

# Inspection of Nazene Danielle School of Performing Arts

3 Newton Court, Faraday Road, Wavertree Technology Park, Liverpool L13 1EJ

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Inspection dates: 29 November to 1 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils love coming to this school, where they are happy and safe. They thoroughly enjoy singing, dancing and acting. They also like painting and reading. Pupils respond well to leaders' and teachers' high expectations for their achievement. Consequently, pupils, including those with special educational needs and/or disabilities (SEND), learn well in a wide range of subjects.

Pupils are knowledgeable about different cultures and traditions. Pupils have a good understanding of British values, including the rule of law and individual liberty. They learn about discriminatory behaviour, such as racism and sexism, which they know is unacceptable.

Staff have high expectations of pupils' behaviour. Pupils are respectful towards adults and each other. They behave well. Pupils told inspectors that they are confident to talk to any member of staff if they have any worries or concerns. Any bullying incidents are dealt with by staff immediately.

Pupils are conscientious citizens who care about others. They have performed in a local care home, raised money for children's charities and collected food for a community food bank.

Pupils enjoy visiting theatres and museums. Recently, pupils went to see a production of 'The Nutcracker' ballet. They represented England at the World Dance Cup in San Sebastián in 2022.

## **What does the school do well and what does it need to do better?**

The proprietor and staff have devised a broad, rich and carefully constructed curriculum, which is designed to develop pupils academically and socially. The curriculum also helps pupils to acquire the skills and knowledge that they need to access further and higher education and to secure careers in the performing arts.

The curriculum is logically ordered. This helps pupils to retain knowledge and information and to deepen their understanding in different subjects. Typically, teachers check how well pupils are learning. This enables teachers to identify where pupils are learning securely and to address any misconceptions that pupils may have.

The proprietor has made certain that appropriate staff have been appointed to support pupils with their learning. However, some staff are new to the school, and the teaching profession. The support that these staff need to implement the curriculum consistently well is not fully in place. Consequently, in a few subjects, pupils are not learning as well as they should.

Leaders prioritise reading. Teachers make sure that opportunities are available for pupils to improve their reading and to discover the work of different novelists and poets. Pupils read fluently and with good comprehension. For example, pupils who read for the lead inspector summarised the plot of 'Romeo and Juliet' succinctly, identifying it as a romantic tragedy. Leaders focus sharply on making sure that pupils who are developing their confidence in reading are supported well. As a result, pupils soon gain the knowledge and skills that they need to become strong readers.

Leaders identify pupils' skills and abilities as soon as they start at the school. This includes checking whether pupils have any additional needs that might impact on their learning. When necessary, leaders work with different external specialists to ensure that pupils with SEND get the support that they need promptly. Teachers make certain that pupils with SEND have access to the same curriculum as their peers.

Leaders provide a wide-ranging personal development curriculum which allows pupils to pursue their interests. For example, pupils excel in different forms of dance, including contemporary dance and ballet. They like to attend various clubs, such as kick-boxing and cookery clubs. Pupils know that it is important to maintain a healthy mind and body. Consequently, they participate in yoga and meditation classes.

A suitable behaviour policy is in place, which all staff and pupils adhere to. Pupils are highly disciplined. They conduct themselves sensibly and safely during practical activities in science and when rehearsing dance routines. Pupils' orderliness helps to ensure that lessons are rarely disrupted by poor behaviour. Pupils develop their leadership skills in different ways, such as through the school's pupils' parliament.

Leaders have created a well-crafted programme of in-house and independent careers advice. Teacher help pupils to create 'show reels' which contain pupils' singing, dancing and acting performances. Visitors, including television agents, come to the school to talk to pupils about different careers.

Staff morale is high. They told inspectors that leaders are considerate of their workload and well-being.

The proprietor, who is also the headteacher, has high expectations of staff. She knows the school well and has sufficient oversight of the quality of education that pupils receive.

