

Clannad Education Centre

c/o Five Rivers Child Care Ltd, 47 Bedwin Street, Salisbury, Wiltshire SP1 3UT

Inspection date

12 March 2019

Overall outcome

The school meets the independent school standards relevant to the material change if the material changes relating to the school provision are implemented.

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(d)(ii), 2(2)(f), 2(2)(h), 2(2)(i)

- Leaders have revised the school's curriculum policy to cover the proposed curriculum for key stages 2 and 5. In line with current teaching in key stages 3 and 4, the school intends to provide a broad and balanced curriculum for pupils aged eight to 17. This is closely linked to the national curriculum and covers all of the required areas of learning.
- In readiness for teaching pupils in key stage 2, the school has in place curriculum plans covering all of the subjects intended to be taught. These include mathematics, English and science, as well as physical education, technological and aesthetic and creative learning. They are aligned to the school's current plans for teaching in key stages 3 and 4 to ensure progression as pupils move up the school. The plans include a suitable range of teaching approaches, including resources and additional learning experiences. These are continually extended through collaboration across the Five Rivers schools.
- The new key stage 5 provision is targeted at Year 12 pupils who have missed much of their learning, particularly in key stage 4, and who are not able to manage mainstream learning. Leaders intend for these pupils to continue their academic and personal development within a highly supported environment. Also, the aim is for them to achieve the necessary qualifications to enter mainstream sixth-form provision, in line with their aspirations and abilities. There will be a sharp focus on pupils achieving GCSE level qualifications in English and mathematics, with access to the humanities, sciences and performing arts. As with key stage 4 pupils, there will be opportunities to follow vocational courses with external providers. High emphasis will be placed on the spiritual, moral, social and cultural (SMSC) development of these pupils to prepare them for life and learning beyond the school.
- The broad range of extra-curricular activities already on offer will be extended to provide bespoke enrichment programmes for key stage 2 pupils, and those in Year 12.
- Personal, health, social and economic (PSHE) education is delivered through the

curriculum and via discretely taught lessons. The programme of study is supported by detailed curriculum plans and ensures progression across the proposed age range. The underlying theme is to provide pupils with the necessary knowledge and skills for their future lives.

Paragraph 2(2)(e)–2(2)(e)(iii)

- Arrangements for secondary-aged pupils to make informed choices about their career choices and future pathways are already in place. These are sufficiently broad and varied to meet the needs of sixth-form pupils.
- Pupils learn about different careers through PSHE and wider curriculum lessons, and receive impartial careers advice and guidance from a suitably qualified independent careers adviser. Pupils in Year 11 are appropriately supported to make choices for sixth-form education. This post-16 provision will match their aptitudes and aspirations and enable students to fulfil their potential. This includes opportunities to visit further education providers and places of work.

Paragraph 3, 3(a)–3(j), 4

- Pupils are well taught by staff who have strong subject knowledge. Teachers make good use of detailed curriculum plans to deliver lessons. They tailor and structure learning to meet the individual needs of pupils in small mixed classes. Consequently, teachers have the capability to teach pupils and students across the proposed age range.
- Teachers manage learning time well. They provide a caring and supportive learning environment that contributes to pupils' re-engagement in education to make strong progress, over time. This is reflected in pupils' work and classroom displays across a range of subjects. For example, in English, pupils wrote with maturity about different characters and scenes in *Romeo and Juliet*. Further, model making in mathematics had enabled pupils to explore angles and shapes in depth, while creating innovative city shapes.
- The school has a robust assessment policy that covers the proposed age range. Pupils' progress and attainment are assessed against national expectations, according to their age and, for older pupils, the examination grade criteria.
- All pupils are assessed on entry to the school across a range of subjects to establish their individual starting points and to identify any gaps in their learning. Pupils' learning is assessed at the end of each lesson, for example through quizzes and tests, following which next steps in learning are identified. Teachers make effective use of the information from these assessments to inform their planning and target pupils' learning. The same approaches will be adopted for key stage 2 pupils and sixth-form students.
- The school is likely to meet the requirements of these paragraphs for this part of the independent school standards, if the material change is implemented.

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

Paragraph 5

- The school has a well-established policy and overview of pupils' SMSC development to ensure that every opportunity is taken to promote this aspect of pupils' learning. The primary aim of this is to build pupils' knowledge of themselves and to develop their self-esteem and self-confidence.
- Each of the subject schemes of work across the proposed age range details how pupils' SMSC development can be promoted. In addition, the PSHE education programmes also support pupils' understanding of British values and all aspects of SMSC. This includes teaching pupils about democracy, making choices and different faiths and cultures.
- Beyond timetabled lessons, opportunities for trips, visits and enrichment activities are well established. These are carefully planned to meet the SMSC and personal development needs of current pupils. Activities include opportunities for pupils to visit places of worship, museums and other places of interest, such as a farm or the seaside. Pupils have learned about their local community through, for example, helping the homeless and raising funds for charity.
- Teachers are skilled at capturing moments with pupils in and out of lessons to promote fundamental values, raise moral awareness and develop knowledge of life in modern Britain.
- The school is likely to meet the requirements of these paragraphs for this part of the independent school standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7 and 32(1)(c)

- The proprietors and acting headteacher, who is the school's current designated safeguarding leader, have secure knowledge and understanding of their responsibilities to keep pupils safe. The safeguarding of pupils is always given the highest priority, and concerns are acted on with urgency. This is supported by strong links with pupils' families, safeguarding teams, the police and other agencies.
- The school's safeguarding policy is comprehensive and fully reflects the requirements of the latest guidance issued by the Secretary of State, 'Keeping children safe in education', September 2018. The school's policy and procedures are well understood by staff, who have received appropriate training in a range of safeguarding issues.
- Pupils are extremely well supported and supervised. They are taught about a range of potential risks to their safety and how to keep themselves safe in different situations, including when online.
- The school's safeguarding policy is published on its website.
- The school is likely to meet the requirements of these paragraphs for this part of the independent school standards if the material change is implemented.

