Hopespring Newcastle

Chesters Avenue (on corner of Aydon Gardens), Longbenton, Newcastle upon Tyne NE12 8UZ

Unique reference number (URN): 143049

Material change inspection report: 2 February 2026

Overall outcome	The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

This inspection was commissioned by the Department for Education (DfE), which is the registration authority for independent schools. The school has applied to the DfE to make a material change to its registration. The school proposes to change the maximum number of pupils attending and use additional premises.

The purpose of the inspection is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are relevant to the material change that the school has applied to make.

Part 8. Quality of leadership in and management of schools

When we carry out material change inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has established a rigorous recruitment and selection process. It appoints school leaders who possess the requisite educational knowledge and leadership skills. Moreover, the proprietor is acutely aware of the personal attributes that leaders and staff require to meet pupils' significant social, emotional and mental health (SEMH) needs. Pupils' welfare is at the heart of the proprietor's decision-making. Leaders at all levels and staff benefit from ongoing high-quality professional development. This ensures that staff continue to develop and

enhance their professional knowledge and skills. It also ensures that the school's therapeutic approach to pupils' education is embedded through highly skilled practice. Leaders and staff fulfil their roles and responsibilities effectively.

The proprietor has established a board of trustees whose members possess considerable expertise in education, health, care and therapy. The board of trustees provides appropriate strategic oversight. It also holds members of the proprietor body to account. In addition, the proprietor has assembled an advisory board, whose members bring additional expertise. These 2 bodies make a significant contribution to the development of the school's provision.

The proprietor has developed systematic and meaningful quality assurance processes. The chair of the proprietor body reports to the board of trustees on a weekly basis. Members of the proprietor body have responsibility for different aspects of provision across the proprietor's schools. The proprietor has ensured that the school has the capacity to meet the independent school standards consistently over time.

The proprietor has established independent school provision at this school and in other schools. They are taking a measured approach to the school's growth. With local authority support, it has developed a second school site to accommodate its proposed increase in pupil numbers. The school proposes to cater for additional pupils in the same age range and with similar SEMH needs to its current pupils. This should ensure that the school has the capacity to meet the needs of a greater number of pupils.

The proprietor has ensured that the standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Safeguarding

The school has established a strong, open and honest culture of safeguarding. This culture is informed by the significant risk that many pupils face. All school staff have undertaken designated safeguarding leader training. The school embeds safeguarding into its day-to-day operations. Staff are alert to the slightest changes in pupils' behaviour, language and appearance. They meet at the end of each day to consider the safeguarding of every pupil. Staff have absolute clarity about the importance of their role in keeping pupils safe.

The school works in close collaboration with external agencies, including the police, social care and health services. It has established effective professional relationships with these partners. This supports constant communication and swift and appropriate interventions to keep pupils safe.

The increase in staffing, and the designated safeguarding leader training for those additional staff, should ensure that the school has the capacity to meet the safeguarding needs of a greater number of pupils.

Behaviour and supervision of pupils

The school has established an appropriate and effective staffing model for up to 15 pupils on its current site. The school has developed this model to meet pupils' SEMH needs. There are 7 full-time teachers, 2 part-time teachers and 2 support staff at the current site. The school intends to replicate the same staffing model at the additional school site.

This should ensure that pupils who attend the additional school site receive appropriate staff supervision, commensurate with their needs. Indeed, the school has already appointed the staff it requires for the new site. These staff are undertaking an extensive induction programme. The programme involves shadowing and working alongside staff employed at the current school site.

Health and safety, fire and first aid

The school takes a rigorous and systematic approach to health and safety, including fire safety. A comprehensive health and safety policy informs effective health and safety practices. The school carries out frequent checks on fire safety and electrical equipment. It ensures the safe and secure storage of hazardous substances. The school completes fire risk assessments and has established fire evacuation procedures. All these measures are in place at the new site. Indeed, relevant checks on fire equipment are already taking place at the new premises, in line with policy and established practice at the school's current site.

