

New Perspectives School

197-223 Edward Road, Balsall Heath, Birmingham B12 9LB

Inspection date

12 July 2023

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

Paragraph 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) and 2(2)(d)(ii)

- The proprietor body intends for the proposed school to provide education for pupils with special educational needs and/or disabilities (SEND). It is expected that most pupils will have an education, health and care plan (EHC plan).
- The proprietor has ensured that a curriculum policy and appropriate schemes of work are in place. The school intends to teach a suitably broad range of subjects. The intended curriculum consists of English, mathematics, science, art, physical education, personal, social and health education (PSHE), history, geography, information and communication technology, digital media, citizenship and religious education.
- The proposed curriculum is based on the national curriculum and relevant examination specifications. This is likely to support the reintegration of pupils into mainstream education where this is possible.
- Leaders plan to adapt the curriculum to meet the individual needs, interests and aspirations of each pupil. Leaders recognise that pupils who will attend the proposed school may have experienced disruption to their education.
- Leaders plan to establish a sixth-form provision because a small number of pupils may not be ready to move into other post-16 settings. However, leaders are keen to make pupils aware of alternative post-16 options if they are ready to access them.
- Leaders will ensure that pupils have access to a range of qualifications and guidance to support their next steps in education training and employment. This will enable pupils to learn about employability skills and about how to apply for future employment, education or training.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h) and 2(2)(i)

- The planned programme for personal, social, health and economic (PSHE) education includes suitable coverage of equality, fundamental British values and relationships. Leaders are aware that some pupils may soon be moving to semi-independent living

and need to be prepared for this through the school curriculum.

- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g) and 2A(2)

- The relationships and sex education (RSE) policy sits alongside the PSHE policy. It outlines provision for both primary-age and secondary-age pupils.
- Leaders intend to consult with parents and carers about the content of the policy. The RSE policy references the right of parents and carers to withdraw their child fully, or partly, from sex education lessons.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

- Leaders have appointed appropriately qualified teachers and support staff with experience in working with pupils with SEND. Staff have been specifically appointed for their subject specialisms. All teachers have qualified teacher status.
- Leaders have procedures and policies in place to ensure that pupils acquire new knowledge and make good progress. Leaders will ensure that teachers have good subject knowledge, present well-planned lessons and use effective teaching methods. Leaders plan to check the quality of pupils' work and visit lessons frequently.
- Leaders have put in place a comprehensive schedule of staff training to ensure that all staff are fully equipped to work with pupils with SEND.
- The headteacher has teaching and leadership experience in special schools and pupil referral units.
- Leaders have ensured that the independent school standards in this part are likely to be met.

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

Paragraph 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) and 5(d)(iii)

- Leaders have given careful thought to pupils' personal development. The curriculum is designed to support the development of self-esteem and self-worth, developing empathy, compassion and communication.
- Leaders intend that pupils will be taught about a range of religions, faiths and cultures. The PSHE education curriculum includes coverage of fundamental British values and all the protected characteristics, as identified in the Equality Act 2010. Pupils will be encouraged to develop tolerance, mutual respect and appreciation of the diversity of modern society.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1)(c)

- The school's safeguarding and child protection policy reflects the most recent statutory guidance and is available on request. It will be made available online when the proposed school launches its website.
- The headteacher, who will be the designated safeguarding lead, has completed suitable training in relation to this role.
- Leaders demonstrate the necessary knowledge and understanding to make sure that pupils are kept as safe as possible throughout the school day and beyond. Leaders are aware of their duties and the importance of establishing and maintaining a strong safeguarding culture. Leaders have a clear understanding of the needs and challenges their pupils are likely to present.
- Leaders have put in place systems for recording and reporting safeguarding concerns. Leaders have planned a regular programme of training for staff to support a positive culture of safeguarding.
- The planned PSHE curriculum is likely to help pupils learn how to keep themselves safe in different situations, including when they are working online.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- Leaders have developed a detailed behaviour policy. Positive pupil behaviour will be rewarded using a points system. Leaders aim to create a calm environment where pupils feel safe. Also, it is intended that pupils will attend a community group meeting on a Friday where pupils will be able to have their say about life in the school.
- The proposed school has a suitable anti-bullying policy in place. Pupils will be taught about the different types of bullying. Leaders will ensure that staff receive appropriate and regular training so that this policy is implemented as leaders intend.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraphs 11, 12, 13, 16, 16(a) and 16(b)

- A range of relevant policies are in place, including the health and safety policy.
- Pupils will receive any required first aid and further treatment from the qualified medical staff on site. Records will be kept of any accidents.
- Detailed risk assessments clearly identify the risks associated with specific locations and activities. Risk assessments are carried out by suitable experienced and knowledgeable staff. Risk assessments are reviewed regularly and updated promptly and as necessary.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Paragraphs 14 and 15

