

Novaturient School

22 Euston Road, Great Yarmouth, Norfolk NR30 1EA

Inspection date

13 March 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

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

- At the progress monitoring inspection in May 2017, the independent school standard for the quality of teaching was not met because:
 - the checking of pupils' progress in English and mathematics was not sufficiently developed
 - the school's information about pupils' progress in English and mathematics was incomplete
 - the information available showed that pupils did not make enough progress from their individual starting points.
- In the action plan, the proprietor undertook to:
 - ensure that all pupils received a baseline assessment to allow them to make good progress and have a clear understanding of their targets and achievements
 - set pupils in appropriate groupings according to their strengths and weaknesses, helping staff to plan work that meets pupils' needs more precisely
 - complete learning records daily for each pupil to highlight progress made against targets
 - support leaders in English and mathematics to achieve their assessors' awards
 - coach leaders in English and mathematics in more effective delivery and assessments.
- At the time of the previous progress monitoring inspection, teaching of English and mathematics was led and delivered by teaching assistants. The proprietors and headteacher have now strengthened teaching by training support staff and appointing two part-time qualified and experienced teachers with subject specialisms in English and mathematics, along with another part-time teacher undertaking training.
- The headteacher has doubled the number of lessons for teaching mathematics and English and ensured that literacy and numeracy are promoted across each scheme of work.

- In the two weeks since pupils have been readmitted to the school following the reopening in January 2018, baseline assessments have been completed for all pupils in mathematics and these are in the process of completion for English. Pupils have now been given clear targets for mathematics, and in discussion they showed that they have a clear understanding of what they are expected to achieve.
- Following the baseline assessments, the headteacher has already scheduled dates and times for reviewing pupils' progress each half term. These reviews will be across the schemes of work, particularly for mathematics and English.
- Each pupil has an individualised scheme of work for every subject, which is derived from the strengths and weaknesses in learning established in the baseline assessment.
- The headteacher provided training for teaching assistants in supporting the teaching of English and mathematics, which has increased their confidence in supporting teaching and learning within each pupil's scheme of work.
- The headteacher has set pupils in two different groups according to their age, aptitudes, abilities and needs. This is to maximise learning and progress. During the inspection this was seen consistently in pupils' work and during lesson observations.
- The new arrangements are enabling staff to plan more relevant activities to ensure that all pupils learn and make sufficient progress from their different starting points.
- In lessons, pupils were seen focusing on their activities and learning at a good pace. Pupils' work shows very few gaps in learning during the relatively short time they have been in the school.
- All teachers now keep daily records of pupils' achievements against the learning objectives, which helps them to see at a glance how well they have done in each lesson.
- The school's data shows that the pupils who left the school in 2017 went on to local colleges or entered employment. All pupils gained at least three qualifications, including functional skills in English and mathematics.
- Evidence from recent admissions to the school suggests that pupils are already making good progress as a result of effective teaching in English and mathematics.
- Pupils are now beginning to make good progress as seen in their well-presented written work in science, geography and art.
- The independent school standard is now met.

Part 3. Welfare, health and safety of pupils

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

- At the previous progress monitoring inspection, this independent school standard was met. School leaders have continued to ensure that the independent school standard is met.
- The school has reviewed and updated its safeguarding policy to ensure that it fully complies with requirements. The school has also ensured that this policy is published on the website.
- The safeguarding policy is implemented effectively and pupils say that they feel safe in school. They were seen behaving safely around the school and using equipment,

including computers, safely in lessons.

- Pupils adhere closely to the guidance on how to stay safe online which is clearly on display in each classroom.
- In discussion, pupils said that bullying is rare, and they learn about different types of bullying.
- All safeguarding training is up to date and all staff have signed that they have received, read and understood 'Keeping Children Safe in Education 2016'. The school maintains detailed records of training undertaken by staff and governors.
- Safeguarding continues to be a standing item on agendas for daily staff meetings. Teachers know what to report on and who to report any concerns to. Safeguarding concerns continue to be logged electronically. The designated safeguarding leaders receive immediate alerts to any concerns and respond quickly.

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

Paragraph 18(2) to 18(2)(e), 18(3), 18(4) to 18(4)(c), 19(1) to 19(3)

Paragraph 20(6) to 20(6)(c)

Paragraph 21(1) to 21(7)(b)

- At the previous monitoring inspection, these independent school standards were met.
- These standards continue to be met for all new staff, governors and proprietors. All pre-employment checks on the single central record are thorough and include full details of the checks made on all new staff, supply staff, governors and proprietors.

Part 6. Provision of information

Paragraph 32(1), 32(3)(f)

- At the time of the previous progress monitoring inspection, the independent school standard was met.
- The school has updated its website since the previous inspection, with revised up-to-date policies, new contact information for parents and results of the academic performance, including destinations for pupils in 2016/17.
- The standard continues to be met.

Part 8. Quality of leadership in and management of schools

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

- At the previous progress monitoring inspection, this independent school standard was not met because:
 - the proprietors had failed to ensure that all the independent school standards were met
 - the school's staffing complement had insufficient experience to ensure that pupils were making progress, particularly in English and mathematics
 - the school was using additional premises to educate pupils without having made a material change application to the Department for Education (DfE).