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

Paragraph 17, 18, 19, 20, 21

- The single central record is well maintained and kept in line with the current statutory guidance. It contains details of school staff, Five Rivers staff who work with pupils from time to time, contracted staff, and members of the proprietorial body. Scrutiny of this and other personnel records shows that all of the required checks are carried out before staff are deployed in the school to work with pupils.
- The school meets all of the requirements for this part of the independent school standards.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietors and education staff focus sharply on meeting the individual needs of pupils and improving their life chances. This, together with the changing needs of the pupils that the school currently and may cater for in the future, are the reasons for the material change request. Consequently, leaders have a clear vision for the extension of the age range for younger and older pupils. Leaders' plans for the new provision are well advanced, but they are rightly waiting for formal approval before implementation.
- Leaders demonstrate a secure knowledge of the independent school standards relating to safeguarding, the quality of education and pupils' spiritual, moral social and cultural development.
- Expertise from other schools within the Five Rivers group and an education consultant are being used effectively to support the extension of provision. For example, well-developed curriculum plans and teaching resources used in key stage 2 at another of the Five Rivers schools support the work to extend the curriculum.
- Teachers are supported to develop their teaching expertise for primary-aged pupils through visits to local primary schools. This gives them opportunities to learn about good practice and successful teaching approaches.
- The school is likely to meet these paragraphs of this part of the independent school standards if the material change is implemented.

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 that are relevant to the material change.

School details

Unique reference number	138378
DfE registration number	305/6005
Inspection number	10092858

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Other independent school
Proprietor	Five Rivers Child Care Ltd
Chair	David Howard
Headteacher	Naome Muzeremwi (Acting)
Annual fees (day pupils)	£44,200 to £65,780
Telephone number	0168 987 3608
Website	www.five-rivers.org/education/schools/clannad/
Email address	naome.muzeremwi@five-rivers.org
Date of previous standard inspection	15–17 March 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	8 to 18	8 to 17
Number of pupils on the school roll	3	5	5

Reason for inspector's recommendations

The school's intention is to cater for young people of sixth-form age that need to catch up on missed education at Key Stage 4 and require a supported learning environment. The school does not intend to provide for or enrol any pupils able to follow a two-year sixth-form course.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	2	Up to 5 (as registration)
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	2	5
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	2	Up to 5, dependent on cohort.
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	2	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	3
Number of part-time teaching staff	2	3 to 4 (dependent on the pupil cohort)
Number of staff in the welfare provision	2 (as needed, dependent on the pupil cohort)	2 (as needed dependent on the pupil cohort)

Information about this school

- Clannad Education Centre is a small independent school that caters for up to five pupils aged 11 to 16. The school is part of the Five Rivers organisation, which runs several other schools across the country.
- All of the pupils are looked after by their local authorities. Pupils are likely to have

special educational needs and/or disabilities, predominantly in relation to their social, emotional and mental health needs.

- The school makes use of off-site provision. This includes vocational education options at TLT Academy, Bromley; physical education sessions at Walnuts Gym, Orpington; and drama workshops at the Churchill Theatre, Bromley.
- The school's last full standard inspection took place in March 2017, when its overall effectiveness was judged to be good and all the independent school standards were met.
- The headteacher, also known as the 'teacher in charge', has recently left the school. An acting headteacher, supported by an education consultant and education staff employed by Five Rivers, currently leads the school.

Information about this inspection

- Ofsted conducted this inspection at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.¹
- The inspection was commissioned by the Department for Education to consider the school's application for a material change to extend the age range of the school to cater for pupils aged eight to 18.
- The inspector was asked to focus on these paragraphs of the independent school standards 1, 2, 3, 4 and 5 in parts 1 and 2, standard 7 in part 3 and all the standards in parts 4 and 8. These related to the quality of education, pupils' safeguarding and leadership and management for the proposed change in the school's age range.
- The inspection was carried out with two days' notice.
- The inspector met with the acting headteacher, who is also the designated safeguarding leader, an education consultant supporting the school, and a teacher. She held two telephone conversations with the chief executive officer of Five Rivers Child Care Ltd. The inspector visited lessons, scrutinised pupils' work and spoke with one of the two pupils on roll at the time of the inspection. She examined school safeguarding and curriculum documentation.
- A telephone conversation was also held with the local authority designated safeguarding lead.
- There were no responses to the Ofsted online survey (Parent View).

Inspection team

Angela Corbett, lead inspector	Ofsted Inspector
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¹www.legislation.gov.uk/ukpga/2008/25/contents.

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