

New Horizon Academy

104 & 106 Summer Road, Erdington, Birmingham B23 6DY

Inspection date

29 June 2022

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

- The proprietor and leaders have thought carefully about what they want pupils to learn. They have high ambition for their pupils. They have formulated a clear curriculum plan that details their intentions about how pupils will progressively build on their knowledge and understanding over time. This includes pupils building up their self-confidence.
- The curriculum plans and schemes of work presented during this inspection were detailed and well thought out. As all proposed pupils will have an education, health and care plan (EHC plan), the proprietor and leaders have created personalised curriculum plans for pupils with different levels of special educational needs and/or disabilities (SEND). The schemes of work sensibly consider the likely needs of pupils with SEND.
- The proposed curriculum is likely to enable pupils to develop their speaking and listening, literacy, numeracy and scientific skills and knowledge. This is because plans are clear and tailored to the needs of the pupils with SEND the school proposes to admit.
- The proprietor has developed a suitable plan that is likely to ensure pupils receive impartial careers advice and guidance in key stages 3 or 4. This is proposed to include experiences of the world of work and visiting guest speakers.
- The proprietor has set out clearly their expectations of how pupils should behave in lessons. The behaviour policy effectively specifies the proposed procedures and strategies that staff will employ to help pupils act responsibly. This policy is likely to support pupils to have a clear understanding of what behaviours are expected of them.
- The proprietor has created a suitable assessment framework to enable leaders and staff to check on pupils' progress. The assessment plans have been adapted to match

the learning that is outlined in the schemes of work. Plans to check on individual pupils' learning is included in lesson planning. If implemented, these policies are likely to show how well pupils are progressing in their learning.

- The personal, social, health and economic (PSHE) education curriculum is underpinned by many policies and strategies designed to meet the needs of the pupils the school proposes to admit. Consequently, the PSHE education curriculum is likely to reflect the values and ethos of the school. For example, the proprietor and leaders want all pupils to reach their truest potential regardless of their personal barriers, and this is included in the plans. They aim for pupils to become more independent and self-regulating. If implemented, these schemes are likely to equip pupils with the knowledge they need to become active citizens in modern Britain.
- The curriculum documentation has clear strands about how the school proposes to encourage respect for all the different protected characteristics set out in the Equality Act 2010, including disability and sexual orientation. These have been adapted to be age and ability-appropriate to meet the needs of the pupils the school wishes to admit.
- The plans about relationships and sex education (RSE) are detailed and age-appropriate. The proprietor and leaders have clearly considered how staff will be trained to have the knowledge and skills they need to teach this effectively.
- The proprietor has ensured that these standards 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 plans and policies for the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and PSHE education are clear and detailed. These policies and plans reflect the ethos of this school as set out in the proposed proprietor's curriculum policy. The schemes are specific to this school and mirror leaders' high ambition for pupils. The proprietor and leaders have developed plans that are likely to meet the possible needs and abilities of the pupils the school plans to admit.
- The proposed schemes are clear in what should be taught. For example, plans include the teaching of religious studies and RSE for all pupils in an age-appropriate way.
- If implemented, these plans are likely to ensure that staff are clear about what to teach and in what order.
- The schemes are likely to ensure that pupils will gain a good understanding of fundamental British values, the Equality Act 2010 and other aspects of pupils' SMSC development.
- The proprietor has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The proprietor's arrangements to safeguard and promote the welfare and safety of pupils at the school are likely to be effective. The proposed policies are fit for purpose and adhere to government guidelines.
- The proprietor has created policies to make them specific and unique to this school and the pupils they plan to admit. This means that staff are likely to have clear guidelines about what to do if they have concerns about a pupil. Policies clearly outline the process and procedures staff will follow and how records will be kept. Therefore, the proprietor is likely to meet the minimum safeguarding requirements if these policies are implemented.
- The proposed child protection and health and safety policies are clear and fit for purpose. The proprietor and leaders referred to up-to-date guidance and demonstrate a good understanding of the statutory guidance for keeping children safe in education. If implemented, these policies are likely to ensure that staff understand their safeguarding duties, roles and responsibilities.
- There is suitable provision for first aid on site. The school has a suitable medical room to ensure there is provision for the treatment of anyone being sick or ill at school. The proprietor and leaders have thought carefully about the potential needs the pupils may have. For example, they have created quiet spaces at school to ensure some pupils with specific needs can be taken there for some time out. This shows that the proprietor and leaders have given due regard to how pupils with varying needs may be supported.
- The proposed risk-assessment policy is suitable. Leaders plan to complete individual risk assessments for each pupil they admit. Suitable risk assessments to identify potential risks to pupils and staff have been completed. For example, leaders plan to make use of the local leisure centre for pupils' sporting activities and have considered what the potential risks may be.
- Fire-risk assessments have been completed by qualified professionals. Leaders have acted on the recommendation and put in place strategies to mitigate any identified risks.
- The proprietor has ensured that these standards are likely to be met.

