

Inspection of Atelier 21 Future School

Broadfield Park, Brighton Road, Crawley, West Sussex RH11 9RZ

Inspection dates: 14 to 16 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils flourish in this happy, safe and welcoming school. They behave sensibly, work hard- and achieve well in a range of subjects, including English and mathematics. The school's unique curriculum captures pupils' interest and motivates them to find out more about the world. They explore different ways of working and learn to take increasing responsibility for their own learning. Pupils know that adults expect them to do their best.

Pupils learn that their views matter. During the inspection, for example, some of the youngest children in the school requested a quick jog around the school garden before their phonics session. After a few minutes in the fresh air, they settled down to phonics without fuss and ready for learning.

Pupils respect adults and each other. They have a keen sense of equality and fairness. All pupils who spoke with the inspectors said that they feel safe. They told inspectors that they can always rely on an adult to help them to sort out any worries. A small minority of pupils who completed Ofsted's survey were less positive. Leaders take prompt and appropriate action if concerns about bullying arise.

What does the school do well and what does it need to do better?

Leaders have developed a broad, balanced and engaging curriculum since the school's opening in 2020. Each subject is carefully planned to ensure that teachers are clear about what they need to teach, and when. The curriculum is taught securely across the school. However, it is still relatively early days in its delivery and some subjects, such as phonics, are better established than others. Leaders have reviewed and improved the curriculum continuously during the past two years and continue to do so. They have recently decided, for example, to adopt the International Baccalaureate programme of learning for secondary-aged pupils from September 2022.

The school's effective phonics programme equips pupils with reliable early reading skills. Teachers assess pupils' reading skills routinely. They know which pupils need more support. Some pupils join the school with weak reading skills, and some have needed extra help with their reading after the pandemic. Regular opportunities to read with an adult, combined with support for individual pupils, help to improve pupils' reading skills quickly. Children in Reception Year and Year 1 benefit from an environment rich in language and books. The air is filled with their chatter, as they explore, play and learn together. High-quality books are displayed with care. Several parents told inspectors about the difference the school has made to children's reading and to their enjoyment of books.

Pupils with special educational needs and/or disabilities (SEND) learn well. However, they could do even better. Leaders know this and are already taking suitable steps to strengthen this aspect of the school's work. A small minority of parents express concern about the quality of support for their children. Others, however, speak with

huge appreciation for the difference the school has made to children's learning and well-being.

The school's role in supporting pupils' personal development is a particular strength. Pupils are taught how to learn from mistakes, collaborate with others, think creatively, and make choices about their learning. The school's curriculum provides them with many opportunities to develop personal interests in an exceptionally wide range of subjects, such as animation, horse riding, sustainability and radio production. Pupils contribute to school life often and speak enthusiastically about their influence. The school ambassadors represent their school with pride. They take their responsibilities very seriously and make sure that the views of their peers are considered fairly. The school's annual business fair gives pupils the opportunity to research ideas, design and make products, and sell the finished article while managing a budget. They do this very successfully. Pupils are keen to do well and listen carefully to their teachers. They behave sensibly in lessons and around the school. The school complies with schedule 10 of the Equality Act 2010.

The proprietor is passionate about securing the best outcomes for every pupil. She ensures that the statutory requirements of the early years foundation stage are met and that the school continues to satisfy the requirements of the Independent School Standards. The recently appointed headteacher has established herself quickly and successfully. She has played a key role in developing the curriculum in recent months.

Staff are highly positive about working in the school. They feel well supported by leaders. Most parents who responded to Ofsted's survey, sent emails or spoke to inspectors in person during the inspection were enthusiastic about the school's work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take suitable action where there is a safeguarding concern, including liaising with specialist services, such as the local authority and the police, when necessary. The designated safeguarding lead (DSL) has tightened up safeguarding procedures since her appointment. For example, she has introduced a new record-keeping system so that safeguarding information is easier to monitor. Leaders make sure that staff are knowledgeable about safeguarding. Pupils are clear about the rules to keep them safe. They understand why these are important and follow them closely. The school's safeguarding policy is published on the school's website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have introduced a broad and balanced curriculum which supports pupils' learning well. However, the rapid pace of development in recent months means

that some of the content is not yet fully established. Leaders should make sure that the curriculum is delivered consistently well in all subjects.

- The curriculum is not always adapted well enough for pupils with SEND. Leaders have already started work to strengthen provision. For example, the special needs coordinator has begun to provide training for staff so that they are more knowledgeable about pupils' needs and about how to support them in the classroom. Leaders are clear about what is working well and where improvements should be made.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147911
DfE registration number	938/6006
Local authority	West Sussex
Inspection number	10202283
Type of school	Other Independent School
School category	Independent school
Age range of pupils	4 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	82
Number of part-time pupils	0
Proprietor	Hayley Peacock
Headteacher	Rebecca Gooding
Annual fees (day pupils)	£9,405 to £16,800
Telephone number	01293 265417
Website	www.atelier21school.co.uk
Email address	info@atelier21schools.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This was the school's first standard inspection since it was registered by the Department for Education in August 2020.
- Atelier 21 Future School is located in a grade 2 listed building in the grounds of Broadfield Park in Crawley, West Sussex. The school makes use of an adjacent forest and local sports centre.
- The proprietor is also the head of school.
- The headteacher was appointed in April 2022, the deputy headteacher in September 2021, and the special needs coordinator in January 2021.
- The school uses an enquiry-based learning approach. It is inspired by the Reggio Emilia approach.
- The school does not have a religious character.
- The school does not have a governing body. A school improvement partner group provides advice on a range of issues.
- The school does not have provision for two-year olds.
- The school does not use alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors held meetings with a wide range of staff during the inspection. They met with the proprietor, the headteacher and other school leaders. The lead inspector spoke with six members of the improvement partner group.
- Inspectors spoke with parents at the start of the school day. They also held telephone conversations with parents, as well as considering the views expressed by parents, pupils and staff via emails and Ofsted's surveys.
- Inspectors spoke with pupils informally in lessons, during break times and around the school. They also had formal discussions with groups of pupils.
- The lead inspector reviewed a range of safeguarding records and documents, including the single central record. She also met with the DSL to discuss safeguarding arrangements.

Inspection team

Julie Sackett, lead inspector

Her Majesty's Inspector

Alan Johnson

Ofsted Inspector

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