

New Barn School

Guildford Road, Broadbridge Heath, Horsham, West Sussex, RH12 3PQ

Inspection dates

1 February 2022

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 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 32(1), 32(1)(c)

- The designated safeguarding lead (DSL) and his team are knowledgeable about child protection and safeguarding processes and requirements, particularly for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that all staff have regular training to keep their knowledge up to date. This is supplemented through twice-weekly discussions as a staff team about contextual safeguarding priorities or aspects of concern.
- The safeguarding and child protection policy is published on the school's website. During the inspection, it was discovered that technical issues with the website had deleted some of the information. Leaders corrected this immediately and plan to more frequently check that their published information is as they intend.
- The policy, as intended and as used in the school, fulfils national and local requirements. It sets out the school's processes clearly. It covers the 'Prevent' duty and includes links to external partners, including the local authority designated officer.
- All staff are trained to use the commercial program the school currently uses to record concerns about pupils. A sample of records indicates that leaders act promptly when concerns are raised. They routinely follow up and evaluate the impact of actions. There is capacity to include the additional pupils the school has applied to admit. Leaders recognise the need to train the new staff who would also join and have planned how to do this.
- Leaders have thought carefully about how to manage the additional pupils, should this application be approved. They will follow their current process of learning about pupils and their needs, speaking to all adults who are currently involved with pupils before meeting with pupils themselves. They recognise the need to introduce new pupils gradually so as not to upset the equilibrium of the school. Their plans are likely to ensure that the independent school standards are met, should the change be granted.

Paragraphs 11–12

- The health and safety policy is clear and thorough. The measures are logical, setting out what actions are required and how these will be implemented. Off-site activities are covered, along with extra-curricular and outdoor events.
- The fire safety policy is comprehensive and complies with requirements. Details of routine checks and maintenance are kept well and show that leaders act quickly whenever updates are required. Leaders have planned how to manage extra pupils and staff in the event of an evacuation. The routine fire drills are designed to ensure that all at the school know what to do in the event of a fire or similar emergency.

Paragraph 14

- The proposed staffing arrangements are likely to be fit for purpose. Leaders intend to employ additional staff who have experience with teaching neurodiverse pupils in addition to subject expertise. Leaders currently support staff to develop teaching and specialist expertise, for example some current members of staff are working to gain their teaching or therapeutic qualifications. Leaders intend to continue this programme of staff development. As for current pupils, leaders plan that pupils will be supervised at all times, including during breaks from lessons.

Paragraphs 16–16(b)

- The risk assessment policy is clear and comprehensive, covering the required aspects. It pays due regard to who needs to know what and when. Information examined during the inspection shows that the planned processes to manage risks that are identified are followed. Leaders have ensured that all pupils have risk assessments that inform ways of working. These are discussed with all who work with the pupils so that risks may be managed. Leaders intend to continue this approach if the additional pupils are permitted.
- It is likely that the standards checked in this part will continue to be met if the Department for Education (DfE) decides to approve implementation of the material change.

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

Paragraphs 18(2)–18(3), 19(2)–19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)

- Leaders are trained in safer recruitment and understand the requirements and processes. They have followed these processes, including the checks on staff which are recorded on a single central record (SCR). An administrative error was identified during the inspection regarding recording the section 128 checks for the recently appointed parent governors on the SCR. This was rectified immediately, and leaders have explored how they are going to ensure this is not repeated. Checks on the members of the proprietorial body have all been carried out and recorded correctly.
- The SCR is kept securely and now includes all required checks, including confirmation of identity checks and medical fitness. Supply agency staff are not used at the school and leaders do not intend to use them. They manage staff absence using existing school staff to ensure that everyone working with pupils understands their needs and the school's systems. They have reviewed this and concluded it remains in the best

interests of the pupils so intend to continue with this approach. However, they understand what processes need to be followed should this change.

