

# Newbury Independent School

Unit 6, Cuckoo Wharf, 435 Lichfield Road, Aston, Birmingham, West Midlands B6 7SS

**Inspection date**

11 June 2024

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h)

- In October 2023, at the last standard inspection, the school had a careers programme in place, but this did not reflect the personal ambition of the pupils. Consequently, the programme did not prepare the pupils for their preferred next steps.
- Since then, the school has spent a great deal of time reflecting on the careers programme to make it more bespoke to the personal ambitions of the pupils. In individual provision plans (curriculum maps), the pupils' voices are now explicitly identified as what they want to achieve as they age.
- Visits to local career fairs help the students develop their ambitions and understanding of careers and courses that might be available. Visiting career advisors from local mainstream secondary schools provide impartial career advice to the pupils.
- Trips to sporting venues, art galleries and even international racetracks provide opportunities to meet with those involved in different jobs in Birmingham and the surrounding areas. When needed, leaders have taken pupils on individual trips to work settings so they can speak with those already employed in that industry.
- These standards are now met.

Paragraphs 2A(1), 2A(1)(b), 2A(1)(g)

- At the last inspection, the schools' offer for personal social, health and economic (PSHE) education, including relationships, health and sex education (RHSE), was not well matched to the needs of the pupils. The statutory guidance for RHSE was not consistently implemented, and some students did not receive the PSHE or RHSE curriculum.
- The current offer for PSHE and RHSE is detailed, well planned and carefully sequenced to build knowledge. The school has established a long-term ambition for what real-life knowledge should be taught at different times. Health organisations come into the

school to provide workshops and lessons about RHSE. Assemblies and individual lessons allow pupils to reflect on their experiences and understanding.

- These standards are now met.

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the last inspection, the school did not establish a well-planned and organised curriculum that helps pupils build on previous knowledge. It was not clear what the pupils were expected to learn and when. The curriculum did not address the gaps in the pupils' prior learning that were apparent when they started at the school.
- Since that inspection, the school has brought in a series of schemes for all subjects from different schools that match the vision and ambition of Newbury School. This has provided the school with a starting point for what could be learned and when. However, these plans have not yet been specifically adapted to the needs of the pupils at Newbury. Equally, as the plans have only recently been introduced, they are not yet consistently used to fill the gaps in pupils' prior learning.

- These standards are not met.

Paragraphs 3(b), 3(e), 3(f), 3(g)

- At the last inspection, pupils' engagement in learning was limited, and disruption too often stopped the pupils from getting the most from lessons. Staff subject knowledge was poor. Staff awareness of what the pupils knew and understood was not clear enough.
- Since that inspection, leaders have worked hard to refine how learning is promoted in classes. There has been a great deal of staff change recently, with several key staff members leaving. However, leaders and recently appointed staff members are committed to ensuring lesson progress and the most incredible opportunities to help pupils learn. Their subject knowledge is strong, and this is reflected in the lessons they teach.
- More recently, the pupils have been demonstrating higher levels of engagement and regulation in lessons and around the school.
- Leaders have spent a lot of time organising and purchasing additional resources for lessons and developing early reading.
- The school has spent some time reviewing and consolidating its assessment systems to understand what the pupils know accurately and have learned and how they might need more help.

- These standards are now met.

Paragraph 3(h)

- In the past, the school did not manage behaviour well. At the last inspection, the behaviour strategies were unclear and poorly implemented. Too much attention was placed on managing behaviour incidents rather than understanding why the incidents happened so that the right intervention could be implemented. Learning was often disrupted, and pupils' behaviour did not improve.

- Since that last inspection, the school has re-established the expectations around its approaches to behaviour. The behaviour policy is well written and often well implemented to support pupils.
- There is now an ongoing dialogue between all staff about how they can support pupils in regulating their feelings and emotions. Individual behaviour plans are well written and provide a clear expectation about how incidents of challenging behaviour should be managed.
- The introduction of 'family time' at lunchtime has provided opportunities for staff to promote positive interaction between all members of the school community over shared food and games.
- These standards are now met.

Paragraphs 3, 3(a), 3(c), 3(d)

- At the last inspection, the school did not ensure that all lessons met the pupils' needs. Lessons did little to reduce the gaps in the pupil's knowledge and, in some cases, widened them. Staff were not confident in adapting the curriculum to the different additional needs of the pupils. Teaching activities were not always well matched to the different abilities of the pupils, and there remained significant gaps in the knowledge of pupils that were not being filled.
- Over the last few months, the significant change in staffing has made it difficult to develop consistency in implementing the curriculum in classes. School leaders are strong teachers with a clear vision of what high-quality learning should look like. However, variability and inconsistency in how work in books is responded to rarely give pupils the feedback they need. Equally, when pupils are away from school, the work completed in books does not reflect opportunities to catch up on missed learning.
- These standards are not met.

