

Atelier 21 Future School

Broadfield House, Broadfield Park, Brighton Road, Pease Pottage,
Crawley RH11 9RZ

Inspection date

5 August 2020

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

- The curriculum design at the proposed school is driven by the passion of the proprietor who believes in a more 'learner-centred' approach to education. The curriculum has been inspired by the Reggio Emilia approach to learning from Italy. The classroom environments are extremely well set up and resourced to facilitate this type of learning.
- Much of the proposed curriculum will be pupil-led enquiry-based learning. Pupils will pursue their enquiries around well chosen 'big studies', such as 'our planet, our choice' and 'events that changed the way we live'. This approach is designed to enable all pupils, including those with special educational needs and/or disabilities (SEND), to make progress from their starting points.
- The proprietor has rightly added rigour to the enquiry-based learning approach by initially using the national curriculum as a support tool. The national curriculum will be used to help ensure that key knowledge and concepts in a broad range of subjects are learned by pupils through the enquiry-based approach. If it is not learned in this way, then it is planned that it will be taught discretely.
- In addition to the 'big studies', pupils will take part in more adult-directed mastery workshops in a range of subjects, often led by subject experts. These include mathematics, Spanish, music and STEAM (science, technology, engineering, art and mathematics). Most schemes of work set out how pupils will progress through each subject during their time at the school. In a few subjects, such as physical education, plans need to show more clearly how pupils will improve their skills and knowledge in the wide range of activities on offer.
- A further proposed strand of the curriculum is the school business, where pupils will have the opportunity to develop entrepreneurial skills. This is also the strand that leads to some well-thought-out careers guidance for secondary pupils.
- The proprietor values outdoor learning and has designed the curriculum to include 'Wild Fridays'. This will include opportunities to consolidate and extend project- and

subject-based learning outside, forest-school activities and outdoor and adventurous physical-education activities.

- In the early years, the proprietor has used her substantial experience to plan a curriculum that develops children's experiences in all areas of learning both inside and outside. The proprietor recognises the importance of children learning to read early and will use a published phonics scheme to enable this.

Paragraph 3, 4

- The proprietor has appointed a team of teachers and assistant teachers that have substantial experience. This includes in mainstream settings and in early years settings that have a similar approach to learning that is proposed for this school.
- The proprietor will use external consultants to help her to ensure that the quality of teaching is of a high standard. She has set out high expectations of the staff. Training will be provided in the approaches that the proprietor wishes teachers to take to facilitating learning.
- Regular assessment will take place. Primarily, this will be done through reflection and discussion between teachers and pupils. However, teachers will also record the objectives, mainly linked to the national curriculum, that pupils have achieved, on an assessment system.
- The proprietor is aware that pupils will need to achieve end points in their learning that prepare them well for public examinations in the future. She is confident that the teaching approaches in place and careful assessment will enable teachers to ensure that this is the case.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5

- At the heart of the school's vision is the aim to, 'Create a democratic space for children to learn that enables high levels of self-directed learning, assumes personal responsibility, and fosters innovation, curiosity and creativity, and respect for others which will help... compete, contribute and thrive in an ever-changing modern world.'
- The programme of 'big studies' includes the personal, social, health and economic (PSHE) education elements of the curriculum. Through the different elements of the curriculum, pupils will have the opportunity to learn, among other things, about right and wrong, public institutions and develop an understanding of different protected characteristics.
- The proprietor's proposed democratic approach to running the school will provide pupils with real-life opportunities to decide what is right and wrong and learn from the mistakes that may be made along the way.
- Leaders are aware of the danger of partisan views being spread by staff and have effective policies and monitoring systems in place to help prevent this.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The safeguarding policy is fit for purpose and follows the latest statutory guidance. The policy is published on the school website. Leaders have ensured that they have consulted with the local authority in which they propose to open the school to check they fully understand local safeguarding procedures.
- The proprietor and two members of staff have already completed training for designated safeguarding leads. The designated lead for safeguarding and their deputy will both be working in the school full time. Safeguarding training for all staff is planned to take place during the induction week when the proposed school opens.
- Leaders have thought very carefully about specific risks to pupils who may attend this school. For example, they have thought about potential risks associated with the school sitting in a public park, the nature of the school building and risks associated with hidden neglect in families, such as domestic abuse and addiction.