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

Paragraph 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(1), 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)(a)(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)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 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)(a), 21(7)(b)

- The proprietor has created a single central record (SCR) template. The proprietor and leaders demonstrate the necessary knowledge and understanding to make sure that a SCR is completed accurately and appropriately.
- The proprietor has made all the necessary pre-employment checks on staff prior to their appointment. The checks have been accurately recorded on the SCR. This includes checking that staff have not been prohibited from teaching. Section 128 checks have been made to ensure that managers are suitable.
- The proprietor does not plan to use supply staff at the school. However, he and leaders are clear about the safeguarding checks that need to be made on these staff should they ever be needed. Leaders demonstrated solid knowledge of the checks required before they would allow anyone to work in their school.
- The proprietor has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 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 ensured that all classrooms have suitable acoustic conditions and lighting. Rooms are appropriate for the proposed activities.
- Toilet facilities for pupils are suitable. They have an adequate supply of cold and hot water for pupils to use.
- The proprietor has ensured that there is a suitable room where pupils who feel unwell can be treated or first aid be administered, or where a pupil can lie down.
- The school currently has a small outdoor play area which is suitable. The proprietor plans to make it more aesthetically pleasing for example, by adding a seating area and some plants.
- The proprietor plans to take all pupils to a local leisure centre for sport and physical education. An initial agreement between the proprietor and the leisure centre is in place and leaders have begun to create risk assessments to identify and mitigate any potential risks while travelling to, and using, the leisure centre.
- The proposed plans for the supervision of pupils are suitable. The proprietor is planning to employ additional non-teaching behaviour support staff to make sure that lessons can remain free of interruptions and pupils receive calm and swift support.
- The proprietor has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 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)

- Currently, the school does not have a website.
- Leaders have created a prospectus for the school and were able to demonstrate how they will share relevant information and documents with potential parents and carers.

- The proprietor plans to make all relevant policies available in hard copies to parents and carers upon request.
- The proprietor has ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 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 proposed policy outlines the procedures that will be followed in case of a complaint. Leaders aim to resolve a complaint informally, but the policy explains the steps leaders will take where this is not possible.
- The policy includes appropriate timelines in which a complaint will be dealt with. It also refers to a panel hearing should a complainant remain dissatisfied.
- The proprietor has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and leaders have a comprehensive understanding of the requirements to make sure the independent school standards are met continually and consistently. The proprietor and leaders demonstrated the necessary knowledge and understanding to make sure that pupils' needs are identified, assessed and catered for.
- The proprietor has given due regard to how the school will make sure pupils learn, make progress and are safe.
- The proprietor and leaders have produced all required policies. These policies have been written with thought and attention to the possible needs of the pupils they plan to admit.
- The proprietor has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that he has a suitable accessibility plan in place. This plan refers to the school's curriculum and the physical space. It outlines the steps leaders will take to make education at the proposed school accessible to the pupils they plan to admit. Therefore, the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

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	148929
DfE registration number	330/6139
Inspection number	10231352

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	N H Care Limited
Chair	Sukhbir Bains
Headteacher	Not Known
Annual fees (day pupils)	£52,000 to £88,400 per annum
Telephone number	0121 4524943
Website	n/a
Email address	glen@nhcare.care
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	0
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	0

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 16	11 to 16
Number of pupils on the school roll	0	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	0	10
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	10
Of which, number of pupils with an education, health and care plan	0	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	10
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	6

Information about this proposed school

- The proposed school is located in a two-storey building in a mainly residential street. It is owned by the proprietor, as is the adjacent next-door property. The school is currently not operating.
- Leaders propose that the school will cater for pupils with SEND, in relation to their cognitive learning needs, social and emotional difficulties and development needs. All pupils are likely to have an EHC plan.
- The proposed school will not have any religious character.
- The proposed school does not intend to use alternative provision.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education to determine whether or not the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first inspection.
- The inspector conducted a tour of the premises with the proprietor and senior leaders.
- The inspector reviewed a wide range of documents and policies, submitted electronically by leaders.
- During the on-site visit, the inspector met with the proprietor and two leaders. The inspector discussed safeguarding and welfare arrangements as well as the school's proposed curriculum. The inspector reviewed some of the school's documentation and policies together with the proprietor and leaders.

Inspection team

Bianka Zemke, lead inspector

Her Majesty's Inspector

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