

Report for an Additional Inspection

School name	Newcastle-under-Lyme School			
DfE number	860/6015			
Registered charity number	1124463			
Address	Newcastle-under-Lyme School Mount Pleasant Newcastle-under-Lyme Staffordshire ST5 1DB			
Headmaster	Mr Michael Getty			
Chair of governors	Mr David Wallbank			
Number of pupils on roll	834			
	Boys	418	Girls	416
	EYFS	55	Juniors	213
	Seniors	437	Sixth Form	129
Date of visit	6 February 2019			

1. Introduction

Characteristics of the school

- 1.1 Newcastle-under-Lyme School is an independent day school for boys and girls between the ages of three and eighteen. The school is a registered charity overseen by a governing body. The school has 47 pupils who require support for special educational needs and/or disabilities, of whom two have a statement of special educational needs or an education, health and care plan. Also, 47 pupils speak English as an additional language. The school's previous inspection was a regulatory compliance inspection in March 2017.

Purpose of the visit

- 1.2 This was an unannounced additional visit at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs)

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding)	Not met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 10 (bullying)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire)	Met
Part 3, paragraph 13 (first aid)	Met
Part 3, paragraph 14 (supervision)	Met
Part 3, paragraph 15 (admission and attendance registers)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 3, Other legislation - Schedule 10 of the Equality Act (accessibility plan)	Not met
Part 7, paragraph 33 (complaints)	Met
Part 8, paragraph 34 (leadership and management)	Not met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.1 The school does not meet the requirements.
- 2.2 The school's policy for safeguarding does not provide suitable arrangements to safeguard and promote the welfare of pupils at the school because it does not have full regard to the most up-to-date statutory guidance, Keeping Children Safe in Education (KCSIE) 2018. Its definitions of abuse are not fully in accordance with this guidance nor are the school's procedures to minimise the risk of peer-on-peer abuse, show how it will be recorded, investigated and addressed in terms of support for the victim and perpetrator. The content of induction training for new staff does not include the pupil behaviour policy, online safety and the safeguarding response to pupils who go missing from education. The policy does not state that all staff working directly with children and school leaders must read Annex A in addition to Part 1 of KCSIE, nor that staff are trained to manage a report on child-on-child sexual violence or harassment. Since the staff recruitment policy is not up-to-date, changes in the reporting of disqualification requirements are not reflected in either policy.

Safeguarding implementation

- 2.3 The school does not meet the standard.
- 2.4 The day-to-day management of safeguarding concerns is generally well-organised. The governing body has received safeguarding training and one of its number who has appropriate expertise for the role of nominated safeguarding lead, liaises regularly with the designated safeguarding lead (DSL) and ensures the board are fully informed. The DSL and deputies are appropriately trained and readily contact relevant external agencies for advice, which is acted on, whenever there is a concern. Pupils are well-supported, whether at an early stage of needing help or at more significant risk. Concerns are thoroughly documented and records are transferred promptly when pupils move schools. Staff receive annual training in accordance with local safeguarding board requirements and regular updates via email or staff meetings.
- 2.5 Since the requirement to read and understand KCSIE Part 1 and Annex A is not a clear obligation in the policy, records of safeguarding training do not clearly confirm whether this has been done. Not all staff are confident in their recall of salient points of these documents or whether they have, in fact, read them. Whilst staff who join the school at the beginning of the school year receive annual safeguarding training with their peers before term starts, arrangements to ensure that staff who join later in the year receive safeguarding induction training before or as they start work, are unsatisfactory. Currently induction training takes place at set points during the academic year, which means that staff might work in the school for several months without receiving adequate training. Governors' oversight of arrangements has not revealed this shortcoming.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

- 2.6 The school meets the standard.
- 2.7 The school has and implements a suitably behaviour policy which employs appropriate rewards and sanctions that are respected by the pupils. Both pupils and staff agree that behaviour in the school is generally good, and scrutiny of the serious sanctions log confirms that in the rare instances of serious misbehaviour, the school implements its published policy correctly.

Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]

- 2.8 The school meets the standard.
- 2.9 The school's anti-bullying and anti-cyber-bullying policy asserts clearly that any form of bullying, harassment and discrimination is unacceptable and will not be tolerated. Pupils state that they understand the seriousness of bullying and say that their awareness is developed through PSHE lessons and assemblies. They are confident that there are a number of adults in school they trust to share any concerns with and are positive that any incidents would be effectively addressed by staff. The bullying log confirms that the school investigates reported incidents and continues to monitor those involved to ensure that matters are resolved. Effective pastoral arrangements between senior leaders, heads of year and form teachers enable prompt communication and ongoing monitoring of concerns.