- All the requirements of this part are likely to continue to be met if the change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 25–29(1)(b)

- Leaders have made the most of the rural setting in which the school is located. Primary pupils have most of their lessons in a converted building. This contains bright and well-equipped rooms that have ample space for the small groups of pupils and staff that will use them. Leaders have identified an additional room, currently used for literacy intervention, that could be used as a tutor room, if needed.
- The main secondary space is purpose built and similarly fit for purpose. Rooms have good lighting and acoustics and are well equipped. The specialist science and food technology rooms are here and used by all pupils.
- There are additional spaces including the sports hall, music therapy room, music studio, art room and technology workshop. All have been designed well and meet standards. The dining hall is large enough to seat all pupils and staff in different sittings, as currently happens.
- To meet the needs of the proposed increase in pupils, leaders have installed additional classrooms, a therapy room and a staffroom. All are furnished and planned well. Current pupils are enjoying making use of them. Leaders have also created more parking spaces to provide for the associated increase in numbers of staff and parents.
- Throughout the site there are separate toilets and washing facilities, labelled correctly, for staff and pupils. There are changing rooms and showers for pupils to use in the sports block. Water is hot and does not present a scalding risk to pupils. Pupils have free access to drinking water that is labelled as such.
- There are medical rooms in the main primary and secondary buildings. These are each situated near a toilet and have washing facilities and a bed. Each has secure refrigerated storage for medicines and logbooks to record administration of medicines.
- To support these indoor teaching spaces, there is extensive outside space that is demarked and organised clearly. This is used for a variety of purposes ranging from physical education to play to gardening. The all-weather sports pitch allows outdoor sports all year. Security is appropriate and the whole site is securely fenced. Outdoor and emergency lighting is installed around the external walls of the building. The site and its facilities are well maintained and likely to manage extra numbers of pupils and staff well.
- The requirements of this part are likely to continue to be met if the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietorial body and school leaders understand the requirements of the independent school standards. They acted swiftly when minor administrative errors in

recording were found during the inspection to ensure that they were rectified immediately. Reassuringly, they also started to identify ways to ensure such an error is not repeated. They showed their commitment to ensuring the standards are met consistently.

- As part of their planning to anticipate requirements at the school, should the requested change be approved, proprietors have started to form a local governing body. This is intended to provide greater capacity for scrutiny and challenge that will be needed if the school grows. Two parent governors have recently been elected, as have two staff governors. Three members of the proprietorial body will join this group. They intend to invite pupil representatives to the start of each meeting to ensure that all stakeholders have a voice in governance.
- The well-being of pupils is central to the ethos of the school and leaders intend that any additional pupils will benefit from this established work. This is evidenced through conversations with leaders and proprietors as well as the various plans, policies and actions they have set up. These measures are likely to support all pupils if the requested change is approved.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has produced an equality and diversity policy that includes information similar to that typically found in an accessibility plan. This sets out general steps leaders will take to ensure access for all.

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	143400
DfE registration number	938/6002
Inspection number	10220554

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	Other independent special school
School status	Independent special school
Proprietor	Treehouse Education Services
Chair	Amanda Rogers
Headteacher	David Bishop
Annual fees (day pupils)	£54,000 to £65,000
Telephone number	01403 289606
Website	www.newbarnschool.co.uk
Email address	info@treehouseeducare.co.uk
Date of previous standard inspection	15 to 17 May 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	7 to 19	7 to 19	7 to 19
Number of pupils on the school roll	68	80	80

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	68	80
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	68	80
Of which, number of pupils with an education, health and care plan	68	80
Of which, number of pupils paid for by a local authority with an education, health and care plan	68	80

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	23	27
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this school

- New Barn School is an independent special school for girls and boys with SEND aged between seven and 19 years of age. All pupils are placed by local authorities and have education, health and care plans related to autism spectrum disorder and associated difficulties. Many have been out of school for long periods before joining the school.
- The school does not use any alternative provision.
- The headteacher joined the school in July 2021.

- The school opened in January 2017 and had a full standard inspection in May 2018, when it was judged to provide a good standard of education. In August 2019 it had a material change inspection after which the DfE approved an increase in capacity from 30 to 68 pupils. In September 2020, the DfE commissioned an emergency inspection prompted by information received by the DfE regarding another provision on the same site as the school. All standards that were checked during this inspection were met.

Information about this inspection

- This material change inspection was carried out at the request of the DfE as the school has applied to increase the number of pupils on roll from 68 to 80. This is the first inspection related to this application.
- Prior to arrival on site, the inspector scrutinised the school's website and documents, along with records sent electronically once the inspection was announced.
- The inspector toured the site with the headteacher and premises manager. She discussed the proposals and actions taken to meet the standards with a range of staff. This included the headteacher, deputy headteacher/DSL, administrative staff and representatives of the proprietorial body, including the chair of that body.

Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

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