

Cavendish View School

99 Cavendish Drive, Walton, Liverpool, L9 1NB

Inspection dates

26 January 2021

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)(f), 2(2)(h), 2(2)(i)

- Leaders intend that the proposed school's curriculum will be based on the national curriculum. This will ensure that it includes all the aspects required by the independent school standards. Leaders have prepared suitable schemes of work to help staff plan for effective teaching. Leaders will also require staff to be flexible in adapting the curriculum to meet the special educational needs and/or disabilities (SEND) of individual pupils.
- Leaders intend that all pupils will attend school full time.
- Leaders' plans place considerable emphasis on how the curriculum will help pupils to develop their knowledge, confidence and skills through personal, social and health education, including appropriate relationships and sex education. As part of this planned provision, a mental health practitioner and a play therapist have been appointed. Leaders see the planned work of these members of staff as a particularly important part of the school's work to help pupils to learn how to build positive relationships and to behave well.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(h), 3(i), 3(j)

- The proprietor body intends to appoint qualified teachers to be responsible for each of the classes in the school. Pupils will receive additional support from teaching assistants and other, specialist, practitioners. Where possible, leaders will appoint teachers with different subject specialisms to provide expertise across the whole curriculum.
- Leaders have prepared a schedule that sets out how they will assure themselves that the teaching is of sufficiently high quality. The evaluation of teaching and learning will include the school's own senior leaders together with experienced leaders from the proprietor body.
- The proprietor body has ensured that the physical resources provided by the premises are of a high standard, for example by including large computer display screens in

each classroom. In addition, the school has already purchased the books and equipment needed to provide the planned curriculum. Leaders also intend to provide additional resources when they know the individual needs of the pupils in the school.

Paragraph 3(g), 4, 32(1)(f)

- Leaders have prepared a calendar setting out when pupils will be formally assessed. This will happen when pupils join the school and then once each term. In addition, staff will be expected to use less formal assessment to ensure that they can match the teaching provided to each pupil's previous learning.
- Leaders intend that, where appropriate, the school will use national curriculum assessment materials to allow pupils' attainment to be compared to that in other schools. This will also allow the school to prepare individual pupils, where possible, for their eventual return to a mainstream school.
- Leaders intend to provide parents and carers with a detailed annual report each summer term. This document will include details of their children's academic and social progress.
- The proprietor body has ensured that the standards in this part 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)

- Leaders judge that some pupils are likely to have past negative experience in school or other parts of their lives. Therefore, leaders are committed to building an ethos which supports and nurtures pupils. They see preparing for pupils' social, moral, spiritual and cultural development in this context.
- Leaders have identified activities within the life of the school that will contribute to pupils' wider development. For example, there will be a school council to give pupils opportunities to participate and share in ownership of their school community; the curriculum will use the opportunities available in Liverpool to learn about and share in the wider community, such as by visiting places of worship; and older pupils will be encouraged to support younger pupils.
- The school's policies emphasise the need for equal treatment of people with different characteristics.
- The proprietor body has established a very clear code of conduct for staff. As part of this, staff are required to be fair and balanced in their approach at school and in any opinions they express while at work.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1)(c)

- There is a suitably detailed safeguarding and child protection policy in place. The proprietor body has ensured that this reflects the latest government guidance. Leaders have prepared an additional section to the policy considering the extra steps required to safeguard pupils while the COVID-19 (coronavirus) pandemic continues. This policy is supported by a number of linked documents including, for example, a

simple guide for pupils about safeguarding, and other policies, such as those concerning whistleblowing and e-safety.

- Leaders have established a comprehensive programme of training for staff. This includes suitable training concerning safeguarding. The school's detailed record of training allows leaders to check that staff have completed all necessary training.
- Leaders intend that the safeguarding policy will be published on the school's website, when this is available. In the meantime, this policy is available on request from the school.

