not all of the pre-employment checks for staff were carried out or recorded, including the checks for prohibition from teaching.
- In the school's action plan, the proprietor undertook to:
 - review current legislation and guidance to identify gaps in the school's practice
 - establish and implement a safeguarding policy that is separate to the general policy for the trust, and a safer recruitment policy to accurately reflect the recruitment checks and arrangements of the school
 - update staff on current requirements and responsibilities for safeguarding pupils
 - work with the trust's human resources team to establish effective induction for new staff.
- Following the inspection in October 2016, the trust, the school leaders and the governing

body took swift action to ensure that pupils in the school were safe.

- Norfolk County Council completed a safeguarding audit of the school. Senior leaders have updated safeguarding policies, procedures and protocols in line with recommendations from the audit.
- Pre-employment checks are rigorous and all staff receive training about keeping pupils safe, before they start working in the school. Additional safeguarding training takes place throughout the year and the school keeps detailed training records for each teacher.
- Staying safe has a high profile in the school among pupils. Pupils know how to stay safe online and they know who they can talk to if they have a concern. Information about e-safety is helpfully displayed in classrooms.
- Safeguarding pupils is a standing item on agendas for daily staff meetings and teachers at the school know what to report, who to report to and when to make their reports.
- The school has introduced an electronic system for logging safeguarding concerns, which means that the designated safeguarding leads receive immediate alerts, and respond to concerns quickly.
- The governing body takes its safeguarding responsibilities seriously and have the information they need to check on pupils' safety. The chair of governors has specific responsibility for safeguarding matters and the headteacher reports on safeguarding at the monthly governing body meetings.
- School leaders have ensured that the independent school standard is now met.

Paragraph 10

- This standard was not met at the inspection in October 2016 because the anti-bullying policy was not comprehensive enough to provide clear guidelines and procedures to staff.
- In the school's action plan, the proprietor undertook to:
 - review the policies for anti-bullying and e-safety
 - deliver training to staff about anti-bullying
 - join the Anti-Bullying Alliance.
- The school has reviewed and updated its anti-bullying policy. This new policy is written in line with best practice guidance from the Anti-Bullying Alliance and is based on the context of Copperfield School, partly because pupils helped to write the guidelines. The policy includes helpful information for parents about how to recognise if a child has been bullied and how to work in partnership with the school to resolve concerns.
- All staff have received the school's anti-bullying policy and received training about how to identify and deal with bullying.
- The anti-bullying and e-safety policies are published on the school's website.
- Pupils understand how to stay safe online because they have access to good information on display throughout the school and in lessons.
- School leaders have ensured that the independent school standard is now met.

Paragraphs 11, 15

- The standard for the admissions and attendance registers was not met at the inspection in October 2016 because the admissions register did not include all of the required information.
- In the school's action plan, the proprietor undertook to:
 - use current guidance to check what needs to be included in the admissions register
 - update the admissions register with the information already available within pupils' referral documents
 - establish and implement an admissions and registration policy
 - establish a procedure for auditing the admissions register to check the accuracy of the contents.
- The school updated and published an Admissions and Referral Policy in December 2016.
- School leaders have ensured that the admissions register is kept up to date at all times by allocating regular administration time. The chair of governors does a monthly audit of the admissions register and ensures that it is accurate.
- The admissions register includes required information about pupils who are currently on roll and information about pupils who have left the school.
- The independent school standard for ensuring pupils' health and safety was not met because the arrangements for safeguarding pupils were ineffective, the anti-bullying policy was not implemented effectively and the admissions register did not include all of the relevant information.
- School leaders have ensured that the independent school standards are now met.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(a)(viii)

- These standards were not met at the inspection in October 2016 because not all of the pre-employment checks for staff were carried out or recorded, including the prohibition from teaching.
- In the school's action plan, the proprietor undertook to:
 - audit the single central register to make sure that all of the required information is included
 - allocate responsibilities for auditing the single central register and make sure that those responsible read and fully understand the relevant guidance
 - register with the government update service
 - carry out additional training for safeguarding pupils and child protection, establish and implement a safeguarding policy that is separate to the general policy for the trust and a safer recruitment policy, to accurately reflect the recruitment checks and arrangements of the school.
- Norfolk County Council carried out an audit of the school's single central record as part of a wider safeguarding audit. The school has acted on all recommendations from the audit.

- The school has allocated administrative responsibility for maintaining the single central register to one of the school's designated safeguarding leads. Information is kept up to date at all times and the administrator receives good support from the human resources department of the Benjamin Foundation. The register is audited monthly by the chair of governors.
- The trust has supported the school's appointment of new staff by carrying out pre-employment checks and providing generic induction training.
- The headteacher and chair of governors have attended safer recruitment training.
- The school has a Safer Recruitment Policy in place.
- School leaders have ensured that these independent school standards are now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(h), 32(2), 32(2)(a), 32(2)(c), 32(3), 32(3)(a), 32(3)(d), 32(3)(e), 32(3)(f)

- The standard were not met at the inspection in October 2016 because:
 - information was not available to parents, prospective parents and others about the school's address; the name and address of the chair of the governing body; policies and strategies for misbehaviour, exclusions, anti-bullying, behaviour, health and safety and first aid; details of academic performance in the preceding year; the number of complaints registered under the formal complaints procedures during the preceding year
 - local authorities were not provided with an annual account of income received and expenditure incurred in respect of each pupil funded by them.
- In the school's action plan, the proprietor undertook to:
 - make sure that the required information was available, including publishing the information on the school's website
 - provide local authorities with the required financial information from January 2017.
- The school's website now includes all contact information and policies that are required to be available to parents and others.
- The school had no results of academic performance to report for 2015/16 and this is explained on the website.
- The school has received no formal complaints in the past year. This information is included in the published Complaints Policy.
- The school has provided the local authority with the required information about income and expenditure for all pupils at the school.
- School leaders have ensured that the independent school standard is now met.