- There are currently no pupils attending the school. The information that the proposed school plans to include on the admissions register is in line with Department for Education (DfE) guidance.
- Leaders have carefully considered the supervision of pupils to meet their needs and to

keep them safe during the school day. This work includes consideration of risks relating to transport arriving on site at the beginning and end of the school day. An appropriate number of staff have been appointed to support the smaller pupil numbers who will be admitted initially to the school. Leaders have planned the gradual increase in staff numbers together with their plan for gradually increasing the number of pupils who are admitted to the school.

- Leaders have ensured that the independent school standards in this part are likely to be met.

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

- *Paragraphs 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6), 21(7)(a) and 21(7)(b)*
- Leaders are knowledgeable about requirements for completion of suitability checks on staff. Leaders demonstrate an understanding of the requirements of part 4.
- The format of the single central record contains the full range of pre-employment checks. It is stored centrally in an electronic format.
- The school has appropriate recruitment procedures in place. This includes obtaining two references and carrying out a medical check prior to appointment.
- Leaders do not intend to use supply staff due to the specific needs of the pupils that they intend to admit. However, leaders are clear about the checks and procedures that would need to be followed if they did.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

- *Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)*
- The proposed school is located on the site of a former school. All rooms are well lit and have good acoustics. There are a range of learning spaces on the ground and first floor. There is suitable space for the proposed number of pupils to learn.
- There are toilets both upstairs and downstairs that are available to pupils, with hot and cold running water and handwashing facilities. There is also a newly installed shower. The temperature of the water is suitably regulated. The medical room includes a wash basin and a bed and is near a toilet.
- There is an outdoor area that can be used for pupils to play and socialise. The area is suitably secure and well lit.
- Leaders have ensured that the independent school standards in this part are likely to

be met.

Part 6. Provision of information

- *Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f) and 32(3)(g)*
- All policies, documents and information required for the pre-registration inspection were provided in a timely manner. Policies reflect the fact that the proposed school will cater for pupils with SEND where relevant.
- Leaders are clear about the range of information they are required to make available to pupils and parents or carers to ensure compliance with the independent school standards.
- Annual written reports will provide parents and carers with information about their child's achievement. The reports will include information about the pupil's progress and achievements, behaviour and attitudes to learning.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The school's complaints policy complies with statutory requirements and is available on request.
- The complaints policy gives clear timescales for the management and consideration of any complaint. It includes the opportunity to consider any complaints informally in the first instance.
- Leaders have ensured that the independent school standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders have a clear rationale for why they want to register as an independent school. Leaders demonstrate a secure knowledge of how to cater for the wide and varied needs of pupils with SEND, particularly pupils with social, emotional and mental health (SEMH) needs.
- All leaders demonstrate a good understanding of the independent school standards.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010. The proposed school considers and plans for the needs of pupils with SEND.

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	149864
DfE registration number	330/6142
Inspection number	10296130

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 special school
Proprietor	Care Perspectives Ltd
Headteacher	Michelle Baker
Annual fees (day pupils)	£65,000 to £100,000
Telephone number	07481622628
Website	None
Email address	m.baker@careperspectives.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	Not applicable	7 to 18	7 to 18
Number of pupils on the school roll	Not applicable	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	50
Number of part-time pupils	Not applicable	6

Number of pupils with special educational needs and/or disabilities	Not applicable	50
Of which, number of pupils with an education, health and care plan	Not applicable	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	7

Information about this proposed school

- The proprietor body is Care Perspectives Ltd.
- The proposed school intends to cater for boys and girls from Year 3 to Year 13. The school will mainly cater for pupils with a range of SEMH needs, including autism, social and communication difficulties, high anxiety and sensory process, emotional and behavioural disorders or behavioural difficulties.
- It is expected that all pupils will have an EHC plan. Pupils will be placed in the school by local authorities.
- The proposed school will have a proprietor body. The school will also have a governing body.
- The proposed school will not have a religious denomination.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- The inspection focused on compliance with the regulatory requirements of the independent school standards, as well as safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector met with the headteacher, a representative of the proprietor body and the school business manager.
- The inspector scrutinised the information and policies provided by the school.
- The inspector reviewed the school's arrangements for safeguarding pupils and staff. The inspector looked at the school's single central record of the checks that leaders carry out before staff are employed to work at the school.
- The inspector visited all parts of the proposed school premises, including outdoor areas.

Inspection team

Emma Gater, lead inspector

His Majesty's Inspector

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