

Cardrew Court School

Cardrew Way, Redruth, Cornwall TR15 1SS

Inspection date

3 June 2024

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(2)

- The proposed school will cater for pupils with anxiety and/or autism. All pupils will have an education, health and care (EHC) plan. The proprietor has collaborated with Cornwall local authority to develop the school. The local authority intends to commission places at the school.
- Leaders have developed a curriculum to enable pupils aged seven to 16 to make progress. They intend to use assessment to identify any gaps in pupils' knowledge. The curriculum will be organised so that pupils spend time catching up, for example, in reading, but also learning content from the national curriculum appropriate for their key stage. The proprietor intends to form partnerships with other education providers so that pupils in key stage 4 can study a broad range of options.
- The proprietor intends that the curriculum will emphasise food technology and nutrition and outdoor adventure forms of learning. In addition, all pupils will access a therapeutic curriculum, including occupational and speech and language therapy. The school has recruited specialist practitioners in each of these areas.
- The school's curriculum is underpinned by clear schemes of learning. These reflect the school's aims and values. The curriculum includes an appropriate range of knowledge and skills. The school intends to organise pupils into seven classes of eight, according to what pupils know and can do. Teachers will adapt the curriculum to meet the needs of each class.
- The curriculum for personal, social and health education is well designed. It includes the information that pupils need to keep themselves safe as they grow up. The plans include appropriate content on relationship and health education for primary-aged pupils and on relationships, sex and health education for secondary-age pupils. The school has produced a written statement explaining this and intends to share this via the school's website.
- There is a planned programme of careers education. The proprietor has identified a range of partners who will supplement the careers programme. This will include

independent advice and guidance and opportunities to attend careers fairs and undertake work experience.

Paragraphs 3–3(j), 4

- The proprietor has recruited specialist teachers of key stage 2, English and mathematics. These are qualified teachers. Initially, the school intends to admit up to 24 pupils, forming three classes of eight. In each class, three members of staff will form the teaching team. Teaching teams will work together to provide a bespoke curriculum to meet the needs of each class and the individual pupils.
- Pupils will learn in small groups and in one-to-one sessions. Pupils will follow a shared curriculum with their class, which will include study of a class reader, as well as a broad range of subjects based on the national curriculum. The school intends to provide for pupils' therapeutic needs in one-to-one sessions. One-to-one teaching will also be used to target any gaps in pupils' knowledge.
- There is a clear approach to assessing pupils and reporting on their progress. Pupils will be assessed on admission, and this will inform their starting point within the curriculum. As pupils make progress through the curriculum, they will be graded on a scale from 'emerging' to 'generalised'. In key stage 4, performance will be assessed and reported against the requirements of accreditations, such as GCSEs.
- There are well-considered policies and practices ready to support pupils and teachers with the management of behaviour. Any barriers to learning and risks associated with pupils' behaviour will be identified on admission. Leaders intend to work with individual pupils flexibly in order to help them to manage their own behaviour and make the most of their schooling.
- Overall, the standards in this part are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5–5(d)(iii)

