Mackenzie Thorpe Centre

Cooper Centre, Beech Grove, South Bank, Middlesbrough TS6 6SU

Inspection dates	13–14 July 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(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)(g), 2(2)(h), 2(2)(i)

- Leaders have put in place a written policy and schemes of work to deliver the school's curriculum. The director of education for the North East Autism Society and headteacher are clear about how to implement the curriculum effectively. The school's planning provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as required by the independent school standards (ISS).
- The planned curriculum will be personalised to meet the specific needs of pupils. This aims to take into account the ages, aptitudes and needs of all pupils.
- Leaders have written a detailed strategy that aims to provide up-to-date career guidance and prepare pupils for adulthood. This aims to ensure that pupils can make informed choices of destinations when they leave school.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 4

- Leaders have taken steps to appoint teachers and support staff with relevant training and experience to enable pupils to acquire new knowledge and make good progress.
- The resources provided so far are of a good quality. Leaders have already begun to order further resources in anticipation of the school opening. Leaders identify that pupils will benefit from learning opportunities beyond the school building and they have suitable plans for a range of learning in the community.
- Leaders have planned a range of assessments to identify pupils' learning and social needs. This will make use of diagnostic assessments and ongoing formative assessments by teachers and staff.
- The school's behaviour policy provides the staff with clear guidance for managing pupils' behaviour. It has been designed to support the needs of pupils attending the school. Leaders have established regular staff training to ensure the effective

implementation of the behaviour policy. They plan to monitor the application of the policy regularly.

Paragraph 3, 3(i), 3(j)

- The school's British values policy and curriculum planning aims to develop pupils' understanding of British values. There are clear intentions to provide effective preparation of pupils for life in British society.
- Leaders are intent on creating an inclusive learning environment. This is evident in the school's policies and curriculum plans.
- School leaders have ensured that all standards in Part 1 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 school's curriculum plans provide a range of opportunities to promote the spiritual, moral, social and cultural (SMSC) development of pupils.
- The school's British values policy and equality and diversity calendar demonstrate leaders' commitment to ensuring pupils' SMSC development. Leaders plan this development to be interwoven across the curriculum and enhanced through tutorial time.
- School leaders have ensured that all standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Leaders have ensured that a comprehensive safeguarding policy is in place. This will help staff identify what to look for and procedures to follow, should they have any concerns about a pupil. The safeguarding policy has regard to government guidance as required. The policy will be made available to parents and carers on the school's website, which is ready to go live. A detailed programme of safeguarding induction is in place for staff.
- A range of other safeguarding policies are in place. For example, they have a safeguarding adults policy, 'Prevent' strategy and guidelines for safer working practice.

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

- Leaders have written a range of policies that contain all the required legislative guidance and clearly outlined procedures to be followed to ensure the welfare, health and safety of pupils and staff.
- The school's behaviour policy identifies how the school will encourage good behaviour and the consequences when pupils do not meet the school's expectations. There is a template available for staff to record sanctions for serious misbehaviour. The school has a policy for positive and proactive behaviour support. Staff will receive relevant training in behaviour management.

- A clear anti-bullying policy is in place. Leaders have established systems to record, monitor and evaluate the effectiveness of the policy.
- Policies and procedures to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 are in place. At the time of the inspection, further building work was underway to improve the fire alarm system. The planned completion of this work, which was delayed owing to COVID-19 (coronavirus), was within the next three weeks.
- A written first-aid policy is in place. Several of the current staff have received relevant first-aid training.
- Leaders have planned appropriate staff-to-pupil ratios and the deployment of staff, which should ensure that pupils are properly supervised.
- Suitable admission and attendance registers are in place. The director for education and headteacher understand the requirements to maintain these two registers.
- Leaders have established required policies for health and safety and risk assessments. There are already risk assessments in place for the building and learning activities. Staff have received health and safety training where required.
- School leaders have ensured that all standards in Part 3 are likely to be met.

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

Paragraph 17, 18, 20, 21

- Leaders have ensured the completion of the required safeguarding checks to ensure the suitability of staff currently in the school.
- An electronic spreadsheet of all the required checks, known as a single central record (SCR), is in place and includes all staff appointed to date, the trustees and contractors.
- A safer recruitment policy identifies the school's approach to staff appointments. The North East Autism Society has in place a performance management data report which includes monitoring of safeguarding procedures and training.
- The school does not intend to employ supply teachers.
- School leaders have ensured that all standards in Part 4 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), 23(2), 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 building is a former primary school, which was used until recently by the local authority as an education development centre. The North East Autism Society now has sole use of the building and grounds.

