

Newbury School

57 Newbury Road, Birmingham, West Midlands B19 2SW

Inspection dates

21–23 November 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that all of the independent school standards are met. In some cases, the unmet standards directly affect the health, safety and welfare of the pupils.
- The school does not comply with the Regulatory Reform (Fire Safety) Order 2005. Regular testing of alarms, required checks on fire equipment and emergency lighting have not been carried out.
- The curriculum does not meet requirements. Pupils do not have access to a wide range of subjects and impartial careers advice.
- Personal development, behaviour and welfare are inadequate. Staff do not implement the behaviour policy consistently. As a result, expectations of pupils are unclear.
- Safeguarding is ineffective. Due to changes in leadership, procedures for the safeguarding of children have not been established. Staff do not have appropriate current training.
- Teaching, learning and assessment is inadequate. Teachers do not take into account information from previous schools. Teaching is poorly planned and does not meet the needs of all pupils.
- Outcomes for pupils are inadequate. Due to changes in leadership, systems for recording pupil's achievements have not been established. Pupils' work shows little progress from their starting points.

The school has the following strengths

- The newly appointed headteacher has an accurate understanding of actions the school needs to take to improve.
- The headteacher has a good understanding of the pupils and the community and engages well with parents, stakeholders and other professionals.
- Pupils attend well. Their attendance shows an improvement from previous placements.
- The school has engaged well with external organisations to develop wider opportunities for pupils.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that the independent school standards are consistently met
 - ensuring compliance with the Regulatory Reform (Fire Safety) Order 2005
 - ensuring that staff receive training in safeguarding that is appropriate to their role and enables them to fulfil their safeguarding duties
 - implementing effective monitoring of teaching and learning linked to staff training and development, so that teachers become more effective
 - developing the curriculum to ensure that it meets requirements by ensuring that pupils have access to human and social education and impartial careers guidance that enables pupils to fulfil their potential.
- Improve pupils' outcomes, by:
 - ensuring that teachers take into account information from previous schools to plan appropriate lessons that develop pupils' skills, knowledge and understanding
 - ensuring that teachers' feedback helps pupils to make progress
 - developing and implementing a system for the recording of pupils' progress to enable appropriate target setting.
- Improve the personal development, behaviour and welfare of pupils by:
 - ensuring that staff implement the behaviour policy consistently
 - establishing routines and consistent expectations of pupils' punctuality, engagement and behaviour in lessons.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not ensured that all of the independent school standards are met. In some cases, the unmet standards negatively affect the welfare, health and safety of pupils.
- The school does not yet have a website. However key policies, including the safeguarding policy, are available upon request.
- Since opening, there have been significant changes to the leadership of the school. The newly appointed headteacher is the fourth headteacher within one year. As a result, key processes and systems fundamental to the running of the school are not established. The lack of stability in leadership has resulted in inconsistencies across teaching, behaviour, safeguarding and pupils' outcomes.
- Parents say the changes in leadership and teaching staff have had negative consequences. The changes have affected communication and relationships between pupils, staff and parents. Parents say that the new headteacher has started to make some positive changes since arriving at the school. Pupils say there have been many changes. They say the school is getting better now. Staff say that changes in leadership have led to inconsistencies but that this has improved since the appointment of the new headteacher.
- The curriculum does not meet requirements. Pupils do not gain experiences in human and social education. Personal, social, health and economic (PSHE) education and careers education does not meet pupils' needs. The headteacher has extended curriculum opportunities by engaging with an external organisation where pupils can access a music studio, indoor and outdoor sports and a dance studio. Pupils enjoy these experiences and look forward to them. These activities have a positive impact upon pupils' social and emotional development.
- The curriculum does not teach pupils how to be safe. Pupils have engaged in learning about the risks of crime. However, staff do not teach pupils about the risks of radicalisation and extremism or how to keep themselves safe online.
- The school is not yet registered as an examinations centre. However, the school has a link with a local school who will act as a 'host' centre for pupils taking GCSE examinations in English, mathematics and science.
- The headteacher has worked on developing the spiritual, moral, social and cultural experiences for pupils, and has introduced a new uniform. Pupils are excited about this and say that it gives them a sense of identity.
- Pupils have the opportunity to think about their behaviour and make changes. Pupils' engagement with local police has been effective in promoting citizenship and their understanding of right and wrong.
- Pupils have learned about local government and parliament and engaged with a youth parliament project. There are plans to develop the curriculum further with the introduction of work experience and off-site learning opportunities but it is too early to see the impact of this.

