

Atelier21 Future School

Broadfield Park, Brighton Road, Crawley, West Sussex RH11 9RZ

Inspection date

10 July 2023

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

Paragraphs 2(1)–2(2)(b), 2(2)d–2(2)(f), 2(2)h–2A(1)(b), 2A(1)(d)–2A(2)

- Leaders have a very clear vision of an education that aligns with the world pupils will grow up in. They see pupils as 'co-pilots' in their education, taking a leading role in planning their own learning journeys.
- Through this education, leaders want pupils to learn to be resourceful, resilient and reflective. In the long term, they want pupils to understand how they, as an individual, can make a positive and meaningful contribution to society.
- To achieve this, leaders have developed a curriculum that is broad and balanced, and which aims to foster pupils' intrinsic motivation and to help them discover and foster their own particular talents and interests.
- At all phases of the school, pupils study a broad range of subjects, including mathematics, integrated sciences, integrated humanities, language and literature, design, visual and performing arts, Spanish, physical and health education.
- Learning is organised into projects that incorporate aspects of multiple subjects. These projects are meticulously planned, with the involvement of teachers from across the school, to ensure that learning is sequential, builds on what pupils already know and ensures equitable coverage of the different subjects. There are clear schemes of work in place for all year groups, including for pupils who will be in Year 10 and 11 if the proposed material changes are agreed.
- Since the last inspection, leaders have continued to refine and strengthen the school's curriculum. Secondary age pupils now follow the International Baccalaureate programme of learning. This has been in place since September 2022. If the material change is agreed, pupils in Year 10 and 11 will continue to follow the International Baccalaureate programme.
- Leaders carefully balance their vision for pupils to have autonomy in learning with the need for them to acquire and develop the key skills and knowledge that leaders have identified as being most important and most relevant for their pupils. Self-directed

learning projects enable pupils to build upon the core knowledge and understanding that has been taught to them within their projects. Pupils learn to plan their independent projects carefully, with the support of teachers, to ensure that these interest-driven projects also support pupils to develop and make progress through the planned curriculum.

- Leaders have identified very clear curriculum goals and end points. Teachers track individual pupils' progress towards these goals carefully and use this information to plan the next stage of learning for each pupil. If the material change is approved, leaders intend for pupils to sit e-assessments for the International Baccalaureate middle years programme in Year 11.
- A range of careers guidance and advice is provided to pupils to help them make informed choices about next steps. To help pupils to understand how they might pursue their own interests and passions as a career, the school has developed a 'Passion Pays' project. Through this project, the school hosts a wide range of visitors who have developed passion-led careers in their chosen fields. Leaders are continuing to develop relationships with a range of schools and colleges, including some that offer the International Baccalaureate diploma, so that pupils can continue on this pathway if that is the best choice for them.
- Leaders ensure that pupils of all ages follow an appropriate curriculum for relationships and sex education. They have developed an appropriate policy, and regularly consult with parents about what their children will be learning.

Paragraphs 3–3(j)

- Leaders are committed to ensuring that pupils receive the best possible teaching. They have a very clear vision of what effective teaching looks like in the context of their curriculum aims and ethos.
- They have built a staff of experienced, qualified teachers. In preparing for the proposed extension of their age range, leaders have ensured that they have all the necessary teaching expertise. For example, a new head of mathematics has been recruited for September, who has experience of teaching mathematics at key stages 4 and 5.
- Since the last inspection, leaders have taken steps to strengthen and grow the special educational needs and/or disabilities (SEND) support team to strengthen provision for pupils with SEND.
- Leaders have developed a programme of professional development training for all teachers that aligns with the school's vision and ethos. In addition, all teachers are trained in the International Baccalaureate curriculum and teaching approach.
- The proprietor maintains very sharp oversight of teaching in the school. She works with teachers, leaders and a panel of external experts to continuously review the impact of teaching on pupils with the aim of always improving and refining.

Paragraph 4

- Assessment is ongoing. For each project, teachers work with pupils to ensure they understand what they are going to be learning, and what constitutes success. Pupils review their own progress regularly with their teachers.