- The classrooms, corridors and computer suite are light and airy, with effective acoustic conditions. The building, outdoor learning and play areas are currently maintained to ensure the health and safety of pupils.
- The school has a secure perimeter fence and lockable gate. There are ample tarmacked play areas and some extensive grassed areas available for pupils to play. There are also seating areas and a more extensive woodland section. Leaders are in the process of installing additional internal fencing to manage pupil movement within the grounds. They expect the completion of this work by the end of July.
- External flood lighting is available in order that people can safely enter and leave the school premises around the building.
- There are water coolers positioned in the corridors outside classroom areas, which will be readily accessible and are clearly marked as 'drinking water'. Sinks in classrooms and toilets are marked as 'not drinking water'.
- There will be toilets identified for staff and for the sole use of pupils in the school building. These have sinks with hot and cold water. Hot water is at a temperature that would not pose a scalding risk.
- At the time of the inspection, some planned building work required completion. The unfinished building works included installation of separate staff toilets, installation of showers for pupils aged 11 years and over and completion of the new fire alarm system. The completion of these building works was delayed due to the COVID-19 pandemic. The visiting inspector was assured by the headteacher and information from the contractors that these required building works would be finalised within three weeks. The North East Autism Society have their site manager coordinating this building work to ensure that it remains on course for completion prior to the school's requested opening date in September 2020.
- Leaders have identified a room for short-term medical care of pupils when required. The room is appropriately situated near a toilet. The room has a wash basin with hot and cold water. The school have ordered a day bed, although this had not arrived at the time of the site visit.
- School leaders have ensured that the above standards in Part 5 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)

- Leaders have created a website, which is ready to launch once the school receives approval for opening. This website will provide parents and prospective parents with all the required information, including relevant school policies.
- Leaders are aware of the need to publish any decisions of the Secretary of State and Ofsted inspection reports for the school.
- A suitable format is in place for written reports detailing pupils' progress, attainment and achievements. The school intends to publish pupils' destination information to demonstrate pupils' career pathways once they leave school.

- School leaders have ensured that the above standards in Part 6 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 complaints policy now meets the requirements of the ISS. However, at the start of the inspection, the policy required refinements, particularly in how the outcomes of complaints will be communicated to the relevant parties and how records of complaints will be stored in the school. Leaders promptly addressed these aspects during the inspection.
- The complaints policy will be available on the school's website. Leaders are aware of the need to report the number of complaints registered under the formal procedure during the preceding school year.
- School leaders have ensured that all standards in Part 7 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 chief executive officer, director of education and headteacher demonstrate a strong understanding of the ISS. They have relevant experience, skills and knowledge appropriate to their roles.
- There are suitably planned systems for monitoring the quality of education and achieving the ISS. School leaders and the board of trustees have established clear lines of accountability, which should enable the effective monitoring of the school's improvement.
- Leaders' vision, aims and values aim to hold the promotion of the well-being of pupils at the core of the school's work.
- School leaders have ensured that all standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have established policies and a suitable accessibility plan, which aim to ensure that the requirements of Schedule 10 of the Equality Act are met. The school's documentation includes an equality and diversity statement and an equality, diversity and inclusion policy.

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	147914
DfE registration number	807/6002
Inspection number	10154383

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	Non-maintained special school
School status	Independent special school
Proprietor	North East Autism Society
Chair	Gavin Bestford
Headteacher	Tracey Train
Annual fees (day pupils)	£22620–£110397
Telephone number	01914109974
Website	www.ne-as.org.uk/mackenzie-thorpe-centre
Email address	info@ne-as.org.uk
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 for whom a statement is maintained under section 324, or who is 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	N/A	5–19	5–19
Number of pupils on the school roll	0	30	30

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	30
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	30
Of which, number of pupils with an education, health and care plan	N/A	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	2	30

Information about this proposed school

- The Mackenzie Thorpe Centre is an independent special school based in South Bank, Redcar and Cleveland for learners aged five to 19 years. The school states that its mission is 'working together to inspire, support and equip people with Autism and neurodiversity to fulfil their potential in life.' The school is part of the North East Autism Society.

Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The lead inspector reviewed a wide range of documentation provided by the school. He held several telephone discussions with the director of education and the headteacher. A meeting was completed by telephone with the chief executive officer of North East Autism Society. A team inspector completed a short visit to the school premises to evaluate aspects of the suitability of the premises and health and safety.
- The inspection was commissioned by the Department for Education (DfE). It was the first pre-registration inspection for this school.

Inspection team

Michael Reeves, lead inspector	Her Majesty's Inspector
Chris Smith	Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View
You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020