Paragraph 9, 9(a), 9(b), 10

- The school's policy about pupils' behaviour is clear and detailed. It is supported by a number of other documents. These provide, for example, additional guidance to staff and information about communication with parents. The set of documents reflects the positive approaches that leaders consider are essential in helping pupils likely to have social, emotional and mental health (SEMH) needs to modify and control their behaviour. The policy sets out how staff should use rewards to encourage pupils to behave well. However, it is also explicit about what sanctions may be appropriate and which are not. For example, it is clear that it is never acceptable to hit a pupil.
- The school's policy about bullying links to the behaviour policy. The anti-bullying policy explains the school's expectations and approach in response to any bullying. It is likely that this policy, when implemented, will help staff and pupils to reduce the incidence of any bullying.
- The school's policies recognise that staff may sometimes need to use restrictive physical intervention as part of their response to any very poor behaviour. However, before this, staff are expected to have done whatever possible to defuse the situation. Leaders have specified that staff must receive appropriate training before restrictive physical intervention can be used. Such training is recorded within the school's overall record of staff training. Leaders wish to restrict the use of any exclusion from school to an absolute minimum.
- Initially, leaders will use a hard-bound book to record any instances of significant poor behaviour or bullying. Later in the spring term, the proprietor body plans to introduce a computer-based recording and monitoring system for such incidents in all its schools.

Paragraph 11, 12, 13, 16, 16(a), 16(b)

- The school's policies about health and safety are clear and include sufficient detail.
- The school's overall health and safety policy clearly sets out the roles and responsibilities of leaders, staff and others, and indicates the statutory requirements that people must meet. In addition, it commits leaders to undertake regular audits to identify any health and safety concerns.
- Suitable arrangements for fire safety are in place. For example, fire extinguishers are readily available in the school premises and emergency exit routes are clearly indicated.
- First aid kits are also readily available. The first aid policy sets out helpful information for staff and others. Leaders provide first aid training for all staff.

- The risk assessment policy clearly explains the process for completing risk assessments in the school. Leaders and other staff have considered the risks that may arise in the school. They have taken appropriate steps to reduce these.

Paragraph 14

- Leaders have planned for a much higher staffing level in the school than found in many other schools. This will allow for pupils to be closely supervised throughout the school day.

Paragraph 15

- Teachers will be required to complete a paper-based, daily attendance register. This will then be used to compile an electronic record of attendance. Both these records will use the absence codes required by the Department for Education (DfE).
- The school's admissions register will be completed in a hard-bound book. The school's admission policy lists the information that will be recorded in this book. This information is as set out in the relevant statutory documents.
- The proprietor body has ensured that the standards in this part 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), 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(6)

- The proprietor body will ensure that the required checks on the suitability of staff to work with pupils are properly completed.
- The school's record of these checks is complete. This is kept as an electronic document. During this inspection, leaders transferred some details about the members of the proprietor body from a record at the group's head office to the school's own record.
- Leaders do not intend to employ supply staff, including any through external employment businesses.
- All leaders involved in appointing staff have completed training to help them make this process as safe as possible.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 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 body has refurbished premises previously used as an early years centre to be used as a school. The classrooms have plenty of space for the small number of pupils planned for each class. A room with specialist facilities for science, art and design technology is included in the building. In addition, rooms have been equipped to provide supportive sensory experiences for pupils and as a soft play area. All

teaching rooms are well equipped with suitable lighting. The building appears to provide sufficient sound insulation between classrooms.

- Leaders have considered the arrangements for entry and exit of the premises. There is suitable outside lighting. A system is in place to ensure that only those who should have access can enter the building.
- The toilet facilities for pupils are suitable. The toilet facilities for staff are separate from these. A room is set aside for use if pupils become unwell. This includes its own toilet and washing facilities. Drinking water is readily available to pupils in a water fountain situated away from the toilet facilities.
- Plenty of outside space is available for pupils to play in and for learning outside, including physical education. The outside space includes fixed equipment for play and recreation. The play area has a safety surface intended to reduce any risk of accidental injury to pupils.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f)

- Leaders have prepared a comprehensive set of policies and other information about the school. Parents will be provided with the school's prospectus and a set of important policies in a pack sent to them when their child joins the school. In addition, all policies are available for inspection at the school or can be provided, as a paper copy, on request to the school.
- At present, the school does not have a website. Once the school opens, leaders intend that the proprietor body's website will include specific pages for the school. This is the approach already used by the group for its other schools and college. It will allow the proprietor body to ensure that the key information about the school is always readily available to parents and others.
- Leaders explained that they are aware of their responsibility to account for how they use funding from local authorities. This is an established part of the group's wider activity. This means that leaders are confident about what they must do to ensure that there is proper accountability for the use of public funding.
- The proprietor body has ensured that the standards in this part 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)