- Periodically, 'learning conversations' are held to assess each pupil's progress over the term. Their academic work is graded, as is their personal development. In addition, secondary age pupils are assessed against the criteria within the International Baccalaureate programme. Leaders use this conversation to professionally challenge teachers on behalf of pupils. Each learning conversation leads to planned next steps for individual pupils.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

Paragraphs 5–5(d)(iii)

- Pupils' spiritual, moral, social and cultural development sits at the heart of leaders' thinking. Leaders are determined that pupils will learn how to use their voice in a productive way to bring about positive change. This begins within the school, but quickly extends out to the local and then wider community.
- Pupil ambassadors are elected by the pupil community. Through this process, pupils learn about the importance of democracy. Within the safe boundaries set by adults, pupil ambassadors play an ongoing role in negotiating and agreeing how the school operates. For example, pupils have recently agreed with leaders how the 'zen den' can be safely used by pupils at break times when they want some quiet time.
- Pupil 'peer mediators' are trained to help others resolve disagreements as part of leaders' ongoing work to help all pupils develop a sense of right and wrong and personal responsibility for their actions.
- Pupils learn about the protected characteristics through the school's personal, social and health education programme.
- All secondary age pupils participate in a 'service in action' project as part of their citizenship work. For example, pupils in Year 7 and 8 have recently undertaken a project about homelessness, through which they met with representatives of local charities and organisations that support homeless people. This culminated in pupils organising their own food drive.
- The school's curriculum has been developed to ensure that pupils engage with the wider world. For example, pupils learn about a range of faiths and religions, learning about their global origins. A range of festivals are celebrated within the school. Pupils have ongoing opportunities to visit different places of worship and to meet representatives of different faiths.
- Embedded within the school's curriculum are a wide range of opportunities for pupils to discover and pursue their interests and talents. For example, pupils learn about animation, horse riding, sustainability and music production.
- 'Wild Fridays' and 'Adventure days' provides pupils with opportunities to learn outdoors, and to engage in a wide range of activities, including forest school, kayaking and wild swimming.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b)

- Leaders have made clear arrangements to safeguard and promote the welfare of pupils. They have a clear safeguarding policy, which is based on the latest statutory guidance.
- The designated safeguarding lead, and deputy safeguarding leads, have had appropriate training. There is a clear safeguarding induction for new staff, and ongoing training to ensure that staff know how to raise a concern about a pupil. All concerns are documented on the school's online recording system. Leaders engage with external safeguarding partners, seeking advice and referring appropriately when they are concerned.
- As the school has grown, the proprietor has recognised that additional capacity is needed within the safeguarding and pastoral team. A new designated safeguarding lead has been appointed to start in September 2023. This will ensure that there is capacity for the proposed increase to pupil numbers.

Paragraphs 11, 12, 14, 16–16(b)

- There is an appropriate health and safety policy. The proprietor has appointed a suitably knowledgeable facilities manager, who supports leaders in ensuring that the policy is implemented effectively.
- An external review of the school's compliance with the Regulatory Reform (Fire Safety) Order 2005 has been carried out. All actions identified have been addressed. There is a clear programme of fire drills, checks and maintenance to ensure ongoing compliance. This includes biannual servicing of the fire alarms.
- Pupils within the school are properly supervised through the appropriate deployment of staff. Where leaders provide pupils with more independence by allowing them to work outside of their classrooms without direct supervision, there are clear processes that pupils follow. For example, pupils are expected to indicate on a form when they leave the classroom and where they intend to work. Circulating adults then make regular checks on each pupil to ensure that they are safe and continuing to engage with learning. Pupils then sign back in upon their return.
- The risk assessment policy is effective, and supported by a number of specific risk assessments that cover all elements of school life, including off-site trips, and the use of a local public park and woodlands.
- The school is likely to meet all of the requirements in this part of the independent school standards that were considered within this inspection.

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

Paragraphs 18(2)–18(2)(e), 18(3), 21(1)–21(3)(b)

- Senior leaders have undertaken safer recruitment training and are knowledgeable about the checks that need to be made on adults coming into contact with pupils at

the school. All staff have had an enhanced Disclosure and Barring Service (DBS) check, and are subscribed to the DBS update service.