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

Paragraph 9, 9(b), 9(c)

- At the last inspection, the school's behaviour policy was not consistently implemented. While training had been provided for staff, staff were not confident in responding to behaviour and understanding why behaviour happened. This meant that the resulting strategies did little to reduce disruption in lessons. Equally, the school did not keep records of sanctions given to pupils, as required by the standards.
- Since then, the school has worked hard to increase the focus on understanding the reasons for behaviour so the right intervention and support can be implemented. Records of incidents are detailed and clearly explain why that might have happened. The school has a detailed analysis of specific times, lessons, or subjects that might be triggers for specific pupils. This helps to identify and implement effectively the behaviour plans. All staff contribute to the dialogue through well-planned briefing and de-briefing sessions to understand how to support pupils needing more help.
- These standards are now met.

Paragraph 12

- At the last inspection, the school did not have a suitable fire risk assessment as required by the independent school standards.
- The school has now used an external company to complete this risk assessment and has acted on the required actions from that risk assessment. Fire drills and call point assessments are completed weekly and documented.
- This standard is now met.

#### Paragraph 15

- At the last inspection, the school did not ensure that an admission and attendance register was maintained per the Education (Pupil Registration) (England) Regulations 2006.
- During this progress monitoring inspection, leaders demonstrated that the admission and attendance registers are fully in place and well maintained. By purchasing an external data management system, the school can now spot attendance patterns to develop its understanding of how best to support attendance improvement.
- This standard is now met.

#### Paragraph 7(a)

- At the last standard inspection in October 2023, the school failed to understand the specific risks some pupils face and act accordingly. This meant that some pupils were at greater risk of additional harm. Some pupils rarely attend school, and leaders do not make the necessary checks to assure themselves that these pupils are not at risk of harm.
- While the systems and processes for monitoring attendance have massively improved, the school does not consistently ensure pupils are safe when away from school. The school will often follow up on a child when they are not in school and will complete home visits, but it does not always follow up with social care or the police if no contact can be made. This means that some pupils will be away from school for extended periods without anyone from the school knowing if they are safe.
- This standard is not met

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

#### Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c)

- At the last inspection, the school did not ensure that the medical room was appropriate or suitable for pupils with complex needs.
- The current medical room is compliant with the independent school standards. It is a bespoke room within the school building with access to a medical bed, a secure first-aid cabinet, a fixed sink, and fresh drinking water. Due to the additional needs of the pupils at the school, this room is locked and can only be accessed by members of staff who all have the key to the room. This has been a risk-assessed measure by the school to reduce significant damage and harm to pupils.
- These standards are now met.

#### Paragraph 28(1), 28(1)(a), 28(1)(c)

- At the standard inspection, the school did not provide suitable access to drinking water facilities marked as such.
- Since that inspection, there have been two marked locations for drinking water provided for the school. One is in the school's kitchen and the medical room. The provision in the medical room is a specifically designed drinking fountain with the potential to fill water bottles. Due to the additional needs of the pupils at the school, both rooms are locked and can only be accessed by members of staff who all have the key to the room. Leaders have assured themselves that pupils will always be supervised in the school and, therefore, will have access to drinking water when needed.
- These standards are now met.

## Part 6. Provision of information

### Paragraphs 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(g), 32(1)(i)

- At the last inspection, the school did not ensure that information was available to current parents and pupils and prospective parents and pupils. Equally, as part of the standard inspection, the school did not provide all the information to inspectors, as required by the independent school standards.
- Since that inspection, the school's website has been reviewed and enhanced. Currently, the website includes all the necessary policies and procedures advocated by the independent school standards. This is regularly reviewed and updated when needed. Consequently, all information on the website is current and bespoke to Newbury School. As part of the progress monitoring inspection, the school promptly provided additional information on request.
- Individual pupil files also demonstrate how the school can now provide information as may reasonably be required for the annual review of the education, health and care plan provided to the responsible local authority. This includes teachers' evaluations of progress, curriculum and provision maps and, where appropriate, individual behaviour plans.
- These standards are now met.

### Paragraph 32(3), 32(3)(a), 32(3)(b), 32(3)(e)

- At the standard inspection, the school could not provide access to policies related to admissions, behaviour, provision for pupils who speak English as an additional language, and evidence of the school's academic performance during the preceding school year, including the results of any public examinations.
- As part of the progress monitoring inspection, the inspector gathered most policies from the school website. On entry to the school, leaders swiftly provided the remaining policies. They subsequently took appropriate action to ensure these remaining policies were online by the end of the inspection. This was also the case for the evidence related to academic performance.
- These standards are now met.

### Paragraphs 32(1), 32(1)(h)

- At the last inspection, the school could not demonstrate how they could provide an annual account of income received and expenditure incurred by the school in respect of that pupil provided to the local authority and, on request, to the Secretary of State.

While the school could show invoices sent to local authorities outlining the costs of the provision, this was not detailed and did not accurately identify the nature and costs of the specific elements of the provision.

- Since that inspection, leaders have clearly understood how the specific elements of provision are identified and the availability of these provisions to pupils. This includes staffing costs and access to specific resources, interventions and opportunities linked to the pupils' individual assessed and agreed provision. However, the school cannot yet provide individual reports for pupils on how their provision is linked to this provision framework.
- These standards are not met.

