

New School, Canterbury

Garlinge Green, Canterbury CT4 5RU

Inspection dates

20 December 2018

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- The school will offer a Waldorf (also known as Steiner) education.
- Leaders have developed appropriate, bespoke curriculum, assessment and teaching policies and plans which cover all the required areas of learning for pupils aged three to 11. The policies and plans are likely to take account of pupils' different ages and abilities.
- The promotion of British values is planned to be integrated across the curriculum, as is personal, social, health and economic (PSHE) education, which has been suitably planned, but will not be offered as a discrete subject. Leaders' planning shows that pupils will learn about topics such as 'how do we listen to and care for each other?', 'how can we make healthy relationships?', 'difference and diversity', 'bullying and feeling safe, including online', 'personal hygiene, health and diet' and 'puberty, sexual health and gender identity'. Pupils will also study ethics and engage in a weekly 'circle time'.
- The school is likely to be well resourced, and a suitable number of Waldorf-trained teachers are likely to be appropriately deployed to meet pupils' needs, including the needs of children in the early years.
- An appropriate assessment system is in place for use when the school opens. Pupils' and children's starting points across a wide range of subject areas will be identified when they join the school, using teacher assessments and interviews with families. Pupils' progress will then be monitored over time using 'emerging, developing, securing, mastering' assessment grids, and teachers will use this information to plan lessons accordingly.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

All paragraphs

- The school's PSHE overview exemplifies the school's commitment to promote fundamental British values and to develop pupils' spiritual, moral, social and cultural understanding across the curriculum.
- Leaders are fully committed to ensuring that pupils learn about all the protected characteristics, as identified in the Equality Act 2010, in an age-appropriate way. The school's policy and planning documentation reflects this commitment.
- The curriculum is planned to teach pupils about British institutions, equality and democracy. Planning documentation also includes substantial coverage of healthy living, mutual respect, being a good citizen and helping others.
- The school will not have a specific religious ethos, but will welcome pupils of all faiths, beliefs and backgrounds. Pupils will celebrate a wide range of festivals and learn about different religions and cultures. The provision is designed to ensure that pupils develop tolerance and learn to appreciate the diversity of life in modern Britain.
- The school's staff handbook is clear that no member of staff may promote partisan views and that balanced viewpoints must always be presented.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- The school's child protection policy does not reflect the most recent statutory guidance. It does not pay regard to 'Keeping children safe in education' (September, 2018) or 'Working together to safeguard children' (July, 2018).
- Leaders are generally knowledgeable and aware of their safeguarding duties. The designated safeguarding leader and her deputy have completed an appropriately enhanced level of safeguarding training. Arrangements for staff induction and training are appropriate. There are plans in place to ensure that staff receive regular safeguarding updates. Arrangements for monitoring how well staff understand policies are carefully considered. The school's proposed system for recording safeguarding concerns, referrals and any actions taken is likely to be fit for purpose.
- The school's behaviour and anti-bullying policies are likely to be suitable. However, leaders have not considered how to record incidents of serious misbehaviour, nor how they will log any sanctions imposed in response to any misbehaviour.
- Arrangements for the implementation of the proposed first aid policy are likely to meet requirements. There are plenty of trained first aiders, and the recording of accidents and the provision of first aid is likely to be appropriate.
- The school is not likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. Actions following an external fire risk assessment undertaken in September 2018 are ongoing, such as installing a new fire alarm system in one of the buildings. There is no emergency lighting in either buildings, and one building has no smoke detection system. Leaders realise that there is significant work to do to ensure

that fire safety standards are acceptable, and that pupils' health and safety are not compromised due to weaknesses in fire safety.

- With the exception of fire safety, the school's health and safety policy meets necessary requirements, and there are plans in place to ensure that it is fully implemented.
- Leaders have not written a risk assessment policy, or suitably risk assessed the premises.
- An appropriate number of staff is likely to be deployed to supervise pupils.
- Leaders have not prepared a suitable admission register.
- Proposed arrangements for the recording of daily attendance using paper registers are suitable.
- Leaders have not ensured that the independent school standards in this part are likely to be met, as listed in the annex to this report.

