

Newingate School

48 New Dover Road, Canterbury, Kent CT1 3DT

Inspection date

19 December 2022

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(b), 2(2)(d)–2(e)(iii), 2(2)(h)–2A(1)(b), 2A(1)(d)–2A(2), 3–4

- The directors have developed a suitably broad, balanced and ambitious curriculum which is consistent with the national curriculum. The school's aims reflect leaders' ambitions for pupils: 'to create successful learners who enjoy learning, make progress, and achieve excellence'.
- The academic curriculum will include subjects such as English, mathematics, science, and the humanities. The vocational curriculum will include subjects such as the performing arts, sport, and health and social care. Pupils will study a range of accredited qualification courses, including GCSEs and BTEC National Diplomas. The school's schemes of work and programmes of study provide a secure framework for teaching.
- Reading will be given a high priority, with regular reading sessions built into the timetable. The school will use a wide range of reading materials selected to appeal to pupils' interests. High-quality texts have been chosen to underpin the English curriculum. Leaders are planning the establishment of a school library. Specialised programmes will be used to support pupils who need extra help with their reading, including a phonics programme where needed.
- Courses provided by alternative providers will be used to enrich the curriculum. Activities such as horse riding, animal welfare, the Duke of Edinburgh's Award scheme, and bushcraft will be selected according to pupils' interests and needs.
- Local sports centres will be used to provide a range of facilities to support the school's physical education curriculum, including specialist coaching, changing facilities, and showers. Leaders also intend to provide breaktime activities, as well as a range of outdoor adventure activities.
- All pupils will have an education, health and care (EHC) plan, with a main diagnosis of autism spectrum disorder. Leaders will assess pupils' needs when they join the school and identify any gaps in pupils' learning. The curriculum will be adapted accordingly. Teachers will use ongoing assessments to check pupils' progress. The school will offer a range of therapies, including speech and language therapy. Leaders intend to recruit

staff with the required expertise and attributes to work with pupils with special educational needs and/or disabilities (SEND).

- The school's personal development programme covers a suitable range of subjects, including statutory relationships and sex education and health education. Leaders will consult with parents regularly about the content of the programme.
- The personal development programme includes appropriate careers guidance. The directors are currently exploring opportunities for local work placements. They are keen to establish links with local organisations, including those specialising in support for people with autism spectrum disorder.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraph 5–5(d)(iii)

- The development of pupils' personal development will be central to the curriculum. The school's personal, social and health education (PSHE) programme covers a suitable range of topics, such as money management, building and maintaining relationships, and developing aspirations and ambitions. Pupils will study towards a nationally accredited PSHE award.
- Opportunities for pupils' spiritual, moral, social and cultural development are identified throughout the curriculum. Pupils will be encouraged to respect diversity and to recognise right from wrong. World religions will be taught through the school's humanities and global studies curriculum.
- Leaders intend the development of positive relationships between pupils and staff to be fundamental to supporting good behaviour, as reflected in the school's behaviour policy: 'cooperation, support, and respect are the foundations of our community'. Staff will be expected to provide strong role models and will be trained in behaviour management strategies.
- The school's behaviour policy states that bullying or any kind will be regarded as a serious breach of the school's behaviour policy and will not be tolerated. Pupils will be encouraged to report 'anything that makes them uncomfortable, no matter how small they might feel it to be'.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraphs 6–7(b), 9–16(b)

- The directors are knowledgeable about safeguarding matters and give pupils' safety an appropriately high priority. Safeguarding training will play an important part in staff induction procedures. Additional training will be provided on topics such as the risk of radicalisation, as well as regular safeguarding updates. Staff will be trained in the use of the school's centralised safeguarding record system, which is in place and ready to use.

- The school's safeguarding policy provides comprehensive information. It has been updated to comply with current statutory requirements and is published on the school's website. The policy provides clear procedures about what to do if a concern arises.
- Leaders have suitable plans in place for the supervision of pupils. They intend to increase the number of pupils on roll gradually over time. Admission and attendance registers will be maintained in accordance with paragraph 15 of the independent school standards. Leaders have suitable admission and attendance registers in place.
- The school's health and safety policies, including first aid and risk assessment policies, are fit for purpose. Pupils will hand in mobile phones at the start of the school day. These will be kept securely and returned to them when school finishes.
- The directors give fire safety a high priority. An independent fire safety audit has been completed and all required actions have been addressed. New fire extinguishers have been installed throughout the building. Fire evacuation routes are clearly indicated throughout the building.
- The school is likely to meet all the requirements in this part of the independent school standards.