- The school's broad curriculum is likely to provide many opportunities for pupils to be creative and to reflect on their spirituality, and that of others. Leaders have planned a reading curriculum to expose pupils to a range of ideas and perspectives. The proposed school will be organised so that pupils develop their social skills by working, eating and taking breaks together.
- Fundamental British values are woven through curriculum plans. The school will hold assemblies so that pupils will revisit these regularly. Teaching about the Equalities Act 2010, including the protected characteristics, has been planned into the curriculum.
- The proprietor has policies in place to protect pupils from exposure to imbalanced or partisan views, for example when external speakers visit the school. There is no evidence of imbalance within the school's curriculum plans, or the resources that the school plans to draw on.
- Overall, the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- The school's safeguarding policy, which is published on the website, is comprehensive. Leaders are knowledgeable about the guidance from the Department of Education and reflect this in their policies.
- The headteacher is an experienced designated safeguarding lead. The proprietor intends to appoint a deputy safeguarding lead to provide additional capacity. Leaders are well versed in the local systems and contacts they will need to keep pupils safe.
- Leaders have a strong understanding of the local risks to pupils as well as the risks associated with their particular needs. For example, they have identified that pupils who have missed a lot of school may spend a lot of their time online. The proprietor has ensured that there is a robust system of internet filtering and monitoring, so that staff can quickly pick up on any cause for concern.
- The school intends to work in partnership with external professionals and has already begun to do so. It is intended that many of these partners will routinely visit the school, for example the local authority. This is likely to help the school to establish an open culture, which will help to safeguard pupils.
- There is a detailed training programme in place for staff, which includes appropriate safeguarding content by role, and regular provision for training in the 'Prevent' duty.
- The proprietor has arranged for the school to use a digital system for recording safeguarding concerns. Record-keeping, including that associated with safer recruitment, will be regularly scrutinised by leaders and governors with appropriate expertise.

Paragraphs 9, 10

- The school's behaviour policy sets out clear expectations and how these will be reinforced. Each pupil will have a support plan and a risk assessment based on their needs. These will be reviewed in light of pupils' progress. Staff will be trained to de-escalate behaviour incidents, but there will be some staff who are trained to use restrictive intervention as a last resort.
- The school provides pupils, families and staff with a clear definition of bullying. An anti-bullying policy outlines different modes and motivations for bullying. The school draws an appropriate link between the prevalence of bullying and pupils feeling safe. There are clear approaches in place to reduce bullying and tackle it effectively.

Paragraphs 11, 12, 13

- The proprietor has produced an appropriate health and safety policy, which also details the arrangements for first aid. Provision is made for regular checks and the keeping of detailed logs. A wide range of external surveys have already been undertaken, for example asbestos, water sampling and fire alarm maintenance. A fire risk assessment survey has been arranged so that the fire system can be optimised ready for opening.

Paragraph 14

- The proprietor proposes staffing arrangements that are likely to provide ample supervision for the number of pupils admitted. Leaders have carefully considered how they will safely supervise pupils on arrival and departure, and during social times.

Paragraph 15

- The proprietor has identified a system for accurately recording information about pupils at the point of admission, and for keeping track of their attendance each day.

Paragraph 16

- The school has developed a risk assessment policy based on the experience of a 'sister school', also run by the proprietor. As a result, the school has considered a wide range of possible risks. At admission, schools and families will be asked to contribute to a risk assessment which the school will use to inform the support and supervision in place for each pupil.
- Overall, the standards in this part are likely to be met.

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

Paragraph 18(2)–19(3)

- Leaders demonstrate a strong command of best practice in safer recruitment. The proprietor provides additional capacity in administration and human resources through the sister school.
- For staff recruited so far, the school has completed all of the required vetting checks.
- The school anticipates contracting with specialist supply staff to support a rich curriculum offer for pupils. Leaders know how to do this safely, requiring letters of assurance, carrying out their own identity checks and having sight of the necessary certification.

Paragraph 20(1)–20(6)(c)

- The Department for Education has vetted the chair of the proprietary board and is satisfied that they are suitable for the role.

Paragraph 21(1)–21(7)(b)

- Leaders have initiated a single central record of adults who will work in the school and have accurately recorded the vetting checks for the staff they have recruited so far.
- Overall, the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)(c), 25-27 (a-b), 29(1)–31(c)

- The proprietor has converted and refurbished a council property for educational purpose. The site can easily accommodate seven classrooms, each big enough for eight pupils. At the time of this inspection, three of the seven classrooms had been completed. In addition, a therapy room, teaching kitchen, hall, and other breakout spaces were almost ready, pending the fire risk assessment. Building work is underway to convert an open plan space into four discrete classrooms. This part of the school will not be accessible to pupils until it is fully refurbished and safe for their use.
- The proprietor has created a modern, low stimulus environment, which is likely to meet the needs of pupils with anxiety and ASD profiles. Classrooms are well-equipped and conducive to learning in small groups. All have appropriate lighting and acoustics.
- At the rear of the building, there is a generous lawned space. A secure perimeter fence ensures pupils' safety. The gently sloping landscape provides ample room for

exercise and games. A portion of the outdoor space has been fitted with astroturf, where leaders intend to install games equipment, such as football goalposts.