- In the school's action plan, the proprietor undertook to:
 - ensure that the headteacher mentored and trained the lead teachers in English and mathematics
 - arrange teaching groups, following staff restructuring, to help pupils make better progress and increase the number of lessons in English and mathematics
 - ensure that the headteacher further develops the internal training of staff
 - include assessment data in the headteacher's reports so that governors can monitor pupils' progress more effectively
 - make sure that governors and managers undertake audits and observe staff to check the quality of teaching, learning and assessment
 - not use additional premises as a base for education without approval from the DfE.
- The proposed action plan was found to be acceptable with modifications relating to the success criteria. While some success criteria measures were implicit, advice stated that outcomes and availability of evidence within the document needed to be more precise. Too often it stated what would be done rather than the impact of the actions taken.
- The timescales for actions were generally fit for purpose, although some actions that required longer to complete would need interim milestones set up to check progress.
- The headteacher said that the school had not received a copy of the action plan evaluation. Nevertheless, the proprietors have ensured that the school has now addressed the failings identified at that time. They have also incorporated further actions to improve the school, especially in the quality of teaching, learning and assessment, in a new school development plan.
- Actions in the school development plan are derived from a recent self-evaluation carried out by the headteacher. All actions have clear timescales and are measurable.
- The headteacher has already carried out visits to lessons to monitor the quality of teaching, learning and assessment and has trained staff in the use of the assessment systems. A clear schedule of monitoring is in place, with half-termly reviews of progress in learning, termly formal visits to lessons and regular scrutiny of pupils' work and planning.
- The newly constituted governing body has already held its first meeting. Governors have clear plans in place to review the progress of each pupil at every meeting. They intend to monitor the impact of the school's work on pupils' outcomes through focused visits.
- The headteacher has ensured that the school no longer uses additional premises as a base for education without approval from the DfE.
- The proprietors have ensured that school leaders are now meeting this standard.

Schedule 10 of the Equality Act 2010

- The school meets the requirements of the equalities act. A three-year plan to improve accessibility for disabled persons is in place.

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 the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- 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 lesson time
 - shows a good understanding of the aptitudes, needs and prior attainments of the pupils and ensures 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)).

School details

Unique reference number	138779
DfE registration number	926/6006
Inspection number	10048578

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	none
Number of part-time pupils	none
Proprietor	PCT Education Services Ltd
Chair	Philip Holmes
Headteacher	Sally Alden
Annual fees	£31,198
Telephone number	01493 886332
Website	https://www.novaturientschool.com
Email address	sally@pctcare.co.uk
Date of previous standard inspection	4–6 October 2016

Information about this school

- The school 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 boys and girls. Currently, all pupils are boys. All have education, health and care plans for their social, emotional and mental health needs. All are funded by Norfolk local authority.

- Since the previous inspection, there have been several changes to the leadership of the school.
 - During the autumn term 2017, the school experienced turbulence in leadership following the resignation of the previous headteacher in July 2017.
 - The proprietors announced their decision to close the school in December 2017. This was delayed until a new proprietor was found.
 - The new proprietor, PCT Education Services Limited, took over as owners of the school in January 2018.
 - The previous headteacher, who led the school at the time of the previous monitoring inspection, was reappointed as headteacher of the school in January 2018.
 - The proprietors have recently established a governing body to oversee the management of the school.
- The school has changed its name from Copperfield School and is now known as Novaturient School.
- Two additional teachers and a part-time teacher undertaking training have been appointed to the school since the previous progress monitoring inspection.

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 is the second 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 the first progress monitoring inspection and was judged as acceptable.
- The first progress monitoring inspection took place in May 2017 to determine how far the school had met the unmet standards identified in its previous standard inspection report, and was unannounced. The progress monitoring inspection judged that two of the independent school standards remained unmet.
- Following the May 2017 inspection, the school submitted a further action plan to the DfE on 21 July 2017. This action plan was evaluated prior to this second monitoring inspection and was judged as acceptable with modifications to the success criteria.
- This second progress monitoring inspection was originally scheduled for 22 November 2017. The inspection initially went ahead but, in agreement with the DfE, the inspectors withdrew at lunchtime because the proprietors informed them that the school was to close on 19 December 2017.
- This second progress monitoring inspection was unannounced. Its purpose was to check the unmet standards identified at the first monitoring inspection and the progress through the action plan.
- The inspector observed four lessons and scrutinised pupils' work with the headteacher. The inspector also looked at the school's assessment information and lesson planning.
- The inspector met with the headteacher to discuss the quality of teaching, learning and assessment, the progress of pupils and the leadership of the school.
- The inspector met with the proprietor and chair of governors, and scrutinised minutes of governing body meetings. The inspector held a telephone conversation with a representative of Norfolk local authority and spoke to pupils about their work.
- The inspector looked at the school's policies and procedures relating to safeguarding pupils, including the single central record of checks on the suitability of staff and visitors to work with children.
- The inspector checked that the safeguarding policy was published on the school's website.

Inspection team

Declan McCarthy, lead inspector

Ofsted Inspector

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Store Street
Manchester
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