- School leaders are supported by a central human resources team, who support across the settings that the proprietor operates. This team oversees the recruitment of any new member of staff.
- The school maintains an appropriate single central record that shows that all relevant checks have been made and recorded.
- The school does not use supply teachers, and any absence is covered by existing staff.
- The school is likely to meet all of the requirements in this part of the independent school standards

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–24(1)(b), 24(2), 25–29(1)(b)

- The school is located in a grade 2 listed building, which is in the grounds of a public park. The school has been renovated throughout to a high standard. The second floor, which was previously out of bounds to pupils, has now been redeveloped to create two additional classrooms. Leaders intend that the oldest pupils will be based in these classrooms.
- Further work has been undertaken to develop the specialist teaching spaces on the first floor, including the removal of a partition wall, to create a larger art studio for pupils. Classrooms have been carefully designed to facilitate both group work and independent learning.
- The youngest children and pupils are based on the ground floor in classrooms that have direct access to well-maintained outdoor learning spaces.
- Suitable toilet and washing facilities are provided for the sole use of pupils. Drinking water is available throughout the school.
- There is a suitable medical room, with a washing facility and nearby toilet.
- There is a well-equipped playground that provides space for learning, play time and physical education. Next year, with greater pupil numbers, leaders intend to stagger break and lunch times to ensure that the playground does not become overcrowded.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraph 32(1)(c)

- Leaders have published the school's safeguarding policy on the school's website. Leaders ensure that this is updated at least annually to reflect the most recent statutory guidance.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has a clear and precise vision for the school. She is determined that it will provide pupils with a meaningful, relevant and joyful education that will equip pupils well for the modern world. The proprietor has built the school's wider leadership team carefully to ensure that all leaders understand and share this vision.
- There is currently no board of governors. However, the proprietor recognises the value of external expertise, advice and challenge and has created an advisory board who work with leaders and teachers to evaluate the impact the school's educational offer is having on pupils. This work then feeds into school development planning.
- The proprietor has developed a strong understanding of the independent school standards, as have the wider leadership team. As the team around the proprietor has grown and strengthened, she has been able to step back from directly leading the school into a governance role. In this role, she ensures that all leaders maintain her exacting standards.

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	147911
DfE registration number	938/6006
Inspection number	10290471

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	Atelier 21 Ltd
Chair	Hayley Peacock
Headteacher	Rebecca Gooding
Annual fees (day pupils)	£8,550 to £13,050
Telephone number	01293265417
Website	https://atelier21schools.co.uk/
Email address	info@atelier21schools.co.uk
Date of previous standard inspection	14 to 16 June 2022

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 14	4 to 16	4 to 16
Number of pupils on the school roll	111	165	165

Pupils

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

Number of full-time pupils of compulsory school age	99	165
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	28	Up to 165
Of which, number of pupils with an education, health and care plan	8	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	30	36
Number of part-time teaching staff	1	1

Information about this school

- The school is located in a grade 2 listed building in the grounds of Broadfield Park in Crawley, West Sussex. The school also makes use of an adjacent forest and local sports centre.
- The school uses an enquiry-based learning approach. It is inspired by the Reggio Emilia approach.
- The school does not have a religious character.
- The school does not have provision for two-year-old children.
- The school does not use alternative provision.

Information about this inspection

- This material change inspection was commissioned by the DfE to consider the school's application to increase their maximum number of pupils from 120 to 165 and to increase the age range of pupils from 4 to 14 to 4 to 16.
- The inspector met with the sole proprietor of the school, and the headteacher.
- A wide range of documents were scrutinised and discussed with leaders, including curriculum documentation and schemes of work, the health, safety and welfare policy, the risk assessment policy, and associated specific risk assessments including an external fire risk assessment.
- The inspector visited a sample of lessons to see how the curriculum was being implemented. She reviewed samples of pupils work across the subjects.
- To check the school's safeguarding arrangements, the inspector checked the school website to ensure that the school's safeguarding policy was published and was based on the most recent statutory and local guidance. She met with the designated safeguard leader to discuss how the policy was implemented. She discussed the training programme for the safeguarding team, and for all staff. She reviewed safeguarding records to ensure that leaders were taking appropriate action to safeguarding pupils. She checked the single central record.
- The inspector conducted a full visit of the site, with a particular focus on the areas of the school that would accommodate the new age ranges that leaders have applied to admit.

Inspection team

Alice Roberts, lead inspector

His Majesty's Inspector

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