

# King Edwin School

Mill Lane, Norton, Stockton-on-Tees TS20 1LG

**Inspection date**

4 May 2022

**Overall outcome**

**The school is unlikely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 3(h), 3(i), 3(j), 4*

- As noted at the previous standard inspection in December 2021, the school provides pupils with a broad and ambitious curriculum. In English, mathematics and science, the curriculum is sequenced to build pupils' knowledge and understanding. Leaders are currently, as identified at the previous inspection, ensuring that the broader curriculum is as well planned to enable pupils to accumulate and remember knowledge and skills.
- School leaders have carefully considered how the curriculum for children in early years will be planned and valued as part of the curriculum for all pupils. They have planned carefully for all areas of learning to focus on what children need to know and remember. The curriculum lead has made good links with subjects that children will study as they move through the school. Leaders have focused on topics that are likely to interest these children.
- Teaching staff in the school are already proficient at checking what pupils are learning through both daily informal and more structured assessment systems. Leaders are aware of the government assessment requirements for children in early years and have identified software packages to assist this type of assessment.
- If implemented well, these standards are likely to be met.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g)*

- Teachers and leaders in school currently lack expertise and experience of teaching children in early years. They do not have clear expectations of how to implement the written curriculum, nor what resources may be required. Only two members of staff have been trained in the newly purchased phonics programme.

- Senior leaders and the proprietor are aware of this lack of expertise and experience. Consequently, staff have been booked on relevant training events. The local authority is also planning to support leaders and teachers to implement their intended curriculum. They have planned for relevant staff to gain support through sharing good practice with outstanding providers of early years provision in the locality.
- Owing to the current lack of expertise and experience, these standards are not likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- At the previous inspection in December 2021, planning for pupils' personal development was judged to be outstanding. The personal, social and health education programme and strong welfare support that pupils currently receive are planned to be extended to children in the proposed early years provision.
- If implemented successfully, these standards are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraph 7(a), 7(b), 32(1)(c)*

- A comprehensive child protection and safeguarding policy is available on the school website. Staff receive all the required safeguarding training and are aware of their responsibilities.
- These standards are likely to continue to be met.

*Paragraph 11*

- A health and safety policy is in place and is implemented.
- This standard is likely to continue to be met.

*Paragraph 12*

- Senior leaders ensure that regular checks are made as required on all fire detection equipment. An annual fire risk assessment checks that all hazards are identified and appropriate action is taken.
- This standard is likely to continue to be met.

*Paragraph 14*

- Pupils continue to be well supervised. The ratio of staff to pupils remains appropriate.
- This standard is likely to continue to be met.

*Paragraph 16, 16(a), 16(b)*

- Senior leaders continue to ensure that the risk assessment policy and risk assessments are fit for purpose.
- This standard is likely to continue to be met.

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

*Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(3), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The proprietor continues to ensure that all the required checks are made on adults who are working with pupils or visiting the school. All required recruitment checks are recorded on the single central record, which also contains details of all staff training.
- These standards are likely to continue to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1)(b), 28(1)(c), 28(1)(d)*

- The proprietor continues to ensure that the premises are well maintained. The premises are large, with some classrooms and smaller rooms unused. This leaves plenty of space for the school to increase the number of pupils it has on roll. The number of toilets and showers is adequate for the school to increase pupil numbers.
- There are extensive outdoor areas for pupils.
- A large and well-equipped medical room is available. Protocols are in place for locking medicines away securely and for recording the administration of medicines.
- These standards are likely to continue to be met.

*Paragraph 23(1), 23(1)(a), 28(1), 28(1)(a), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The proprietor has designated a large outdoor, mainly grassed area for the use of children in the proposed early years provision. This large area is directly accessible from the proposed classroom for these children.
- At the moment, access to this area is not ideal for children as this is via a heavy fire door with a relatively steep step. Senior leaders have not considered how these obstacles can be overcome to allow children to gain easy and safe access.
- These standards are not likely to be met.

#### Part 8. Quality of leadership in and management of schools

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

- The proprietor and senior leaders ensure that the school meets the needs of pupils aged six to 18 years.

- The proprietor and senior leaders have ensured that all the required policies and procedures have been adapted and amended to meet the needs of children in early years aged four and five years, should the material change request be approved.
- However, the proprietor and senior leaders have not ensured that enough staff have the required knowledge and experience to meet the needs of four- and five-year-old children. They have not ensured that enough staff are suitably trained to teach the new phonics programme.
- The proprietor has not ensured that the proposed environment for children in the proposed early years provision, both inside and outside, has been appropriately adapted. For example, toilets and basins are too high, electric sockets are too accessible, and entrance and exits are not suitable. Resources for these children have not been ordered or purchased.
- The proprietor works closely with the local authority. There are plans to ensure that staff have the opportunity to attend training events and visit other early years settings to gain more knowledge and experience.
- These standards are not likely to be met.