Risk assessment

The school has a suitable risk assessment policy in place. It takes a rigorous and systematic approach to the assessment and mitigation of risk across all aspects of provision. Moreover, appropriate risk assessments are in place relating to the additional school site.

The proprietor has ensured that the standards in this part are likely to be met.

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

The recruitment checks made on staff, supply staff and the proprietor

The school completes all relevant recruitment checks on staff and on members of the proprietor body. It completes these checks prior to their employment. The

school takes a rigorous approach to these checks. It insists on seeing original documentation to confirm staff identity and the suitability of staff to work with pupils. The school does not employ supply staff.

The single central record of these recruitment checks

The school maintains an appropriate single central record that conforms to statutory guidance. This record includes all relevant recruitment checks on staff and members of the proprietor body and the dates of these checks. The school's single central record is maintained with meticulous attention to detail.

The proprietor has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

At both the current and proposed sites, the school has a suitable water supply and appropriate and accessible toilet and washing facilities. These facilities include single-sex toilets at the original site and separate lockable toilet cubicles at the additional site. There are also appropriate shower and changing facilities at both sites.

Medical room and accommodation for pupils' therapy needs

At both school sites, there are suitable medical rooms that include washing facilities, with toilets nearby. These facilities provide comfort and privacy for pupils who are receiving medical care.

Ensuring the health, safety and welfare of pupils

The premises and accommodation at both school sites are designed and maintained to a high standard. They provide pupils with a safe and healthy environment in which they can flourish.

Lighting and acoustic conditions

At both sites, the internal lighting and acoustics support an appropriate learning environment. The school has considered pupils' SEMH needs in its design of these aspects of the premises. There is also suitable external lighting at both sites in support of pupils' health and safety.

Outdoor space

The school has suitable outdoor space at both its current site and its proposed additional site. At both sites, the outdoor space provides pupils with an environment in which they can exercise and engage in activities such as horticulture. The outdoor space at both sites is also sufficient for the teaching of physical education. The school enhances its physical education provision by using local leisure centres too.

The proprietor has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

The school publishes its safeguarding policy on the school website. The school's safeguarding policy is updated annually and informed by the relevant statutory guidance. It provides the foundations for a strong and vigilant culture of safeguarding at the school.

The proprietor has ensured that the standard in this part is likely to be met.

The school's accessibility plan

The school has separate accessibility plans for its current site and its proposed additional site. These plans consider pupils' needs with appropriate rigour. They provide for relevant reasonable adjustments and adaptations. This ensures that all pupils who attend the school can access the curriculum, access the information they need and access the physical environment. The school reviews the accessibility plan for its current site regularly to ensure that it continues to meet pupils' evolving needs.

The proprietor has ensured that Schedule 10 of the Equality Act 2010 is likely to be met.

About this inspection

Inspectors carried out this inspection under section 162(4) of the Education Act 2002, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspector spoke with the headteacher, operations manager and chair of the proprietor body during the inspection.

This is the school's second material change inspection with regard to increasing the maximum number of pupils attending. The previous material change inspection took place on 9 July 2024.

The inspector confirmed the following information about the school:

The school caters for pupils with social, emotional and mental health needs.

The school uses no providers of alternative provision.

The school operates from premises at Chesters Avenue (on corner of Aydon Gardens), Longbenton, Newcastle upon Tyne NE12 8UZ. It proposes to operate from additional premises at Westfield Road, Brunswick NE13 7EG.

The school is registered to admit 15 pupils.

Lead inspector	
Ian Rawstorne	His Majesty's Inspector

About this school

Proprietor	Hopespring
Executive headteacher	Mr Jacob Vart
Type of school	Other Independent School
Capacity	15
Number of full-time pupils of compulsory school age on roll	12
Number of part-time pupils of compulsory school age on roll	2
Age range of pupils	11 to 16
Gender of pupils	Mixed
Annual fees for day pupils	£39,500
Email address	peter.wyatt@hopespringcharity.org

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