

Waterton Newstead Academy

Athersley Youth Centre, Newstead Road, Athersley, Barnsley, South
Yorkshire S71 3NA

Inspection date

19 April 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), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders have taken time to consider the curriculum to ensure that it is right for the pupils who are likely to attend. They have trialled a curriculum and assessment system with pupils who currently attend another academy within the trust. Most of these pupils are likely to transfer to the proposed school. The written policy for the curriculum is based on the schemes of work and strategies that leaders have found successful. The policy is supported by long- and medium-term subject plans and schemes of work.
- Leaders propose for the curriculum to be adapted to the personal needs of each pupil. Teachers will assess pupils on entry to the school to determine their most appropriate next steps in learning. Leaders will also plan provision and support in line with the requirements for each pupil's education, health and care (EHC) plan.
- There is a strong focus on the development of pupils' communication and language skills. Leaders intend to use signing, picture exchange and symbols to support pupils when needed. Pupils will be encouraged to engage in different subjects such as science, geography and history through topics of interest and overarching themes such 'ocean explorers'.
- Leaders recognise the importance of reading. They want pupils to develop a love for reading. They have researched and identified a suitable approach to the teaching of phonics. Staff will be trained to teach phonics. There is a consistent focus throughout the curriculum on developing pupils' English and mathematics skills.
- Leaders understand their responsibilities to support pupils to make progress towards the outcomes stated in their EHC plans. They intend to set precise targets for pupils' progress to be measured against. They will share this information often with parents and carers, using an online assessment tool.

- The framework for assessment will check the small steps of progress that pupils make in each subject. Leaders intend that teachers will use this information to identify gaps in pupils' knowledge and to plan their next steps. Leaders have thought carefully about how assessment will be managed, to limit the workload of staff.
- Leaders are keen to ensure that staff have relevant experience of working with pupils with special educational needs and/or disabilities (SEND). They also want staff who share leaders' vision, passion and determination for the school and for pupils to 'reach their full potential'. They will train staff to deliver relevant interventions and to provide effective support for pupils.
- The 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), 5(d)(iii)

- The proposed curriculum for personal, social, health and economic (PSHE) education is suitable. Pupils will be supported to understand the world around them and to learn how to interact with their peers, and the wider school and local community. Pupils will develop their knowledge and understanding of British values, equality and diversity. Planned units of learning include topics such as feelings, behaviours and morals, relationships and others, and self-care and independence.
- Leaders know that pupils who will attend the school will be particularly vulnerable. They aim for the school to be a nurturing and supportive environment where pupils feel comfortable and their needs will be met well.
- Policies and procedures place high priority on supporting the development of pupils' self-confidence and communication. Leaders have a vision for pupils to thrive through a curriculum that meets their individual needs well.
- Leaders intend to promote pupils' spiritual, moral, social and cultural development through the curriculum. They plan to provide enrichment opportunities and educational visits to help pupils to develop and apply their knowledge and understanding.
- Leaders propose to teach pupils about relationships and sex education (RSE). Leaders plan to consult with parents about the content of the curriculum. A policy which details the school's approach to RSE has been drafted.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 15

- Leaders have a strong understanding of the requirements to establish an effective culture for safeguarding. Safeguarding arrangements are likely to be effective. There is a pertinent policy for safeguarding. It will be published on the school's website.
- The safeguarding policy reflects the current statutory guidance. It considers the vulnerability of pupils with SEND. Leaders understand that pupils with communication needs require specific support to express their worries or concerns.

- Policies for managing pupils' behaviour and incidents of bullying are appropriate for the context of the proposed school. Strategies for managing the behaviour of pupils are devised with regard to their potential needs.
- There are suitable arrangements in place for the reporting and recording of safeguarding concerns and incidents of poor behaviour and bullying.
- Admission and attendance registers meet the requirements. Leaders intend to check the attendance of pupils closely. They will use the same electronic system that is already established in academy schools across the trust.
- Currently, leaders work closely with external agencies to support pupils and their families when needed. They have established effective partnerships with education, health and social care professionals in the local area. They are well placed to support families to access advice and guidance when navigating the SEND system.

Paragraphs 11, 12, 13, 14, 16, 16(a), 16(b)

- There is an appropriate health and safety policy in place. The policy details the systems and procedures to ensure the safety of staff and pupils. The proprietor intends to conduct regular health and safety checks.
- The first-aid policy is comprehensive. It states clearly how staff will care for pupils who may injure themselves or need basic medical care while at school. A policy for the administration of medication provides sufficient detail for staff for when this may be necessary. Staff will have relevant qualifications to administer first aid.
- The proprietor proposes to implement a comprehensive risk assessment policy. They intend to train staff to undertake effective risk assessments. Completed risk assessments show the risks, and the actions staff should take to reduce them.
- The proprietor understands the requirements of the Regulatory Reform (Fire Safety) Order 2005. A fire-risk assessment is planned to take place when the building work is completed. The fire alarm system is in working order and will be checked weekly. Evacuation procedures are to be practised with pupils regularly.
- The 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(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)(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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(b), 21(7)(a), 21(7)(b)

- The proprietor has a good understanding of the safer recruitment requirements. Some staff have been appointed. The necessary checks have been carried out to ensure that these staff are suitable to work with children.
- A single central record is in place. The statutory information for staff and trustees is recorded.