- The headteacher has a good understanding of the pupils and the community and engages well with parents, stakeholders and professionals. This has had a positive impact upon relationships with parents and pupils' attendance, which has improved over time.
- Pupils are encouraged to read aloud in class. However, reading has not been developed or embedded throughout the curriculum.
- The headteacher has an accurate understanding of the quality of teaching and learning. Appropriate plans are in place to improve the consistency of practice through clear expectations and structured learning. However, systems for monitoring the work of individual teachers are not established.

Governance

- The school does not have any formal arrangements in place for governance.
- The proprietor has a clear understanding of the position of the school and what it needs to do to improve.

Safeguarding

- The arrangements for safeguarding are not effective.
- The school's comprehensive safeguarding policy meets current government requirements. However, staff have not received training appropriate to their roles. As a result, the processes for managing concerns are unclear. The designated safeguarding leads do not have current up-to-date training. In addition, not all staff have received training on how to identify risks to pupils, female genital mutilation, child sexual exploitation or radicalisation. While the team communicate well and meet on a daily basis, the recording of concerns is inadequate.
- Pupils are not taught about the risks of radicalisation and extremism. They are also unclear on how to keep themselves safe online. The information communication technology (ICT) system enables pupils to access games and videos, which distracts from learning. Some pupils were observed watching videos containing gang-related themes.
- Leaders have not ensured that all of the independent school standards on safeguarding are met. Some of these standards negatively affect pupils' welfare, health and safety. The proprietor and staff do not complete regular tests of the fire alarms. Debris blocks fire exits making them unsafe.
- The school has procedures in place for dealing with incidents of bullying. Pupils say that they are confident that staff resolve problems for them. There are clear records of incidents and follow-up actions taken by the school.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment is inadequate.
- The majority of the teaching team are newly appointed. Leaders and staff have not established consistent arrangements for assessment and feedback. Staff do not implement the assessment policy consistently. As a result, there is an inconsistent

approach to feedback, which limits pupils' progress. Teachers' feedback is not helping pupils to improve their learning.

- Historically, staff have not recorded pupils' progress. Consequently, newly appointed staff do not have any information about pupils' abilities and needs. In some cases, this leads to pupils having to repeat work unnecessarily, which hinders and limits their progress.
- Teachers do not make use of information from previous schools when planning learning. As a result, teaching is poorly planned and does not meet the needs of pupils. There is a lack of challenge for the most able and a lack of intervention and support for the least able pupils. Pupils do not know what they need to do to improve their work. As a result, pupils' engagement is variable. Pupils do not consistently remain focused on learning and become distracted.
- In some lessons, teaching is effective over time. For example, in English, some pupils engaged in debate and were keen to exchange views and opinions. However, in other lessons, teachers' ineffective planning means that pupils' progress is poor. For example, in mathematics, the most able pupils are insufficiently challenged and become bored and distracted. Pupils told the inspector that, in science, they often repeat work unnecessarily and do not make good progress. In some cases, teachers do not correct pupils' previous incorrect work.
- Pupils are often not clear on what they are learning. The lack of structure to lessons makes it unclear when lessons start and end. Lessons do not follow on from, or build on, previous learning. As a result, pupils do not consolidate their learning and are not secure in their knowledge and understanding.
- The work in pupils' books shows little progress for the majority of pupils. Tasks are often incomplete and, in some cases, pupils frequently repeat mistakes. Consequently, pupils are not developing the capacity to learn from errors and to make good progress from their starting points.
- Teaching does not engage pupils fully. Lessons do not start on time and rarely last for the planned duration, due to pupils not arriving on time or leaving lessons early. Teachers do not use lesson time productively and pupils become disengaged from their learning. The lack of structure to the school day results in interruptions to lessons. Pupils are unclear on what they are learning and why. Pupils would like to study other subjects including history but say that they have not been able to do this yet.
- Relationships between staff and pupils are largely positive. Where one-to-one work is targeted and specific, there is a positive impact upon pupils' progress and behaviour.
- The school has identified pupils who are in need of additional support. One-to-one working is in place for these pupils. In some cases, this is effective. Where teachers' subject knowledge is secure, pupils' engagement and attitudes to learning are more positive.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Careers education does not yet meet requirements. Staff discuss career options with

pupils on an informal basis. There are plans to engage with the local authority to provide impartial careers guidance to help fulfil the potential of pupils but this has not yet begun.