Welfare, health and safety of pupils – health and safety; fire safety; admission and attendance registers; risk assessment and other legislation [ISSR Part 3, paragraphs 11, 12, 15, 16 and Schedule 10 of the Equality Act]

- 2.10 The school does not meet all of the standards.
- 2.11 The school implements suitable policies for health and safety, fire safety and risk assessment. Services and appliances including fire detection and fighting equipment are maintained at suitable intervals and risk assessments are in place for visits and riskier activities on site. Staff and pupils express no concerns with health and safety at the school and governors review these areas through a termly report from the health and safety coordinator. The admission and attendance registers are maintained correctly.
- 2.12 The school's accessibility plan is out-of-date and lacking in detail. It does not clearly indicate how, over a three-year period, the school plans to increase disabled pupils' access (including those with SEND) to the curriculum, how information already in writing may be improved, nor specific targets to improve the physical environment taking into account their needs, including time scales for these developments.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]

- 2.13 The school meets the standard.
- 2.14 First aid and medicines policies provide suitable guidance to staff and there are sufficient trained first aiders and a school nurse to administer first aid and medication. Staff are provided with appropriate information on pupils who have long-term medical conditions and pupils are confident they receive efficient help if unwell or injured.

Welfare, health and safety of pupils – supervision [ISSR Part 3, paragraph 14]

- 2.15 The school meets the standard.
- 2.16 Pupils state that there are always staff on hand for supervision and support, confirmed by scrutiny of duty rotas and information from staff about how supervision is carried out.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

2.17 The school meets the standard.

2.18 The school publishes a suitable complaints policy on its website which enables parental concerns to be addressed through the requisite three-stage procedure. Any complaints which reach a formal level are documented appropriately.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.19 The school does not meet the standard.

2.20 Due to shortcomings in safeguarding and the provision of an accessibility plan, the proprietor has not ensured that leadership and management have sufficient skills and knowledge and fulfil their responsibilities effectively so that all the standards are met, in order to actively promote the well-being of pupils.

3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 3, Welfare, health and safety, paragraph 7

- Improve the safeguarding arrangements as follows:
 - Ensure the safeguarding policy and other supporting policies fully reflect the requirements of the most recent statutory guidance [paragraph 7(a) and (b)].
 - Ensure that all staff receive suitable training in safeguarding. Those staff new to the school should receive this before, or as soon as possible after, they start work [paragraph 7(a) and (b)].

ISSR Part 3, Welfare, health and safety, Schedule 10 of the Equality Act 2010

- Create an accessibility plan for a three-year period to show how the school will increase access to the curriculum, physical environment and delivery of information for disabled pupils [Schedule 10 of the Equality Act 2010].

ISSR Part 8, Quality of leadership and management, paragraph 34

- Ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].

4. Summary of evidence

Written materials

- Safeguarding policy
- Staff behaviour policy
- Whistleblowing policy
- E-safety policy
- Missing child policy
- Preventing extremism and radicalisation policy
- Recruitment policy
- Behaviour, rewards and sanctions policy
- Anti-bullying policy
- Health and safety including risk assessment policy and smoking, alcohol and drugs policy
- Fire policy
- External visits policy
- Minibus policy
- First aid policy
- Administration of medicines policy
- Complaints procedure
- Parents' handbook
- Sample risk assessments (in school, external visits)
- Supervision rota senior school
- Accessibility plan 2014-2017
- Governors' minutes with regard to the annual review of the safeguarding policy and procedures
- Minutes of pastoral team meetings where behavioural and bullying incidents and monitoring are discussed
- Records and correspondence relating to safeguarding/behavioural incidents and bullying
- Log of sanctions
- Evidence of referrals/consultations [children's services, local authority designated officer (LADO)]
- Record of safeguarding training for head and all staff
- Log of complaints, stage of resolution, parental communications and school replies

Meetings with school personnel

- Introductory meeting with head – to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit
- Meeting with the DSL – to discuss implementation of safeguarding policy, training and induction of new staff
- Meeting with the deputy head pastoral – to discuss bullying, behaviour, supervision and pupil welfare
- Meeting with a group of teaching and non-teaching staff, selected by inspectors to discuss their training, safeguarding pupils, supervision, behaviour and bullying
- Meeting with the chair of governors to discuss monitoring and oversight of arrangements.

Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Viewing of admission and attendance registers
- Interviews with pupils in Years 10 and 12 chosen by inspectors
- Meeting of inspectors