

# Demetae Academy

17a King Street, Newcastle-under-Lyme ST5 1JF

**Inspection date**

12 January 2023

**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 1. Quality of education provided

*Paragraphs 1, 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)*

- Leaders propose to increase the upper age range to 13 years old. This is to enable the current key stage 2 pupils to return in Year 7 and access a key stage 3 curriculum. This is in direct response to identified needs of pupils and requests from parents and placing authorities. School leaders wish to admit key stage 3 pupils from September 2023.
- Leaders have produced a comprehensive curriculum policy outlining proposed learning pathways for key stage 3 pupils. The planned curriculum consists of the full breadth of national curriculum subjects. It meets the expectations and requirements of the independent school standards.
- The policy is supported by detailed teaching plans that take account of the aptitudes and ages of pupils. Leaders know their pupils well, having already identified the key stage 3 cohort. They can demonstrate how subject content will be adapted to meet the needs of these pupils, as well as those who have special educational needs and/or disabilities. Leaders ensure that they consider the requirements of pupils' education, health, care (EHC) plans.
- Leaders have comprehensive plans to recruit additional staffing. They intend for the key stage 3 curriculum to be delivered by suitably qualified staff.
- Leaders have carefully considered the personal, social, health education needs of older children. They know the curriculum well. They understand the content that pupils need to learn that outlines the planned content for key stage 3. The plans show adapted content covering changes through adolescence, relationships and growing up. This content is appropriate for pupils' ages and needs.

- The policy and plans for relationships and sex education (RSE) outlines the planned content for key stage 3 pupils. Leaders demonstrate strong knowledge of curriculum content for older children.
- The policy for careers education has been revised to consider the curriculum aims for older children. Leaders have a comprehensive plan for careers guidance, which is underpinned by the Gatsby Benchmarks. The school has existing links with a range of local businesses to support delivery of these plans. Leaders intend to extend these opportunities to key stage 3 pupils. Leaders have also engaged with external local providers to deliver impartial careers advice.
- These standards are likely to be met should the material change be implemented.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders present detailed plans, designed to help pupils acquire new knowledge and skills. Knowledgeable teachers and small class sizes mean that adults know the individual needs of pupils and reflect these when planning content. Staff have identified key assessment points in order to be able to measure success throughout the curriculum. Current teaching is underpinned by positive working relationships. Leaders intend that this practice should continue for older pupils joining key stage 3.
- Leaders invest appropriately to support effective teaching of the curriculum. The school premises are well maintained. Resources are of good quality and range, and supplement learning well. Leaders propose that this level of investment should continue for key stage 3 pupils.
- Pupils are currently taught in small groups. This ensures that their planned curriculum is appropriate to their needs. Leaders propose to implement the same model of organisation for pupils in key stage 3.
- Pupils are actively involved in planning some of their learning choices. The curriculum encourages pupils to behave responsibly. Pupils are fully involved in their school community. Pupil school councillors take their roles seriously. Pupil subject leaders support teachers in helping others to learn new content and key words. They also give out and collect books. Leaders plan for these leadership opportunities to be available to key stage 3 pupils.
- These standards are likely to be met should the material change be implemented.

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

*Paragraphs: 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)*

- The curriculum is fully enhanced with additional opportunities to build pupils' character. It also develops their social skills and knowledge of the world around them. Pupils access a range of activities, including forest school, trips to local museums, art galleries and leisure centres. They learn about and celebrate differences through valuing diversity.
- The pupil-led school council helped to develop the school's core values. These include encouraging pupils to believe in themselves and each other, working hard and not giving up, being kind and fair, and treating one another with respect. These values permeate all aspects of the school's work.

- Leaders believe in the strength of community and have worked hard to develop this. There are many opportunities for parents and local partners to work alongside the school. This enhances pupils' experiences and will continue to extend the learning of key stage 3 pupils.
- These standards are likely to be met should the material change be implemented.

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

#### *Paragraph 7, 7a, 7b*

- The safeguarding policy is written with due regard to the guidance issued by the Secretary of State. It outlines the course of action to take when there are concerns about a child. The policy is implemented in full.
- These standards are likely to be met should the material change be implemented.

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

#### *Paragraph 23(1)(c)*

- Leaders have arranged for pupils to use a local leisure centre for physical education. Pupils are able to use the centre's showering facilities. Leaders intend that this arrangement will apply to pupils in key stage 3.
- This standard is likely to be met should the material change be implemented.

### Part 6. Provision of information

#### *Paragraph 32(1)(c)*

- The safeguarding policy is publicly available on the school's website and in paper copy.
- This standard is likely to be met should the material change be implemented.

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

#### *Paragraphs: 34(1), 34(1)(a), 34(1)(b), 34(1)(c), 34(2)*

- School leaders and the board of directors are appropriately skilled and knowledgeable. They have strong educational backgrounds and fully understand their statutory responsibilities.
- Leaders are committed to the growth and development of the school and the success and well-being of the pupils.
- They have a strong knowledge and understanding of the independent school standards. They make regular checks on consistent compliance with these standards.
- These standards are likely to be met should the material change be implemented.

### Schedule 10 of the Equality Act 2010

- The school makes appropriate arrangements to meet the statutory requirements of the Equality Act 2010.

## **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	148598
DfE registration number	860/6086
Inspection number	10267490

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	Independent School
School status	Independent school
Proprietor	Demetae Academy Ltd
Headteacher	Mr Matthew Davies
Annual fees (day pupils)	£8,400 to £8,850
Telephone number	01782 893 079
Website	<a href="http://www.demetaeacademy.org.uk">www.demetaeacademy.org.uk</a>
Email address	<a href="mailto:headteacher@demetaeacademy.org.uk">headteacher@demetaeacademy.org.uk</a>
Dates of previous standard inspection	10 and 12 May 2022

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 11	4 to 13	4 to 13
Number of pupils on the school roll	24	40	40

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	24	40

Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	5	5
Of which, number of pupils with an education, health and care plan	5	5
Of which, number of pupils paid for by a local authority with an education, health and care plan	5	5

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	2	2

### Information about this school

- Demetae Academy is a small, independent day school, located in Newcastle-under-Lyme, Staffordshire. It offers places to pupils aged 4 to 11 years old. It does not have a religious character.
- A small number of pupils have special educational needs and/or disabilities. These pupils have an EHC plan.
- The school was last inspected in May 2022, when it was judged to be good.
- Leaders do not make use of alternative providers.

## Information about this inspection

- This inspection was commissioned by the DfE following a request from the school to admit pupils up to age 13. The school intends to offer places to its current key stage 2 pupils, enabling them to return in Year 7. This is the first material change inspection that has taken place in relation to this change.
- The inspector held meetings with the headteacher and deputy headteacher. She scrutinised the proposed curriculum plans and key policies, including those for safeguarding, the curriculum and RSE. A number of documents were also reviewed, including risk assessments and information about off-site visits and enrichment plans.
- The inspector toured the premises, including the outdoor space.
- The school's single central record of checks made on staff was also examined.

## Inspection team

Melanie Callaghan-Lewis, lead inspector

Ofsted Inspector

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