Paragraph 9, 10

- The proprietor is keen for pupils to take a proactive role in the management of behaviour in the school. The behaviour policy states that it aims for pupils to 'know yourself, grow yourself and help others'. A school agreements council will be set up that will include pupils and staff. This council will deal with most day-to-day behaviour issues by using restorative approaches.
- The behaviour policy also outlines the rewards and sanctions that can be used in the school. It states that more serious incidents will be dealt with by leaders straight away, rather than the school agreements council.
- The anti-bullying policy is comprehensive and includes all types of bullying. It also outlines how an anti-bullying culture will be developed through the proposed curriculum.

Paragraph 11, 12, 13, 16

- The school business manager will be responsible for the health and the safety of the premises. The policies, procedures and record-keeping already in place are of a high standard.
- Risk assessments on the premises have been carried out by external consultants, including for fire safety. All remedial actions have been completed in a timely manner. Special attention has been paid to ensuring unique aspects of the building, such as the atrium balcony, are safe. Protective glass has been used in windows on the main staircase.
- Risk assessments for the daily operation of the school, specialist teaching areas, such as design technology workshops, and for different activities on and off the site are in place. The risk assessments clearly set out how any risks will be mitigated.
- There is an appropriate number of staff who already have relevant first-aid qualifications prior to the school opening. First-aid kits are available throughout the school, with additional resources such as eyewashes available in workshops.

Paragraph 14, 15

- The small class sizes and high ratio of adults to pupils means that pupils will be well supervised at all times. Long-range portable radios will be used by staff who are supervising pupils in the outdoor areas around the school to keep in contact with the school office.
- Admissions and attendance registers are in place and will be kept in line with statutory guidance.
- The school is likely to meet all of the requirements in this part of the independent school standards.

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

Paragraph 17, 18, 19, 20, 21

- The school's recruitment policy sets out all of the statutory checks that the school has and will carry out on new employees. These include the right to work in the United Kingdom and medical fitness. Qualifications are also checked for teaching staff.
- All staff have an enhanced Disclosure and Barring Service check. In the unlikely event that the proprietor has not received a clear check before a member of staff is due to begin their employment, a risk assessment will be carried out before they start work.
- All of the required checks for the proprietor and her staff are recorded on a single central record. There are no records for governors as the school does not have a governing body.
- The school does not intend to use supply teachers as the high staffing ratios mean that any absence can be covered by existing staff. However, leaders do understand the procedures that should be used to check the suitability of agency supply staff.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23, 24, 25, 26, 27, 28, 29, 31

- The parts of the school on the ground and first floor that will be immediately used by pupils and staff have been renovated to a very high standard. Any uneven surfaces due to the age of the building are clearly marked and the balcony over the indoor piazza is screened by safety glass. There is also ample space for the school to grow into the second floor of the building, but these areas, while safe, are currently locked and out of bounds to pupils.
- Classrooms are spacious, light, airy, well-resourced and have good acoustics. The ground floor classrooms have direct access to the outside learning spaces. Workshop areas, including the teaching kitchen, are suitable for their purpose and well maintained to ensure that they can be used safely.
- There are suitable toilet facilities for boys and girls of different ages. All toilets are in separate cubicles. There is running water in the toilet facilities that is hot but does not present a scalding risk.