- During this inspection, leaders made some minor adjustments to the school's complaints policy so that it met the requirements of the independent school standards. The policy provides helpful detail for any parent who may wish to make a complaint. The timescales and processes it sets out for responding to any complaints are clear and suitable.
- The proprietor body has ensured that the standards in this part 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)

- Members of the proprietor body and other leaders have ensured that the independent school standards are likely to be met if the school opens.
- The proprietor body has appointed a team of leaders at group level with experience in leading and managing other special schools. Leaders have taken a careful and systematic approach to preparing to open the school.
- Leaders are highly aware of the likely needs of the school's pupils. Therefore, they emphasise the need to ensure that pupils are well looked after. Leaders have carefully considered pupils' welfare and safety.
- The proprietor body has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that the refurbishment of the premises to make them ready for use as a school has paid attention to providing good physical access.
- Leaders have prepared a suitable accessibility plan for the school. This commits the school to improving physical access to the buildings, and pupils' access to the curriculum and to written information. This plan has a short timescale. This is only to the end of this school year. Leaders explained that this is deliberate so that the particular needs of the pupils who are enrolled in the school can be included in a new version of the plan.
- The proprietor body has ensured that the requirements of The Equality Act 2010 are likely to be met.

Statutory requirements of the early years foundation stage

- The room intended as the Reception classroom has ample space for the number of children expected. It is suitably equipped for learning and play, and has its own toilet facilities.
- The school's leadership and wider staffing include people who are experienced in providing early years education at the nursery that will now share its site with the school. Leaders are already familiar with the DfE's requirements concerning effective early years education.
- The early years curriculum includes learning experiences that are designed to be relevant to children and their needs, for example by basing a theme for learning on the idea of 'our Liverpool'.
- Leaders have considered the welfare and safety of children in early years as they have planned for the school's opening.
- The proprietor body has ensured that the statutory requirements of the early years foundation stage 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	148199
DfE registration number	341/6019
Inspection number	10169344

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	Primary special school
School status	Independent special school
Proprietor	Salutem Ed Bidco Ltd
Chair	Kelley Fray
Principal	Lyndsey Murphy
Annual fees (day pupils)	£55,000–£75,000
Telephone number	0151 2944899
Website	None
Email address	enquiries.cavendish@ambitoeducation.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5–11	5–11
Number of pupils on the school roll	Not applicable	42	42

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	42
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	42
Of which, number of pupils with an education, health and care plan	Not applicable	42
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	42

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	At least 15

Information about this proposed school

- The proposed school's proprietor body is Saludem Ed Bidco Ltd (SEBL). This company owns other schools and provides care services for children and adults. The company's children's services, including its schools, are operated by Ambito Care and Education (ACE). ACE is part of SEBL. The managing director of ACE acts as the chair of the proprietor body.
- The school is located in the northern part of Liverpool.
- The school will provide primary education for pupils with SEMH needs and other SEND. The proprietor body is establishing the school to help to address a local shortage of such provision.
- The school does not intend to use alternative educational provision at any other site.

Information about this inspection

- This inspection was commissioned by the DfE during the COVID-19 pandemic. Some of the inspection was conducted remotely. This was due to changes made to inspection activity during this period of the COVID-19 outbreak in order to reduce the risk of transmitting COVID-19.
- An inspector held remote discussions with the principal and the chair of the proprietor body, and scrutinised electronic copies of school policies, procedures and other documents. These documents included those concerning safeguarding. An inspector paid a short visit to the school and met with leaders to check whether the school premises were likely to comply with the relevant independent school standards. He also considered the arrangements for health, safety and risk assessment in the school. In addition, this inspector examined the school's record of pre-employment checks on staff and members of the proprietor body.
- The inspection was commissioned by the DfE to check the school's likely compliance with the independent school standards and other requirements for registration as a school.
- This was the school's first pre-registration inspection.

Inspection team

David Selby, lead inspector

Her Majesty's Inspector

Mark Quinn

Her Majesty's Inspector

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