- The site is maintained to a very high standard. No signs of wear and tear were observable on inspection.
- A suitable number of showers and changing facilities are available for pupil use.

Paragraphs 23(1)(a-b), 24, 28

- Well-presented toilet facilities are provided for pupils and staff. These comprise individual cubicles and there is separate provision for disabled persons. Hot water is of a safe temperature and cold water is readily available.
- The proprietor has purchased clear signage for drinking water outlets positioned throughout the site.
- A comfortable and private space is provided for the medical treatment and accommodation of sick pupils. This is located next to a toilet facility with running water.
- Overall, the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(4)(c)

- The proprietor has published a website, which already includes many of the policy documents and other information as required by the independent school standards. Leaders have developed a prospectus and admission pack. They intend to provide parents with all of the information that they require through these documents.
- The proprietor is experienced in providing local authorities with a statement of expenditure for funded pupils. To support with this, the proprietor arranges for additional administrative and business management capacity to be provided by the sister school.
- Overall, the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- A clear complaints process is published on the school's website. This is fully compliant with the requirements of the independent school standards.
- Overall, 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)(c)

- The proprietor has prior experience in running an independent school in the specialist sector. The proprietor provides additional leadership, business and administrative capacity to the school through an arrangement with the sister school. The proprietor also arranges for external guidance and accountability to be provided through a contract with a specialist multi-academy trust.

- The proprietor intends to recruit a governing body that will operate a committee structure. Three governors have been recruited so far. Leaders are clear that they will recruit local experts in education, with representation from the local community.
- Leaders recognise that a number of new leaders and governors do not have experience with the independent school standards. They intend to arrange training to address this. There was no evidence to indicate that any of the independent school standards would not be met at the time of this inspection.
- Overall, the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The site has been redeveloped and refurbished in an accessible way. The proprietor has produced an accessibility plan, which also considers how to ensure equality of access to the curriculum and to information.

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	150803
DfE registration number	908/6013
Inspection number	10342710

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	Cardrew School Operations Ltd
Chair	Jeffrey Jenner
Headteacher	Kerry Towers
Annual fees (day pupils)	£55,000
Telephone number	01209 912 126
Website	www.cardrewcourt.org
Email address	office@cardrewcourt.org
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	7 to 16	7 to 16
Number of pupils on the school roll	Not applicable	56	56

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	56
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	56
Of which, number of pupils with an education, health and care plan	Not applicable	56
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	56

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	8
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	3	10

Information about this proposed school

- The proprietor is Cardrew School Operations Ltd. The company directors also run another school in the south west. The sister school provides leadership and administrative capacity to Cardrew Court. Three members have been recruited to the governing body.
- A headteacher has been appointed to lead the school.
- The proposed school is located on an industrial estate in Redruth, Cornwall. The school is based in single storey, former council building, which has been newly refurbished for educational purpose.
- The school intends to provide specialist education to pupils with EHC plans, who suffer from high anxiety, or those with ASD.
- The proprietor intends to admit pupils gradually, initially opening for 24 pupils, rising to 56 once the first round of pupils is settled.

Information about this inspection

- This inspection was carried out at the request of the Department for Education, under section 99 of the Education and Skills Act 2008. The school was not operating at the time of the inspection.
- The inspector met with the headteacher, the proprietor, and representatives of the sister school and a partner multi-academy trust, who the proprietor has appointed to support the school. The inspector also spoke with a representative of Cornwall local authority.
- The inspector toured the site, including the lawned area to the rear of the school.
- The inspector reviewed documents provided by leaders. These included curriculum plans and assessment information, risk assessments, policies and templates for record-keeping and the single central record.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

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