Part 8. Quality of leadership in and management of schools

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

- This standard was not met at the inspection in October 2016 because:
 - not all of the independent school standards were met

- arrangements to safeguard pupils were not effective
- governors did not play a full part in school improvement and did not hold senior staff to account for pupils' well-being or outcomes
- governors did not have sufficient knowledge about what it takes to meet the independent school standards.
- In the school's action plan, the proprietor undertook to:
 - make sure that the roles and responsibilities of staff were revised and clearly identified in an organisation chart
 - prioritise revising policies and procedures for keeping pupils safe.
- The action plan sets a suitable tone for school improvement, focusing on safeguarding pupils, raising pupils attainment, improving the quality of teaching and understanding the requirements of the independent school standards.
- The action plan includes the support, advice and scrutiny from external professions, including officers from the local authority.
- In addition to addressing the standards not met in October 2016, the plan includes other pertinent actions, which indicates the school's determination and capacity to improve the school's provision and performance, including:
 - sanctions for when pupils smoke on or around the site
 - risk assessment for the premises
 - post-16 opportunities, such as work experience at the school, as part of transition to further education.
- A governing body for the school was established in November 2016. Governors are knowledgeable and well informed about their responsibilities. They understand the strengths and weaknesses of the school, including in leadership and management.
- Governors support the headteacher through their regular presence in the school and this has helped them to develop an accurate view of priorities.
- Governors now hold the headteacher to account. From March 2017, governors have required monthly reports from the headteacher about the academic progress of pupils.
- School leaders have engaged with support from Norfolk County Council and other providers. This support has led to the introduction of effective systems for ensuring the safeguarding of pupils in the school.
- The headteacher sets a strong example of good practice in her own planning and assessment practices.
- The school's staffing complement has insufficient experience to improve the quality of teaching to meet the needs of the pupils, or to ensure that pupils are making progress, particularly in English and mathematics. The pupils are therefore at a disadvantage for the next stage in their education.
- The school is using additional premises as an alternative to educating pupils in the main school building. The proprietor has not applied for a material change to do this. The proprietor is mindful that they must resolve this matter with the Department for Education (DfE) as soon as possible.
- School leaders have not ensured that the independent school standard is met.

Compliance with regulatory requirements

The school does not meet 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 does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

- The proprietor must ensure that the teaching at the school:
 - 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
 - involves well planned lessons and effective teaching methods, activities and management of class time
 - 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 (paragraph 3, 3(a), 3(c), 3(d)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

The school now meets the following independent school standards

- The proprietor must ensure that:
 - arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - such arrangements have regard to any guidance issues by the Secretary of State (paragraph 7, 7(a), 7(b)).
- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- The proprietor must ensure that relevant health and safety laws are complied with by drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor ensures that:

- no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act
- no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 143 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2), 18(2)(a), 18(2)(b)).
- The proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question:
 - in relation to each member of staff ('S') appointed on or after 1 May 2007, whether a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction
 - including the date on which each such check was completed or the certificate obtained (paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(a)(viii)).
- The proprietor must ensure that:
 - the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
 - the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
 - where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State
 - the school's address and telephone number and the name of the head teacher
 - where there is a governing body, the name and address for correspondence of its Chair
 - particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions
 - particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
 - particulars of the school's academic performance during the preceding school year, including the results of any public examinations
 - details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(h), 32(2), 32(2)(a), 32(2)(c), 32(3), 32(3)(a), 32(3)(d), 32(3)(e), 32(3)(f)).

School Details

Unique reference number	138779
DfE registration number	926/6006
Inspection number	10034037

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.

Type of school	Other independent special school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	10
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	The Benjamin Foundation
Chair	Kirsty Pitcher
Headteacher	Sally Alden
Annual fees (day pupils)	£31,198
Telephone number	01493 849499
Website	www.benjaminfoundation.co.uk/copperfield-school
Email address	sally.alden@benjaminfoundation.co.uk
Date of previous standard inspection	4–6 October 2016

Information about this school

- This school was opened in September 2012.
- The school occupies the basement and first floor of a three-storey building.
- The school is registered with the DfE to admit 12 boys and girls. Currently, all pupils are boys. All pupils have education, health and care plans for their social, emotional and

mental health needs. All are funded by Norfolk local authority.

- The headteacher, a group of senior managers and trustees of The Benjamin Foundation are responsible for the governance of the school.

Information about this inspection

- This 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.
- This was the first progress monitoring inspection since the school's standard inspection in October 2016, when overall effectiveness was judged as inadequate and five of the independent school standards were judged as not met.
- Following the inspection which took place in October 2016, the proprietor submitted an action plan to the DfE, on 11 January 2017. The action plan was evaluated prior to this first progress monitoring inspection and was judged as acceptable.
- The inspection was unannounced.
- The inspector observed English and mathematics lessons and scrutinised pupils' work together with the headteacher. Planning documents for the teaching of all aspects of the curriculum were scrutinised.
- The inspector spoke with pupils about their work.
- The inspector met formally with the headteacher about curriculum development, how the school monitors the progress of pupils, and the strategic leadership and management of the school.
- The inspector scrutinised the school's assessment information.
- The inspector met with the chair of governors and scrutinised minutes of governing body meetings.
- The inspector met with all staff in the school.
- The inspector scrutinised the school's documents and practices relating to safeguarding pupils, including the minutes of meetings and the school's website.

Inspection team

Jenny Carpenter, lead inspector

Ofsted Inspector

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