The proprietor has made sure that the school meets all the independent school standards.

The proprietor and leaders have ensured that the school complies with schedule 10 of the Equality Act 2010. Leaders have made sure that the statutory guidance on relationships, sex and health education has been fully implemented.

The school has applied to the Department of Education (DfE) to make some changes to its premises, age range and the number of pupils on its roll. The school is likely to meet the relevant standards if these proposed changes are implemented. For example, the proprietor has ensured that schemes of work and curriculum plans are in place in all subjects for pupils in key stages 2, 3 and 4. Also, the proprietor has carried out appropriate checks to confirm the identity of each member of staff as well as their suitability to work with children. Added to this, the proprietor has ensured that accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility, is available.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant about safeguarding. They make certain that all staff are aware of the government's current guidance on keeping pupils safe in education.

Staff are familiar with the school's safeguarding policies and procedures. They are skilled at identifying potential signs of neglect and abuse and quickly report any concerns about a pupil's safety. When necessary, the proprietor and leaders work with different external specialists to make sure that pupils get the help that they need swiftly.

Pupils learn about the potential dangers of using the internet, and safe and unsafe situations, through the curriculum.

The school's safeguarding policy takes account of current statutory guidance. This policy is available on the school's website.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- In a few subjects, teachers are refining their teaching skills. Due to this, in these subjects, the curriculum is not delivered consistently well. Therefore, pupils are not learning as well as they should. Leaders should remedy this by making sure that these teachers get the support that they need to develop their subject knowledge and deliver the curriculum effectively. This will help to ensure that pupils build their skills and knowledge securely.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	148471
<b>DfE registration number</b>	341/6020
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10225765
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Nazene Langfield
<b>Headteacher</b>	Nazene Langfield
<b>Annual fees (day pupils)</b>	£6,000 to £7,500
<b>Telephone number</b>	0151 259 0807
<b>Website</b>	<a href="http://www.nazenedaniellesdancedynamix.com">www.nazenedaniellesdancedynamix.com</a>
<b>Email address</b>	<a href="mailto:enquiries@ndsopa.org">enquiries@ndsopa.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school's pre-registration inspection took place on 10 June 2022.
- This is the school's first standard inspection. The school was registered by the DfE on 13 July 2021.
- The school operates from 3 Newton Court, Faraday Road, Wavertree Technology Park, Liverpool L13 1EJ.
- Pupils study a vocational programme in performing arts alongside a curriculum that gives them experience in linguistic, mathematical, scientific, technological, human, social and other aesthetic and creative education studies.
- The proprietor does not make use of alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- The school has applied to the DfE to make some changes to its registration. At the DfE's request, the lead inspector checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the changes. This part of the inspection was carried out under section 162(4) of the Education Act 2002. The school has requested to expand the school premises to include an adjacent building with a dance studio, two additional classrooms and meeting rooms. The proprietor has already implemented this change. The school has requested to extend the age range of pupils from aged 11 to 12 to aged six to 16. The school has also requested to increase the number of pupils from 15 to 25. The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the proprietor, who is also the headteacher, the lead academic teacher and the operations coordinator. Inspectors discussed the provision for pupils with SEND. They also held discussions about attendance and behaviour, and the opportunities for pupils' wider personal development.
- Inspectors carried out deep dives into these subjects: reading, performing arts, science and personal, social, health and citizenship education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of

lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with leaders about the curriculum in some other subjects. Inspectors also spoke with staff about their workload and well-being.
- The lead inspector considered the responses to Ofsted Parent View and the free-text comments from parents and carers. He also considered responses to Ofsted's staff and pupil surveys.
- Inspectors talked with pupils about their safety and welfare. They scrutinised safeguarding information, including the school's safeguarding policy. Inspectors examined a range of policies and documents to check the school's compliance with the standards. They spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents.
- The lead inspector toured the premises with the proprietor.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

Kate Bowker

His Majesty's Inspector



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