

# Kingsgate School

239 West Street, Fareham, Hampshire PO16 0HZ

**Inspection date**

4 July 2022

**Overall outcome**

**The school is likely 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)–2A(2)*

- The school has a written policy on the curriculum, which is supported by appropriate plans. Schemes of work are being developed. Leaders intend that the curriculum will meet the requirements of full-time supervised education. It will give pupils experience of linguistic, mathematical, scientific, technological, human and social, and physical and aesthetic and creative education. The curriculum that pupils follow will be determined by their special educational needs and/or disabilities (SEND) and their starting points.
- Leaders intend that pupils in Years 10 and 11 will learn a core academic curriculum, studying towards academic qualifications at Level 1 or 2, including GCSEs in some subjects. Reading will be prioritised. Pupils who need it will follow a phonics catch-up programme.
- Leaders have arranged for older pupils to spend one morning a week attending alternative provision at a local college to study a vocational qualification linked to their career ambitions. Current choices made by pupils include hair and beauty, animal care, hospitality and health and social care. School staff will accompany pupils to college on this morning.
- The curriculum will also include a focus on preparation for life, through a well-organised personal, social and health education (PSHE) and citizenship programme that ensures that fundamental British values are promoted. Sex and relationships education will be delivered by a specialist teacher. Pupils also learn about 'zones of regulation' to help them to understand their emotions and to support emotional well-being and calm behaviour.
- The school works with a team of clinical therapists to help meet the requirements of pupils' education, health and care (EHC) plans. These therapists work closely with teachers to ensure that lessons are adapted to meet pupils' individual needs, especially their social and communication needs.

- Pupils will have access to impartial careers advice and guidance from an adviser who is independent from the school. The school aims for pupils to undertake work experience in the summer term of Year 10.

#### *Paragraphs 3–4*

- The school primarily employs qualified teachers with specialisms in the subjects that they teach. All teachers are expected to plan learning for pupils based on their needs and starting points. Teachers use a multi-sensory approach to teaching and ongoing feedback to ensure pupils progress through the curriculum.
- Pupils' performance is assessed formally termly. More regular informal assessments enable teachers to adapt their plans to meet pupils' individual needs.
- The school is likely to meet the relevant independent school standards in this part if the material change is implemented.

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

#### *Paragraph 5–5(d)(iii)*

- Leaders have a suitable plan for the provision of pupils' spiritual, moral, social and cultural development. The preparation for life part of the curriculum will be an important part of this provision. The curriculum includes sex and relationships education, PSHE, citizenship, careers advice and developing pupils' social and communication skills. Leaders are considering the increase in age of pupils as they plan this curriculum. For example, it includes more education about social media and the dangers of image sharing.
- Pupils are encouraged to become independent and self-confident young people over time. Leaders use a 'zones of regulation' approach to help pupils understand and monitor how they are feeling and give them tools to help them manage their anxiety and behaviour.
- Leaders encourage pupils to learn about life in modern Britain and to become part of their local community. Pupils visit the local café, celebrate Remembrance Day and take part in a wide range of local sporting activities such as swimming, boxing and sailing. Pupils also undertake visits further afield, such as a trip to an art gallery in London and another to a Buddhist temple. Leaders plan to further broaden the experiences of older pupils through participation in the Duke of Edinburgh's Award scheme.
- The school is likely to meet the relevant independent school standards in this part if the material change is implemented.

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

#### *Paragraph 7–7(b), 32(1)(c)*

- There is an appropriate child protection and safeguarding policy, which is published on the school website. It reflects the statutory guidance issued by the Secretary of State.
- Leaders prioritise safeguarding. Staff are trained in safeguarding through annual training and regular updates. Staff are alert to the additional risks faced by pupils with SEND. They report concerns using the school's online reporting system. These records are well maintained.

- Staff are also alert to the changing risks for pupils as they get older, including county lines and other forms of exploitation. Leaders have considered how the PSHE curriculum will include education about these risks.
- The proprietor has made sure that there is a designated safeguarding lead and several deputies. These leaders are well trained and understand how to escalate concerns about pupils to the local authorities they work with.
- Leaders are trained in safer recruitment. They undertake the appropriate pre-employment checks on adults before they start work in the school. The single central record of recruitment checks is well maintained.
- Leaders and governors ensure that an annual risk assessment using the local authority model is completed to support their monitoring of the effectiveness of safeguarding.

#### *Paragraph 11*

- There is a health and safety policy in place which takes account of the proposed new site and pupil intake. Leaders have carried out a full site risk assessment. The regular checks carried out on the site now extend to the new spaces that are now part of the school. Certification is in place for the new site, including for gas, water and electrical safety, and ongoing health and safety checks are regular.

#### *Paragraph 12*

- Leaders have ensured that the building and site, including the new part of the school, have all the relevant fire safety checks and certification in place, including an updated fire risk assessment. There are mitigations to reduce the risk of fire spreading and to allow for escape, including fire doors, smoke detectors, fire alarms, emergency lighting and clear emergency exits. Doors that are kept secure automatically open should the fire alarm sound. Pupils who need extra help to evacuate have appropriate personal plans in place. Fire marshals have had appropriate training. Regular drills are carried out and evaluated.

#### *Paragraph 14*

- Leaders intend to appoint a new teacher and teaching assistant for every four pupils, as the school expands. Leaders intend to grow the school one class of four pupils at a time, to manage the impact on other pupils. Leaders aim to increase the amount of targeted therapy that is available for pupils, to meet the increased numbers. Pupils will be well supervised during lessons, breaktimes and lunchtimes and during activities in the community.