- Leaders do not intend to employ agency or supply staff, but they know the procedures to follow if this becomes necessary.
- The 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), 24(1), 24(1)(a), 24(1)(b), 24(2), 5, 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), 29(1)(b)

- The proprietor has refurbished the site, which was a former youth centre, so that it is suitable for use as the proposed school. The refurbishments were delayed due to problems with planning permission for the site. The building work is not finished. The school is in the process of decoration. Carpets and hard flooring are currently being fitted. Leaders anticipate the work will be finished within the next six weeks. If completed as planned, the proposed school is likely to offer a good-quality environment for pupils to learn in.
- Some plumbing work has yet to be completed but there are suitable washing and toilet facilities for pupils. An accessible toilet also allows space for staff to care for pupils in need of intimate care. A medical room and first-aid area are available for the care or examination of ill or injured pupils.
- There is hot and cold running water. The hot water does not pose a risk from scalding. Water coolers will provide pupils with water that is suitable for drinking.
- There are suitable indoor and outdoor spaces for physical education lessons to take place. Landscaping work is in progress. If completed as planned, the outdoor area will offer pupils appropriate playground and grassed areas to play and take part in sports.
- The proprietor has fitted new ceilings to most rooms within the school to ensure the acoustics are suitable, particularly for pupils with sensory needs.
- There are suitable plans for internal and external lighting. Internal lights will be dimmable to provide a more subdued environment for pupils, when needed.
- The proprietor proposes to maintain the premises to the same good standard as the existing academy schools within the trust. Regular checks will be carried out to ensure the health and safety of staff and pupils.
- The standards in this part are likely to be met if leaders complete the school building work as planned.

Part 6. Provision of information

Paragraphs 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), 32(3)(g)

- Leaders have created a website for the school. They propose to publish the school's policies and relevant information.
- Leaders can provide necessary policies to parents on request.
- There are suitable policies for the school. For example, policies for the management of pupils' behaviour and safeguarding consider the needs of pupils. The curriculum

policy outlines leaders' ambition to ensure teaching and learning are personalised for each pupil so that they can make the best possible progress.

- Leaders have a framework in place to track the progress of pupils. Reports of pupils' progress and attainment across the curriculum will be provided to parents on a frequent basis, including through an annual written report.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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), 33(k)

- The complaints policy sets out clearly for parents the process to follow if they wish to raise a complaint. It will be published on the school's website.
- The policy details each stage of the complaints procedure and how complainants can seek external advice and support, if needed.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders are aspirational for the quality of education that they want to provide for pupils. They have relevant experience of working with pupils with SEND. They have established purposeful relationships with the local authority and with local partners to support pupils and their families.
- The proprietor has extensive experience of working in education. Leaders and staff for the proposed school will be able to collaborate with colleagues from schools across the trust to develop their expertise and to share good practice.
- Leaders have a good understanding of the independent school standards. They will use their current school governance structure to provide challenge and support to the proposed school. They plan to carry out regular checks to ensure that pupils are safe, well cared for, and make good progress with their learning and personal development.
- The standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The accessibility plan for the school is appropriate. Leaders have thought carefully about how the school's curriculum can be adapted to meet individual pupils' needs. They have ensured that the school site is accessible. They will make reasonable adjustments to the environment, if necessary.

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	149725
DfE registration number	370/6009
Inspection number	10282740

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	Waterton Academy Trust
Chair	Stephen Johnson
Headteacher (Interim)	Laura Thresh
Annual fees (day pupils)	To be confirmed
Telephone number	01226 661015
Website	www.newsteadacademy.org
Email address	NewsteadSEND.Office@watertonacademytrust.org
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 11	7 to 11
Number of pupils on the school roll	Not applicable	30	30

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	30
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	1.6

Information about this proposed school

- The school proposes to admit pupils with communication and interaction needs, including pupils with autism spectrum disorder.
- All pupils will have an EHC plan.
- At the time of the inspection, the trust was in the process of recruiting a head of school.
- The proposed school does not intend to use the services of any alternative providers.

Information about this inspection

- The Department for Education commissioned the inspection to check the provision's suitability to operate as a school.
- This was the proposed school's first pre-registration inspection.
- The inspector met with two representatives of the proprietorial body who hold the roles of head of SEND and inclusion, and deputy head of inclusion. The inspector also spoke on the telephone with the chief executive officer for the trust.
- The inspector had a tour of the proposed school site to check the suitability of the premises and discussed the progress of ongoing refurbishment to the premises with the head of estates for the trust.
- The inspector scrutinised a range of documentation, including schemes of work, policies, and procedures related to health and safety, risk assessment, administration of first aid and fire safety.
- The inspector checked the arrangements for staff recruitment and discussed the school's proposed arrangements for the safeguarding of pupils.

Inspection team

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

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