- Drinking water is available at all taps throughout the building and is labelled appropriately. However, leaders will encourage pupils to use specific taps and not those in the toilet areas.
- There are ample changing rooms and showers for older boys and girls throughout the building for use after physical education.
- There are two medical rooms in the school that both have running water and are close to toilets.
- The outside space in the school is suitable for learning, recreation and physical education. Outside, lighting has been installed to keep the areas safe during the darker hours.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 6. Provision of information

Paragraph 32

- The school website contains all of the information required to be published by the independent school standards, including the safeguarding policy. Information is easily accessible to parents and other interested people.
- School leaders know about the requirement to report on the progress of pupils with SEND who have education, health and care (EHC) plans to local authorities as part of the annual review process. Leaders also know they must account for any funding they receive.
- Leaders plan to provide parents with termly written reports about their child's progress and well-being.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proprietor hopes that any complaints or concerns can be dealt with informally. The complaints policy sets out this informal approach as the first stage.
- Written complaints are to be investigated formally by the head of school/proprietor or school business manager at stage two. If a complainant is not happy with the outcome of this, a panel will be convened to hear the complaint at stage three.
- Parents are entitled to be accompanied if they attend a complaints panel meeting. The complaint will be heard by three independent people who make the proprietor's group of advisers but are not involved in the day-to-day running of the school.
- As the proprietor is also the head of school, any complaints at stage two about the head of school will be heard by members of the advisory group.
- Records of the outcome of all formal complaints will be kept and made available for inspection in line with school policies.

- The school is likely to meet all of the requirements in this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor has extensive successful experience of running early years settings and meeting the standards required, including around safeguarding. It is likely that this experience will ensure that pupils' welfare is positively promoted in the school.
- Although running a school is a new venture, the proprietor is extremely well researched and has a thorough understanding of the independent school standards. The proprietor has sought advice and reassurance from suitable experts to help ensure that all of the independent school standards are likely to be met.
- Systems and processes will be put in place to ensure that, when the school opens, the standards continue to be consistently met. This will include regular monitoring by the proprietor and her advisers.
- The school does not have a governing body. However, the proprietor has a group of external advisers who she can call upon for relevant expertise.
- The school is likely to meet all of the requirements in this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- Leaders are aware of their responsibilities under the Equality Act and have created an appropriate accessibility plan. They are taking reasonable steps to make the premises accessible to pupils and visitors with disabilities. However, there are some limitations due to the nature of the grade 2 listed building. The school is likely to meet paragraph 3 of schedule 10 of the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- The school are likely to comply with all the welfare requirements of the early years foundation stage (EYFS). For example, children in Reception will work in a class of up to 12 children with two adults. A suitable number of staff have received paediatric first-aid training.
- The school will follow the learning aspects of the EYFS framework. Children's progress against this will be recorded and shared with parents through an online assessment tool. The indoor and outside learning environment is likely to enable children to make good progress in all areas.

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	147911
DfE registration number	938/6006
Inspection number	10154460

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 school
School status	Independent school
Proprietor	Hayley Peacock
Headteacher	Hayley Peacock (head of school)
Annual fees (day pupils)	£8,550–£13,050
Telephone number	01293 265417
Website	www.atelier21schools.co.uk
Email address	info@atelier21schools.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4 to 14	4 to 14
Number of pupils on the school roll	Not applicable	120	120

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	120
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 120
Of which, number of pupils with an education, health and care plan	Not applicable	3
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	1

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The proposed school is located in a grade 2 listed mansion in the grounds of Broadfield Park in Crawley, West Sussex. The school will also make use of an adjacent forest and local sports centre.
- The school will not have a specific religious character.
- Pupils from Reception to Year 8 will be admitted through the school's published admissions procedure. The school intends to open in September 2020 with approximately 45 pupils.
- The proposed school is not explicitly intended for pupils with SEND. However, a number of pupils with SEND are planning to attend the school, including a small number with EHC plans.
- The proposed school is inspired by Reggio Emilia and will have an enquiry-based learning approach.
- The proposed school does not have a governing body.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to reduce the amount of time spent on site.
- Evidence was gathered in a number of ways to ascertain if the school is likely to meet the independent school standards. This included a remote scrutiny of school documentation, an extended telephone conversation with the proprietor and school business manager, and a short-focused visit to the school, which included a tour of the premises.
- This pre-registration inspection was commissioned by the DfE to check if the school is likely to meet all of the independent school standards when the school opens.
- This was the first pre-registration inspection.

Inspection team

Lee Selby, lead inspector

Her Majesty's Inspector

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