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

All paragraphs

- All the required vetting checks on staff, trustees and volunteers will be recorded accurately, in accordance with regulations, on a single central register.
- The school does not intend to make use of agency staff.
- Leaders have a sound understanding of safer recruitment, and they understand the importance of completing all the required checks on people before they work with pupils.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The proposed school is located within two of the multiple buildings on a rural plot near Canterbury, Kent. The buildings were previously used by the former Canterbury Steiner School.
- The premises are secure, well maintained and clean. The school's proposed health and safety policy is likely to meet requirements. There are arrangements in place to support its successful implementation. Despite the above, the health and welfare of pupils cannot be ensured because of fire safety concerns, as identified in Part 3.
- The premises include four classrooms, significant outdoor space and a school hall.
- There necessary toilet and washing facilities are provided.
- Drinking water supplies are suitably marked as such.
- The acoustic features, sound insulation, regulated hot water supplies and internal and external lighting all meet requirements.
- The current plans for the medical room are not appropriate. Leaders' proposal to use an office is not suitable as there is not enough space and there is no washing facility.

- Leaders have not ensured that all the independent school standards in this part are likely to be met, as listed in the annex to this report.

Part 6. Provision of information

All paragraphs

- All the required policies and information are appropriate and currently available, either on the school's developing website or as hard copies.
- Leaders have not prepared a suitable annual report template for parents.
- Leaders have not ensured that all the independent school standards in this part are likely to be met, as listed in the annex to this report.

Part 7. Manner in which complaints are handled

All paragraphs

- Although the stages of the school's complaints procedure are not always expressed as clearly as they might be, the proposed procedure is likely to meet all the requirements.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- There are suitable arrangements for the long-term leadership and governance of New School, Canterbury. However, leaders have not demonstrated a sound understanding of all the independent school standards, particularly those relating to welfare, health and safety, and to the premises. As a result, the school is not ready to admit pupils.
- All the independent school standards are not likely to be met, and pupils' well-being is not likely to be assured if New School, Canterbury is registered as an independent school at this time.

Schedule 10 of the Equality Act 2010

- Leaders have written an appropriate accessibility plan, which is likely to meet requirements.

Statutory requirements of the Early Years Foundation Stage

- Leaders' plans show that the early years provision is likely to meet the requirements of the statutory framework for the early years foundation stage.
- However, once New School, Canterbury is a registered independent school, leaders intend to apply to the Department of Education for an exemption to the statutory requirements via the 'established principles' route as quickly as possible.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	146163
DfE registration number	886/6150
Inspection number	10084062

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Waldorf primary day school
School status	Independent school
Proprietor	New School Canterbury Ltd
Chair	Robin Harris
Headteacher	Beth Cuenco
Annual fees (day pupils)	£8,000
Telephone number	01227 730 067
Website	www.newschoolcanterbury.co.uk
Email address	info@newschoolcanterbury.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	3 to 11	Registration not recommended
Number of pupils on the school roll	Not applicable	40	Registration not recommended

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	Up to 30
Number of part-time pupils	Not applicable	Up to 10
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 40
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 5
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	Not applicable	None

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	5
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- New School, Canterbury occupies two of the former buildings of Canterbury Steiner School near Canterbury, Kent.
- It proposes to offer primary day provision to boys and girls aged three to 11. The school will offer a Waldorf education, commonly known as a Steiner education.
- The school is not currently operating. 'New School, Canterbury Initiative' provides part-time tuition to pupils who are otherwise home educated.
- The school's proprietor will be New School Canterbury Limited, which comprises seven directors. The organisation has charitable status, and all the company's directors are also trustees. The school will be led by the headteacher and supported by the proprietorial body and board of trustees.

Information about this inspection

- This is the school's first pre-registration inspection.
- The inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.
- The inspection was conducted with three days of notice.
- The inspector met with four leaders, including the chair of the proprietorial board, the headteacher, a trustee and the office manager. He also met with the kindergarten (early years) teacher.
- The inspector considered a wide range of evidence to check the likelihood of the school meeting all of the independent school standards. As examples, he toured the premises, reviewed key documents and policies, and considered the school's proposed curriculum.

Inspection team

James Waite, lead inspector	Ofsted Inspector
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Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

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 among pupils by ensuring that–
 - 9(c) a record is kept of the sanctions imposed on pupils for serious misbehaviour.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 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 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise.

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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