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

Paragraphs 17–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(3)(b), 21(6)–21(7)(b)

- The directors are knowledgeable about safe recruitment and safeguarding procedures. They have created a single central record which makes provision for the recording of all required information.
- Appropriate suitability checks have already been completed for the directors and checks on newly appointed staff are in hand. The single central record complied fully with statutory requirements at the time of the inspection.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraphs 22–24(b), 24(2), 25–29(1)(b)

- The proposed school is located in a period property formerly used as a school. The school's outdoor area includes an area suitable for play and recreation.
- The building has been refurbished to a high standard. A suitable heating system has been installed and the school windows have been replaced to ensure that the school's windows are draughtproof and safe.
- The classrooms are bright and well equipped. The school's large windows let in plenty of natural light, which is supplemented with suitable lighting. The windows have restricted opening to ensure pupils' safety.
- The number and size of rooms is suitable for the number of pupils the school intends to admit. The school building also includes a number of smaller rooms. Leaders intend to use these flexibly for a range of purposes, including as additional learning space, depending on the number of pupils on roll and their needs.

- The school's medical room is suitably equipped with a bed, sink, first aid kit, and lockable medical cabinet, with an adjoining toilet.
- Drinking water will be freely available to pupils and is clearly labelled as such. Arrangements are in place to ensure that there is no risk of scalding from the hot water supply.
- An apartment building is located behind the school and residents share the entrance to the site. A perimeter fence surrounds the school accommodation and its grounds. The school has its own separate entrance. It is not possible to access the school without staff permission.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraphs 32(1)–32(1)(d), 32(1)(f)–32(2)(b), 32(2)(b)(ii)–32(5)

- The school's website is clear and easy to navigate. It provides a wide range of information, including policies, procedures, and information about the curriculum.
- Leaders are clear about the requirements of the independent school standards in relation to the provision of information. They have suitable procedures in place to report to parents about pupils' progress and attainment, including annual reviews of pupils' EHC plans.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The school's complaints policy complies with statutory requirements and is published on the school's website.
- The complaints policy provides clear guidance about complaints procedures and about what happens at each stage.
- The school is likely to meet all the requirements in this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The directors have considerable experience of special educational needs education. They have used their knowledge of special educational needs education well in their preparations to open a new school. The directors have created a carefully considered strategic plan to guide the school's growth and development.
- The directors intend to establish a governing body to support monitoring and oversight of the school's work.
- Leaders have taken suitable steps to recruit staff with appropriate knowledge and experience. Procedures for appointing staff were at an advanced stage at the time of the inspection.

- The school is likely to meet all the requirements in this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- The school's policies include suitable information about the steps leaders intend to take to ensure compliance with the Equality Act 2010.
- The school's accessibility plan demonstrates that leaders have given pupils' likely needs due consideration. It states: 'We work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued... This school provides pupils with the opportunity to experience, understand and value diversity'.
- The school is likely to meet the requirements of schedule 10 of the Equality Act 2010 if its policies are implemented fully.

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.

Proposed school details

Unique reference number	149398
DfE registration number	886/6178
Inspection number	10249823

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	Other independent special school
School status	Independent school
Proprietor	Atrium Education Ltd
Chair	Nicholas Rogers
Headteacher	David Carden
Annual fees (day pupils)	£56,000 to £80,000
Telephone number	01227 501309
Website	www.newingateschool.co.uk
Email address	office@newingateschool.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–18	11–18
Number of pupils on the school roll	N/A	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	50
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	50
Of which, number of pupils with an education, health and care plan	N/A	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	4
Number of part-time teaching staff	N/A	1
Number of staff in the welfare provision	N/A	N/A

Information about this proposed school

- Newingate School intends to cater for up to 50 mixed-gender pupils between the ages of 11 and 18.
- Leaders intend that the school will specialise in providing education for pupils with autism spectrum disorder. Pupils may also have associated conditions such as social, emotional and mental health needs.
- The proposed school will occupy a refurbished period building in Canterbury, Kent. The building was used previously as a school.
- The proposed school will have a governing body.
- One of the directors operates another independent school, Infiniti School, which is registered under the company name NR Education Ltd.

Information about this inspection

- The purpose of the inspection was to check whether the proposed school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered. This was the first pre-registration inspection of the proposed school.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and Schedule 10 of the Equality Act 2010.
- The inspector had a tour of the school and discussed proposals and plans for the new school with two directors, one of whom will also be the headteacher. She reviewed a wide range of documentation before and during the onsite visit, including the single central record, policies, and curriculum and assessment information.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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