

Cambian Devon School

Intek House, 52 Borough Road, Paignton, Devon TQ4 7DQ

Inspection dates

4 April 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.

Main inspection findings

Part 1. Quality of education provided

Paragraph 2

- The school's overarching curriculum policy is fit for purpose. It outlines leaders' intention to provide pupils with a rounded, stimulating and balanced educational experience. The policy describes how this is achieved and how the curriculum is adapted to meet pupils' complex needs and cater for the wider age range.
- In addition, curriculum policies are also in place for individual academic subjects. These describe how the aims of the overarching curriculum policy are met in individual subjects.
- Pupils study a range of subjects in addition to English, mathematics and science. These include humanities subjects, languages, art, physical education (PE) and information and communication technology.
- Leaders have ensured that schemes of work and other aspects of long-term planning are in place for individual subjects from key stage 1 upwards. This planning ensures that teachers know the subject content to be taught across sequences of lessons and the resources available. Planning also provides teachers with information to ensure that they match work to the different needs of pupils.
- The curriculum ensures that pupils of all ages are provided with a range of opportunities to develop their personal, social and health education. This is a vital area of the school's work, given pupils' needs. Over time, pupils learn how to engage with others, work in a team and become self-reliant. They learn to manage risk and make safe choices. As the headteacher stated to the lead inspector, 'We have a responsibility to develop their [pupils'] social skills and emotional well-being.'
- Pupils are provided with opportunities to learn about the world of work and economic well-being. They receive careers guidance as they move up through the school. In Years 10 and 11, for example, pupils have interviews with careers advisers. Leaders understand the importance of their role in ensuring that pupils are well prepared for their next steps once they leave school.

Paragraph 3

- Teachers use their subject knowledge and understanding of pupils' needs to plan appropriate work. Pupils engage with activities because they are interesting and encourage pupils to think.
- Pupils benefit from positive relationships with staff. Staff are patient, understanding and respectful towards pupils. Staff understand the importance of these qualities in helping pupils to trust them and engage with their learning. This is because, in many cases, pupils have previously had only negative experiences of education. Staff know they must work hard to build up pupils' confidence and trust, which they do successfully.
- Classrooms are inviting, colourful and stimulating. Consequently, they are attractive places in which to learn and they encourage pupils to perceive learning as fun. Throughout classrooms and corridors, pupils' work is displayed to provide high-quality examples to other pupils.
- The school is well resourced. Pupils have access to different equipment, experiences and expertise to ensure that they make the most of their learning. For example, leaders have recently invested in a scheme to help pupils make more rapid progress in their reading. Pupils now have access to a greater range of books and are assisted in choosing books that improve their reading skills.
- Teaching encourages pupils to consider different viewpoints and to respect each other's ideas. They learn to take turns in speaking, to present a view calmly and to appreciate that not everyone will agree.

Paragraph 4

- Leaders assess and monitor pupils' academic, social, emotional and behavioural progress on a regular basis. Assessments are made in the light of pupils' education, health and care (EHC) plans, and this information is used to inform teaching and provision. It is also shared with parents and carers during mentoring days, when they come in to school to discuss pupils' progress.
- The school meets the standards in this part.

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

Paragraph 5

- Leaders ensure that opportunities to develop pupils' spiritual, moral, social and cultural education are threaded throughout the curriculum and pupils' day-to-day school experience.
- Pupils benefit from 'immersive' cultural days that develop their understanding of other countries, cultures and beliefs. For example, pupils have most recently experienced Brazil day. During the day, pupils learned about deforestation in the Amazon. They also made and decorated masks associated with the Brazilian Easter carnival. During PE, pupils played 'Esconde, Esconde Manja', a Brazilian form of hide and seek.
- Leaders provide opportunities for pupils to develop their spiritual education. For example, pupils have recently visited Exeter Cathedral. They learned why this is an

important place of worship for Christians.

- Staff lead activities during lunchtimes that develop pupils' social skills. Activities include the popular Warhammer club. Participating pupils relish this experience because they enjoy the excitement of the game. They learn to play as part of a team, develop empathy, apply strategic thinking and exercise their imaginations. This activity helps pupils to develop their confidence and self-assurance in social situations.
- Pupils of all ages learn about British values during lessons. They understand the importance of the rule of law because they learn that actions have consequences. They are taught about the importance of being part of a tolerant, accepting community and the role that positive behaviour plays in upholding it.
- During one lesson, pupils were observed voting on the next activity they would like to do. When the headteacher asked the name of the process they were engaging in (and said that the name began with a 'D'), one pupil replied, 'Democracy'.
- The school meets the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders have high expectations of pupils at the school. They understand pupils' needs well and continue to improve provision to meet those needs. For example, leaders have placed a greater emphasis on mental health. Consequently, staff are trained in supporting pupils' emotional well-being through the 'Thrive' scheme. Staff are increasingly successful in confronting and overcoming the effects of trauma that pupils contend with.
- Leaders have given due regard to the independent school standards to ensure that the curriculum, provision and school environment will support the education of pupils aged seven and above.
- The school meets the standards in this part.

Compliance with regulatory requirements

The school meets 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	135803
DfE registration number	878/6213
Inspection number	10100747

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 compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Special school
School status	Independent school
Proprietor	Cambian Group
Chair	Anne Marie Carrie
Headteacher	Mike Rees-Lee
Annual fees (day pupils)	£51,300
Telephone number	01803 524 537
Website	www.cambiangroup.com/cambiangroup.aspx
Email address	Mike.Rees-Lee@cambiangroup.com
Date of previous standard inspection	3–5 July 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	10 to 18	7 to 18	7 to 18
Number of pupils on the school roll	22	22	22

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	22	22
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	22	22
Of which, number of pupils with an education, health and care plan	22	22
Of which, number of pupils paid for by a local authority with an education, health and care plan	22	22

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	13	13
Number of part-time teaching staff	3	3
Number of staff in the welfare provision	2	2

Information about this school

- Cambian Devon School is owned by Cambian Group. The school provides education on two sites in Paignton and Buckfastleigh.
- Cambian Devon School is a small special school catering for pupils who have social, emotional and mental health difficulties. Some pupils also have autism spectrum disorder. All pupils are currently placed in the school by local authorities. Nearly half of the total number of pupils are in the care of the local authority.
- There are currently 22 pupils on roll. All of these have an EHC plan. There is one student in the sixth form.
- The school uses various alternative providers: Totnes Leisure Centre; Combe Pafford School, Torbay; the Husbandry School, Bickington; Natures Challenge, Totnes; and Hitch-in Farm, Highampton.
- The school's previous standard inspection took place in July 2018, when the school was

judged to be good.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to consider whether the school can accommodate an extension to its age range to take pupils from the age of seven instead of 10.
- The inspector met with the headteacher and the Cambian Group regional education lead for the South West. Accompanied by the headteacher, the inspector observed pupils' behaviour in lessons and during lunchtime.
- The inspector evaluated documentation, including curriculum plans, schemes of work and progress monitoring and assessment information. He also scrutinised documents relating to pupils' spiritual, moral, social and cultural education.
- The inspector reviewed the school's single central record.

Inspection team

Steve Smith, lead inspector

Her Majesty's Inspector

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