#### Statutory requirements of the Early Years Foundation Stage

*2.4, 2.7, 2.9*

- The principal has ensured that systems are in place and a member of staff has been trained to meet the assessment requirements of the statutory requirements of the early years foundation stage (EYFS).

*3.4, 3.5, 3.7, 3.6, 3.21*

- School leaders have amended the child protection and safeguarding policy to ensure that it includes the needs of children in early years. They have ensured that staff have appropriate and regular training, including induction training.

*3.53, 3.54*

- The principal has added an addendum to the behaviour policy to support staff in managing the behaviour of children in early years appropriately. The current system prohibiting the use or threat of corporal punishment and keeping a record of physical interventions continues.

*3.56*

- The office manager ensures that appropriate fire prevention steps are taken.

*3.25, 3.45, 3.46, 3.47, 3.51, 3.52*

- An EYFS policy ensures that the health and safety of children in early years is considered. A toothbrush policy details how good health, including oral health, will be promoted.
- Staff already ensure that the procedures for administering and recording medication are adhered to. The first-aid policy documents the need to inform parents and carers on the same day of administering medication.

- The principal has booked all current first-aiders in school to attend paediatric first-aid training in the summer of 2022.

*3.27, 3.32*

- The lead for the proposed early years class is aware of the required ratios and that each child must be assigned a key person.

*3.73*

- The principal ensures that the school's admissions register maintains all the required information.

*3.65, 3.66, 3.67*

- School leaders have a comprehensive risk assessment policy and procedure in place. The policy ensures that all vehicles have the required insurance and checks.

*3.10, 3.12, 3.17*

- The single central record contains information about the required recruitment checks that have taken place.

*3.74, 3.77*

- It is anticipated that parents of children in the proposed early years provision will receive a handbook containing all the required information.

*3.68*

- Senior leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are well met. They know how they can adapt their practice and procedures to ensure that the needs of younger children with SEND are met.

*3.75*

- The proprietor ensures that a comprehensive complaints policy is available.
- These safeguarding, welfare and assessment requirements of the EYFS are likely to be met.

*3.29*

- Staff do not have secure knowledge and understanding of the needs of children in early years.

*3.61, 3.59*

- The proposed classroom for early years is not appropriate to meet the needs of children. For example, it does not have appropriate toilets and hand basins for young children, and access to the outdoor play area is inappropriate.

- These safeguarding and welfare requirements of the EYFS are unlikely to be met.

## **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 that are relevant to the material change, as set out in the annex of this report.

## School details

Unique reference number	140272
DfE registration number	808/6004
Inspection number	10230889

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	Special
School status	Independent special school
Proprietor	Stephen McGhee
Chair	Daniel Johnson
Headteacher	Lorna McLean
Annual fees (day pupils)	£49,500
Telephone number	01642 366610
Website	<a href="http://kingedwin.zohosites.com">http://kingedwin.zohosites.com</a>
Email address	admin@ne.sparkofgenius.com
Date of previous standard inspection	1 to 3 December 2021

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	6 to 18	4 to 18	6 to 18
Number of pupils on the school roll	80	90	90

### *Reason for inspector's recommendations*

School leaders have not ensured that the environment is adequate to meet the needs of children aged four and five years. Staff do not have the experience or knowledge to ensure that they are able to meet the needs of children aged four and five years old.

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	80	90
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	80	90
Of which, number of pupils with an education, health and care plan	80	90
Of which, number of pupils paid for by a local authority with an education, health and care plan	80	90

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	33	35
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	5	5

## Information about this school

- The last standard independent school inspection took place in December 2021. The school's overall effectiveness was judged as good and personal development was judged as outstanding.



## Information about this inspection

- The inspection was commissioned by the Department for Education (DfE) to consider whether the school can make two material changes to its current registration requirements. Two aspects of material changes were considered at this inspection. The school propose to cater for an extra 10 pupils and to cater for children aged four and five years.
- This is the school's first material change inspection.
- The inspector considered a range of documents to consider the proposed changes.
- The inspector toured the school twice with senior leaders.
- A range of documentation, including the record of recruitment checks, were studied to consider safeguarding.
- The inspector held a virtual meeting with the proprietor, the chair of governors and a representative of the local authority.
- The inspector met throughout the day with the principal.

## Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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