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

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

- At the last inspection, the school did not ensure that the independent school standards were consistently met. They had not ensured that aspects of the school's work actively promoted the well-being of pupils and that safeguarding was effective. The school had not ensured that persons with leadership and management responsibilities had sufficient knowledge and skill to ensure that the school consistently met the independent school standards.
- Since that inspection, there have been considerable changes at the school. The headteacher post has changed hands twice, and the current post holder took up the role three weeks before the progress monitoring inspection. The safeguarding leadership changed after the standard inspection and has undergone additional changes because of staff leaving. In this time of change, the school has commissioned external support from three different school improvement partners to support the required improvements. Leaders have valued this support. However, work remains to be done to ensure that all the standards are consistently met and that the school has a consistent and strong staff group to support improvement further.
- These standards are not met.

## Schedule 10 of the Equality Act 2010

- At the last inspection, the school did not provide access to an accessibility plan demonstrating how it intends to meet Schedule 10 of the Equality Act.
- As part of the progress monitoring inspection, leaders provided access to a detailed and comprehensive accessibility plan, which was uploaded to the school website by the end of the inspection.
- This standard is now met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	143174
DfE registration number	330/6031
Inspection number	10343021

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	12
Of which, number on roll in sixth form	7
Number of part-time pupils	2
Proprietor	Anthony Walters
Chair	Sasha Taylor
Headteacher	Mr Enamul Hoque
Annual fees (day pupils)	£20,475 - £97,500
Telephone number	01218030831
Website	<a href="http://www.newburyschool.co.uk">www.newburyschool.co.uk</a>
Email address	<a href="mailto:enquiries@newburyschool.co.uk">enquiries@newburyschool.co.uk</a>
Date of previous standard inspection	3 to 5 October 2023

## Information about this school

- Newbury is an independent day school that provides education for pupils between the ages of 11 and 19. It opened in October 2016 and is registered by the Department for Education to accommodate up to 60 pupils.



- Since 2020, the school has also operated from a second site at Unit 4, Cuckoo Wharf, 435 Lichfield Road, Aston, Birmingham, West Midlands B6 7SS. This site has been in use since 2020.
- Pupils attending the school have a range of social, emotional, and mental health difficulties. Most have an education, health, and care plan. Most have been excluded from or were at high risk of being excluded from their previous school.
- Since the last standard inspection, there have been two changes to the headteacher at the school. The current postholder took up the post in May 2024.
- The school currently uses one unregistered alternative provision.
- The school's last full standard inspection was from 3 to 5 October 2023.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the school's progress in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- At the school's last inspection, which took place on 3 and 5 October 2023, the school did not comply with all the independent school standards.
- The Department for Education required the school to prepare an action plan.
- This action plan was evaluated by Ofsted on 26 March 2024.
- This was the first progress monitoring inspection.
- Leaders were not given any prior notice of this progress monitoring inspection. The inspector arrived at the start of the school day.
- The inspector met with the headteacher, the deputy headteacher and a group of staff members. He also met remotely with the proprietor and with the school's own improvement partner.
- The inspector examined several policies, schemes of work and plans, visited classrooms, spoke to pupils, and looked at work in pupils' books.
- The inspector met with the designated safeguarding leader to discuss safeguarding procedures and review relevant documentation.
- The inspector examined the school's most recent action plan and considered evidence of progress against planned actions. The inspector discussed the progress against the previously unmet independent school standards with the head teacher, deputy headteacher and the proprietor.

## Inspection team

Chris Pollitt, lead inspector

His Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

#### **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

### **The school now meets the following requirements of the independent school standards**

*Standards that were not met at the previous inspection but are now judged to be met at this inspection*

#### **Part 1. Quality of education provided**

- 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
- 2(2)(e)(i) is presented in an impartial manner;
- 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
- 2(2)(e)(iii) helps to encourage them to fulfil their potential;
- 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- 2(2)(h) that all pupils have the opportunity to learn and make progress; and

☑ 2A(1) The standard in this paragraph is met if the proprietor-

- 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

☑ 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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

☑ 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-

- 9(b) the policy is implemented effectively; and
- 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].

15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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

24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-

- 24(1)(a) accommodation for the medical examination and treatment of pupils;
- 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(1)(c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.

28(1) The standard in this paragraph is met if the proprietor ensures that-

- 28(1)(a) suitable drinking water facilities are provided;
- 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and

28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if-

- 28(2)(a) they are readily accessible at all times when the premises are in use;

## **Part 6. Provision of information**

32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief

Inspector[14], the Secretary of State or an independent inspectorate[15];

- 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
- 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
- 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and

32(3) The information specified in this sub-paragraph is-

- 32(3)(a) particulars of the school’s policy on and arrangements for admissions, misbehaviour and exclusions;
- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
- 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations;

**Schedule 10 of the Equality Act 2010**

- The school publishes the accessibility plan on the school website, which is available to parents upon request.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024