



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Newcastle-under-Lyme School

September 2019



School's details

School	Newcastle-under-Lyme School			
DfE number	860/6015			
Registered charity number	1124463			
Address	Mount Pleasant Newcastle-under-Lyme Staffordshire ST5 1DB			
Telephone number	01782 631197			
Email address	info@nuls.org.uk			
Headteacher	Mr Michael Getty			
Chair of governors	Mr David Wallbank			
Age range	3 to 18			
Number of pupils on roll	784			
	Nursery	16	Pre-prep	69
	Prep	148	Seniors	430
	Sixth form	121		
Date of visit	20 September 2019			

1. Introduction

Characteristics of the school

- 1.1 Newcastle-under-Lyme School is a co-educational day school for pupils between the ages of four and eighteen years. The school is overseen by a board of governors. English is an additional language for 38 pupils, whose needs are supported by their teachers. The school has identified 53 pupils with special education needs and/or disabilities, such as dyslexia, dyspraxia and other conditions, 50 of whom receive additional specialist support. One pupil has an Educational and Health Care plan.

Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional inspection on 6 February 2019.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding); EYFS 3.4, 3.5, 3.14	Met
Part 3, schedule 10, The Equality Act 2010	Met
Part 6, paragraph 6 (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.5, 3.14]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.3 The school meets the standard and the requirements.
- 2.4 All members of staff and governors, including those with designated responsibility for safeguarding, have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of all elements of safeguarding and their responsibilities. There is a suitable procedure in place to ensure that any staff who may miss training are identified and appropriate sessions are then scheduled. Suitable arrangements are in place for the induction of new staff, which includes training in safeguarding that reflects current statutory guidance. Scrutiny of records of most recent staff update training shows that there was a strong focus on on-line safety, peer-on-peer abuse, upskirting and serious violence and on the most recent update of Keeping Children Safe in Education (KCSIE) 2019. Records show that regular safeguarding updates form part of staff meetings throughout the year. There are appropriate recruitment procedures in place. A suitable code of conduct is implemented effectively and action taken when required. The code of conduct is understood by all staff and includes advice on e-safety and the appropriate use of social media. The staff code of conduct is integral to all safeguarding and child protection documentation. During interview staff reported that they felt confident with the school's whistleblowing procedures and that they would feel happy to make any referral directly to children's social services should the need arise. Other associated safeguarding policies such as anti-bullying, missing pupil, equal opportunities and behaviour suitably reflect current statutory guidance. The designated safeguarding leads at the school recognise the importance of all policies that may have an impact on the safety and well-being of pupils. There is an effective system of reviewing policies including a suitable overview from school governors.
- 2.5 Scrutiny shows that suitable records are kept of any safeguarding concerns. Any staff concerns are effectively followed up by the designated safeguarding lead (DSL). There are currently no partnership arrangements in place within the local authority and so the school continues to liaise effectively with the Local Safeguarding Children Board (LSCB) if concerns are expressed about a child and understands that prompt action must be taken. Suitable procedures deal with allegations against members of staff. There have been no referrals to the Disqualification and Barring Agency (DBS) or the Teaching Regulation Agency (TRA) since the previous inspection. Throughout the school, including in the EYFS, there is a strong emphasis on listening to children and that safeguarding is the responsibility of everyone.
- 2.6 The school understands the need to protect pupils from the dangers of radicalisation and extremism and works effectively with the Prevent team within the local authority who supply suitable training materials for the school to use. Such training always forms part of the school's annual update training for all teaching and non-teaching staff. The training focuses on identifying signs and vulnerabilities in pupils and then how to effectively report any concerns. Pupils understand the risks associated with extremist views and feel confident that the school would support them effectively in this area should the situation arise. Safeguarding records confirm that concerns regarding radicalisation and extremism are recorded and reported effectively and in a timely manner. There have been no such reports since the previous inspection.

Welfare, health and safety of pupils – schedule 10, The Equality Act 2010

- 2.7 The school meets the standard.
- 2.8 Since the previous inspection the school has carried out a detailed review of its accessibility plan. This review has included suitable use of outside consultants as well as appropriate involvement of the special educational needs coordinator, the school's senior leadership team and governors. Internal audits have brought about a review of policy and procedures culminating in the current plan which fully supports the needs of pupils. The plan effectively demonstrates how individuals may access the physical environment as well as having suitable access to educational provision. Appropriate attention is also given to the delivery of information. In the creation of the plan there has been suitable involvement from all stakeholders, including parents. There is a suitable process for the periodic review of the accessibility plan.

Provision of information [ISSR Part 6, paragraph 32 (1)(c)]

- 2.9 The school meets the standard.
- 2.10 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

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

- 2.11 The school meets the standard.
- 2.12 School leaders and managers have an effective oversight of all safeguarding arrangements including that of staff training and are kept suitably informed of safeguarding procedures. They ensure that all safeguarding related policies suitably reflect current statutory guidance. School governors are suitably trained in safeguarding and carry out an effective annual review of the school's safeguarding policy and monitor its implementation. The designated governor for safeguarding and the school's safeguarding leads work effectively together. School leaders and managers understand the importance of the Prevent strategy and have attended appropriate training. School leaders and managers ensure that the school's DSL has sufficient time and resources to fulfil their role effectively.
- 2.13 School leaders, including governors, have been actively involved in the creation of an effective accessibility plan. They have ensured that there has been an appropriate allocation of suitable resources to ensure that the accessibility plan can be implemented effectively. School leaders have an effective mechanism in place to review the school's accessibility plan and adapt as necessary.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the designated safeguarding governor. They talked with groups of pupils. They scrutinised a range of documentation, records and policies.