

Inspection of Atelier21 Future School

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

Inspection dates: 1 to 3 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Good
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Early years provision	Outstanding
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils thrive at Atelier21 Future School. They develop into thoughtful individuals who contribute positively to their community and the wider world. The school sets high expectations for all pupils. Typically, pupils respond positively and achieve well, including pupils with special educational needs and/or disabilities (SEND).

Pupils behave well and show strong attitudes to learning. Children in the early years settle quickly into well-established routines and show kindness towards others. Across the school, pupils are polite, respectful and accepting of differences. Staff respond promptly to concerns, including any incidents of bullying, which they address effectively. As a result, pupils feel safe and happy in school.

The school provides a broad range of opportunities beyond the academic curriculum. Carefully planned trips to historical and cultural sites, both in the UK and abroad, enrich pupils' learning. Pupils relish taking on leadership roles such as being elected ambassadors who proudly speak for their peers. These roles help pupils make a real difference in their school. There are many opportunities for pupils to explore their talents and interests. A broad selection of clubs are available and well attended. These experiences help pupils develop confidence, independence and a strong sense of social responsibility.

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

The school has developed an ambitious and creative curriculum. Leaders have clearly identified the knowledge pupils need to learn from early years to Year 11. This learning is carefully sequenced to build on prior knowledge. As a result, the curriculum supports pupils well in gaining the skills and understanding they need to succeed beyond Year 11.

Reading is a cornerstone of the school's curriculum. Skilled staff deliver phonics effectively. This enables pupils to develop secure knowledge of sounds and apply this to reading and writing confidently. Targeted support ensures pupils who need extra help keep up with their peers. Most pupils become fluent, confident readers. Older pupils read widely and with understanding. High-quality literature is used across the curriculum to deepen pupils' knowledge. This supports learning well.

Children in the early years receive a first-class start to their education. Staff provide activities that ignite children's curiosity and deepen their understanding. Adults support children's development exceptionally well. They model ambitious vocabulary, which children confidently use in their play and conversations. The provision for early reading, writing and number is highly effective. Staff support children to develop strong personal and social skills. Children work together with maturity. They follow routines independently. As a result, children are remarkably well prepared for the next stage of their education.

Typically, teachers demonstrate strong subject knowledge. They explain ideas clearly and model tasks effectively. This helps pupils understand what to do. Staff generally use checks on pupils' understanding well to inform future learning. Sometimes, however, lessons do not give pupils enough chances to go over what they have learned, fix mistakes or make their understanding stronger. On these occasions, some pupils forget what they learned before and keep making the same errors. This makes it harder for pupils to use what they already know and to think more deeply.

Pupils with SEND are accurately identified. Leaders monitor pupils' needs closely. Staff work collaboratively with pupils and their parents and carers to develop personalised plans with clear, targeted strategies. These plans generally inform teaching well. This ensures pupils with SEND receive the support they need to progress well from their starting points. In the school's dedicated nurture space, the Haven, staff provide effective, tailored support for pupils requiring additional help. This enables pupils to engage positively with learning and access education successfully.

The school provides a calm, orderly environment where pupils follow routines with consistency and care. In lessons, pupils show high levels of independence and focus. Relationships between staff and pupils are warm and respectful, underpinned by mutual trust. Trained pupil 'peer mediators' help resolve issues, promoting empathy and self-regulation. Attendance is typically strong. The school works well with families to positively remove barriers to attendance and reduce absence.

The school's personal development programme is exceptional. Pupil voice lies at the heart of the school's ethos. Pupils take part in decision-making. They express their views on issues that matter to them. They are encouraged to engage in debate and to show respect for a range of views and beliefs. Staff help pupils to develop confidence, empathy and the ability to recognise and manage negative emotions. Pupils learn about personal boundaries, consent and online safety. Outdoor learning, such as rewilding projects, fosters environmental responsibility and active citizenship. Real-world learning and 'service as action' are fully embedded across the curriculum. Pupils participate in social enterprise initiatives and extended studies that nurture teamwork, problem-solving and global awareness. These experiences prepare pupils very well to make a positive contribution to society.

Leaders offer effective support to Year 11 pupils as they prepare for their next steps. The school delivers a broad and well-structured careers programme. This provides pupils with a wide range of opportunities to explore future pathways. External speakers and themed weeks broaden pupils' awareness of diverse careers, including specialist fields such as marine biology. Strong partnerships with local colleges offer clear guidance on post-16 options, including apprenticeships. Work experience in Year 11 is thoughtfully planned, with placements across a variety of sectors.

Leaders, including the proprietor, ensure staff have the expertise needed to meet pupils' needs. The school works productively with external professionals to enhance the curriculum and its delivery. Staff feel valued and motivated, sharing the school's ambition for high outcomes. The proprietor continues to strengthen her oversight,

drawing on external advice to provide effective challenge. Systems are in place to ensure the school meets the independent school standards and fulfils its statutory duties. The premises are safe, well maintained and suitable for learning. The school complies fully with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Occasionally, teaching, including the use of assessment, does not support pupils to remember and build on prior learning or address misconceptions. As a result, some pupils struggle to connect related ideas and think more deeply. The school should ensure that staff have the expertise to help pupils recall previous learning and correct errors so that they can meet the ambitious aims of the curriculum.

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.

School details

Unique reference number	147911
DfE registration number	938/6006
Local authority	West Sussex
Inspection number	10342164
Type of school	Other independent school
School category	Independent day school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	139
Number of part-time pupils	0
Proprietor	Hayley Peacock
Headteacher	James Ashcroft
Annual fees (day pupils)	£3347.50 to £7055.50
Telephone number	01293 265417
Website	www.atelier21schools.co.uk
Email address	info@atelier21schools.co.uk
Date of previous inspection	14 to 16 June 2022

Information about this school

- There was a material change inspection on 10 July 2023, when the school successfully applied to extend the age range of pupils from four to 16 years.
- Atelier 21 Future School is located at Broadfield Park, Brighton Road, Crawley, West Sussex, RH11 9RZ. The school makes use of an adjacent forest and local sports centre.
- The executive headteacher was appointed in May 2024 and the special educational needs coordinator in September 2024.
- The school's stated aim is to use enquiry-based learning, inspired by the Reggio Emilia approach.
- The school uses one registered alternative provision.
- The school is registered to admit 165 pupils.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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 discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held a range of meetings with the executive headteacher and staff in the school. They met with the proprietor and members of the school improvement partner group.
- Inspectors carried out deep dives in these subjects: English, including early reading; mathematics; the arts; and 'individuals and societies'. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The lead inspector toured the premises to check the school's compliance with the independent school standards.
- Inspectors observed pupils' behaviour throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors reviewed the responses to Ofsted Parent View, including any free-text comments.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Anne Cullum

Ofsted Inspector

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