- The headteacher has developed positive relationships with pupils and engages with them effectively on a one-to-one basis. Pupils appreciate this time and say it helps them to talk about and share their concerns and anxieties. Pupils say they can talk about problems with staff and they say that staff listen. The headteacher includes this pastoral support as part of the school day and plans to develop the timetable to include space and time for tutorial sessions. Since this has not yet begun, it is not possible to evaluate the impact of it.
- Pupils' punctuality is variable and prevents a crisp start to the school day. Lessons do not start on time and often run over due to pupils' late arrival. As a result, the school day is unstructured and does not follow the planned timetable. Pupils take unscheduled breaks from learning, which impacts directly on the progress they are able to make. This also negatively affects other pupils' progress.
- The school is situated within a community centre, which community groups also access. Some of the doors to the school are not secured and can be accessed by visitors, which is unacceptable. Leaders have not ensured that fire safety procedures are effective, nor have proper checks on water safety been carried out. As a result, pupils' welfare is compromised.

Behaviour

- The behaviour of pupils is inadequate.
- There is a behaviour policy in place. However, leaders and staff do not implement the policy consistently. As a result, some pupils display negative attitudes to learning. There are inconsistent expectations around behaviour. Many pupils' engagement is poor. Pupils' conduct is variable due to a lack of well-established rules, expectations and routines.
- The lack of structure to the school day adversely affects pupils' behaviour. Lessons do not start on time and are often interrupted by pupils taking unscheduled breaks. Pupils say that the behaviour of others negatively affects their learning.
- During debates, pupils show respect for ideas and suggestions of others. With guidance, they are developing appropriate communication skills and are learning to balance their view with the views of others. Teachers are quick to challenge derogatory language and pupils do respond to the requests of adults. They apologise and reflect on their negative behaviour.
- The majority of pupils attend well which is a vast improvement on previous placements. Pupils say they enjoy school and that they get along well with staff. They say the school is better for them as there are fewer pupils than in their previous schools. Where pupils have lower attendance, this is improving through engagement with parents and the local authority. Where pupils are unable to attend, the school has made suitable arrangements to engage them in learning through community-based projects.
- Pupils recognise that, overall, their behaviour has improved since joining the school. They say that more recently they know what the school expects of them and that their behaviour has improved as a result.

Outcomes for pupils

Inadequate

- Outcomes for pupils are inadequate.
- All of the pupils join the school having experienced disruption to their education. Some have been permanently excluded; others have not attended school for considerable amounts of time. The school has information from previous schools. Teachers do not use this effectively when planning lessons. Therefore, pupils do not make the progress of which of they are capable.
- Due to the changes in leadership, staff have not established systems for the recording and monitoring of pupils' progress. As a result, pupils are unclear about how they are doing. Work in pupils' books shows that they make little progress over time.
- The headteacher has reviewed progress of pupils who have special educational needs (SEN) and/or disabilities. Some of the pupils have education, health and care (EHC) plans in place. The school's recording shows that these pupils have made some progress in improving their attendance, social skills and behaviour.
- The headteacher has clear plans to develop the curriculum and provide additional opportunities for pupils. This includes sports coaching qualifications, religious education and history. However, these plans have yet to have a positive impact on pupils' progress.

School details

Unique reference number	143174
DfE registration number	330/6031
Inspection number	10039277

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 School
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	6
Of which, number on roll in sixth form	0
Number of part-time pupils	2
Proprietors	Robin Smith and Anthony Walters
Headteacher	Gary Belcher
Annual fees (day pupils)	£28,500
Telephone number	0121 794 4039
Email address	newburyindependentschool@gmail.com
Date of previous inspection	Not previously inspected

Information about this school

- Newbury School is an independent day school for pupils who cannot access mainstream provision. The school opened in October 2016. This is the school's first inspection.
- Many of the pupils have experienced disruption to their education and the majority have been permanently excluded from previous schools.
- Birmingham local authority commissions places at the school.
- The school is situated in Newtown and is based within a community centre. Some of the facilities are shared with local organisations and other businesses. Facilities within the centre include a sports hall, a dance studio and classroom areas.
- The school's aim is to provide 'A premier Birmingham alternative provision'.

Information about this inspection

- The inspection was carried out over two and half days with notice of one day.
- The inspector met with the proprietors, the headteacher, teaching staff and pupils.
- The inspector observed lessons in English, mathematics, science, information communication technology and personal, social, health and economic (PSHE) education. The inspector also reviewed work in pupils' books.
- The inspector evaluated the premises and examined key policies including policies on safeguarding, the curriculum, behaviour, complaints and bullying.
- The inspector scrutinised a range of documents including the attendance register, the admissions register, the school's information on pupils' achievements and behaviour logs.
- Parent View responses were used to evaluate the views of parents.

Inspection team

Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following 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 EHC 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 use 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.

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