#### *Paragraph 16*

- There is an appropriate policy in place to reduce levels of risk presented by trips, visits and the site. All pupils have an individual risk assessment that is linked to pupils' EHC plans and mitigates a wide range of potential risks and vulnerabilities.
- Leaders have considered the additional risks presented by having older pupils in the school. These risks will be mitigated by the increased size of the school site, because contact between the older and younger age ranges will be minimised. Separate play times and small class sizes also mitigate this risk. When pupils do come into contact with each other, supervision will ensure that this contact is positive and appropriate.

- Leaders have a thorough risk assessment in place to ensure that pupils arrive and leave the site safely. There is adequate space for cars to drop off pupils without pupils having to cross the road outside the school. Staff are on duty outside the school at the start and end of the day to ensure that the school's processes are followed.
- The school is likely to meet all the relevant aspects of this part of the independent school standards if the material change is implemented.

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

*Paragraphs 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 20(6)–21(3)(b), 21(5)–21(6)*

- Leaders have ensured that all the required recruitment and safety checks are made on staff, governors, supply staff and volunteers. These are recorded on the well-maintained single central record. Appropriate checks and risk assessments are put in place for any visitors to the site.
- The school is likely to meet the standards in this part if the material change is implemented.

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

*Paragraph 23(1)–24(1)(b), 24(2)–29(1)(b)*

- The proposed extension to the school consists of the adjoining house and garden to the current building. Internally, the middle wall has been knocked through to create one building. The new space has been configured to provide additional classrooms, therapy rooms and a lunchroom for pupils. Additionally, there is a new staff work room, meeting room and kitchen space. All classrooms are of suitable size for the proposed maximum of four pupils per class. There is plenty of space for the proposed increase to 24 pupils.
- The site is well maintained inside and outside. The buildings meet requirements with supply of hot and cold water, ventilation, lighting and heating. Rooms are bright and airy. Drinking water is available for pupils through water-cooler machines. There are adequate toilets for 24 pupils. All toilets are individual, so they are suitable for boys and girls. There is a shower available for pupils to use should they wish to.
- The grounds behind the school building are laid out with a hard surface on one side and a more traditional garden on the other side. The space is suitable for 24 pupils to play and relax. The site is secured with fencing and locked gates. At the front there are hard surfaces for parking. The school uses public sports facilities and spaces for PE and swimming.
- The medical room contains a bed, toilet and sink.
- The school is likely to meet the requirements of this part if the material change is implemented.

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

*Paragraph 34(1)–34(1)(c)*

- Leaders have ensured that the independent school standards are likely to be met if the material change is approved.

- The proprietor, who is also the headteacher, has a successful background and experience in school leadership and special education. He has set up a governing body to hold the school to account. This is made up of people with a useful range of experience, including in finance, social care and education.
- The headteacher reports regularly to governors on the school's effectiveness. A detailed action plan sensibly considers the ongoing development needs of the school. This allows governors to be a critical friend to school leaders as they monitor the schools' ongoing development.
- The headteacher ensures that staff are well trained in the special educational needs of pupils. He recognises that some teachers do not have experience of teaching the older age range, so has developed links with local schools to enable teachers to access support and subject-specific training from other subject specialists.

## **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 | 146774   |
| DfE registration number | 850/6095 |
| Inspection number       | 10243897 |

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                            | Kingsgate Education Ltd  |
| Chair                                 | Timothy Rogers   |
| Headteacher                           | Timothy Rogers   |
| Annual fees (day pupils)              | £51,480  |
| Telephone number                      | 01329 446 921  |
| Website                               | <a href="http://www.kingsgateschool.co.uk">www.kingsgateschool.co.uk</a>     |
| Email address                         | <a href="mailto:admin@kingsgateschool.co.uk">admin@kingsgateschool.co.uk</a> |
| Dates of previous standard inspection | 3 to 5 March 2020  |

## Pupils

|                                     | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils                 | 7 to 14                   | 7 to 16           | 7 to 16                    |
| Number of pupils on the school roll | 12                        | 24                | 24                         |

## Pupils

|                  | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Mixed                     | Mixed             |

|  |    |    |
|--|----|----|
| Number of full-time pupils of compulsory school age  | 15 | 24 |
| Number of part-time pupils   | 0  | 0  |
| Number of pupils with special educational needs and/or disabilities                              | 15 | 24 |
| Of which, number of pupils with an education, health and care plan                               | 14 | 24 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 14 | 24 |

## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 5                         | 7                 |
| Number of part-time teaching staff            | 0                         | 0                 |

## Information about this school

- Kingsgate school is an independent special school which caters for pupils with social, emotional and mental health needs. Some pupils have associated complex learning difficulties. Several have been out of education for some time before joining this school. The school aims to provide education and therapy for pupils in a small scale and welcoming environment.
- All pupils have an education, health and care plan. All pupils are placed by local authorities.
- The school currently uses no alternative provision.
- The school's most recent standard inspection was in March 2020.

## Information about this inspection

- The material change inspection was carried out at the request of the DfE. The purpose of the inspection was to establish if the school would be likely to meet all the relevant independent school standards if the proposed material changes are implemented. The material changes intended are to increase the number of pupils to 24 and to increase the age range of pupils to 16. The school intends for all pupils to have an education, health and care plan for social, emotional and mental health needs. This is the first material change inspection in respect of these particular changes that the school has applied to make.
- The inspector met with the headteacher, who is also a member of the proprietor body, the chair of governors and two members of staff. The inspector toured the school site, including the newly purchased school building. A range of documents, policies and plans were scrutinised, including the single central record.

## Inspection team

Catherine Old, lead inspector

Her Majesty's Inspector

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