

# Cambian Spring Hill

Palace Road, Ripon, North Yorkshire HG4 3HN

**Inspection dates**

21 May 2019

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## 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)(c), 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 ensured that a curriculum policy is in place which describes the school's ethos, vision and values. The curriculum enables pupils to experience and learn in all of the areas required by the independent school standards.
- The policy is supported by schemes of work which outline the curriculum. The development of the schemes of work is closely linked to the recent curriculum audit, carried out by the new senior leadership team. This work has improved the quality of the curriculum and ensured that it closely matches pupils' needs.
- All pupils who attend the school have an education, health and care (EHC) plan. Individual learning plans show that leaders use targets from pupils' EHC plans to inform learning targets.
- The school's personal, social and health education curriculum makes sure pupils are taught about the importance of developing an understanding of being a good citizen and about the need to respect others, particularly those protected by the Equalities Act (2010).
- Leaders described, and secondary school pupils confirmed, that careers information and advice is provided to pupils by an external adviser. Evidence of the effectiveness of careers guidance could be measured in the destinations of pupils who left last year. All went on to, and remain involved in, further education.
- Leaders have ensured that these standards are met.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Inspection evidence confirms that pupils, including those with highly complex needs, are learning and making progress from their starting points.
- Music and art feature on the curriculum and pupils were observed during the inspection enjoying learning to play musical instruments. Work in design technology folders showed pupils' strong progress and engagement in this subject.

- The school has a clear framework for assessing pupils' progress in place. Teachers spoken with were clearly aware of pupils' different starting points and the work planned was mainly appropriate to individual pupils' needs.
- During the inspection, classrooms were visited with senior leaders. Pupils' behaviour in all classrooms was calm and did not disrupt learning. However, records show this is not always so. Records also show that as pupils settle into school routines their behaviour improves.
- Leaders have ensured that these standards are met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7*

- The inspector checked the single central record, safeguarding records kept by school and the evidence of safer recruitment practices. All checks on documents demonstrate that the school's record-keeping and policies and procedures meet current safeguarding requirements.
- The schools safeguarding policy is available to parents and carers on the company website and directly from the school office.
- Leaders have ensured that this standard is met.

#### *Paragraph 9*

- The school's behaviour policy is a successful adaptation of the Cambian model. Each pupil has a well-established behaviour support plan which gives staff comprehensive information about pupils' individual needs. This includes, for example, what situation may trigger anxiety in a pupil.
- Behaviour support plans are put together with information from a wide variety of different agencies, including care staff and the clinical team.
- Different strategies are put in place that enable pupils to start to manage their own behaviour. For example, pupils sometimes take a ten-minute break to help avoid sensory overload.
- All staff have relevant and up-to-date restraint training.
- Leaders have ensured that this standard is met.

#### *Paragraph 11*

- The school has a comprehensive health and safety policy in place. This covers all aspects of the buildings as well as safety checks in the school.
- Detailed logs kept by school staff show that a raft of tests, including legionella checks, fire safety checks and regular checks on the premises, take place.
- Leaders have ensured that this standard is met.

#### *Paragraph 13*

- The school's first aid policy is in place and is understood and followed by staff.
- Records kept by school leaders show that all staff have up-to-date training which is monitored and refreshed at three-yearly intervals.

- A clear log is kept of accidents and incidents, ensuring that this standard is met. However, incidents logged are for both care and education, making it difficult to monitor how many incidents happen during school time. Leaders are aware of this and a separate book is now to be used to record incidents which happen in school alone.
- Leaders have ensured that this standard is met.

#### *Paragraph 14*

- At all times, pupils were supervised by an adequate number of staff. For example, at lunchtime, pupils were observed riding bikes, playing football, and in classrooms for different clubs. Each activity had the requisite number of staff in accordance with pupils' needs identified in their EHC plans.
- An analysis of school timetables showed that this level of staffing was regularly in place.
- Senior leaders have ensured that this standard is met.

#### *Paragraph 16, 16(a), 16(b)*

- The school provided a number of risk assessments at the request of the inspector. Analysis of these shows that the school adheres to the requirements of their own risk assessment policy.
- Risk assessments are compiled for each pupil. Information used to compile individual risk assessments is from a range of different sources, including clinical records, EHC plans, observations and discussions with pupils and parents.
- As a result, risk assessments are comprehensive and cover the individual needs of each pupil.
- Risks are clearly identified in the risk assessments for when pupils undertake visits away from school. Clear protocols outlined by school leaders ensure that risks are identified and graded according to severity and likelihood of occurring. Actions to ensure the reduction of risk are also clearly identified.
- School leaders have ensured that these standards are met.

### Part 5. Premises of and accommodation at schools

#### *Paragraph 25*

- At the time of the inspection, leaders had ensured that the school premises and accommodation were kept to a good standard. For example, classrooms were bright, airy and accessible.
- The buildings overall were clean, tidy and maintained to a good standard. Leaders make sure the health, safety and welfare of pupils are taken into consideration at all times.
- Leaders have ensured that this standard is met.

## Part 6. Provision of information

### *Paragraph 32(1), 32(1)(c)*

- During the inspection, a check was carried out which showed that the safeguarding policy for the school was on the company website.
- Leaders have ensured that this standard is met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33, 33(b), 33(c), 33(i), 33(i)(i)*

- The school has a complaints procedure in place, part of which is displayed on the company's website.
- However, the policy is in two parts and only one part is accessible to others outside the company. As a result, it is difficult for parents to follow the complaints procedure.
- Senior leaders agree that the policy does not meet the requirements of the independent school standards because the policy does not explain how the panel's findings are communicated to the complainant and, if necessary, the person complained about.
- Leaders have not ensured that these standards are met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b)*

- Leaders and managers have not ensured that all aspects of the independent school standards have been met. This is because the complaints policy is not readily available to parents and does not make it clear how the reporting panel will communicate its finding to the complainant and, where necessary, the person complained about.
- School leaders have not ensured that these standards are met.

### *Paragraph 34(1)(c)*

- Leaders and managers have ensured that standards pertinent to children's welfare are met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	142911
DfE registration number	815/6034
Inspection number	10101486

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent school
School status	Independent residential special school
Age range of pupils	8 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	26
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Cambian Group Ltd
Chair	Christopher Strong
Headteacher	Samantha Campbell
Annual fees (day pupils)	£76,000
Telephone number	01765 603320
Website	<a href="http://www.cambianguroup.com">www.cambianguroup.com</a>
Email address	<a href="mailto:springhillschool@cambianguroup.com">springhillschool@cambianguroup.com</a>
Date of previous standard inspection	26–28 June 2017

## Information about this school

- The school was last inspected on 26–28 June 2017. It was judged to meet all aspects of the independent school standards at this time and to be good in all areas.
- Cambian Spring Hill is an independent residential special school and is situated in extensive grounds on the outskirts of Ripon, North Yorkshire. It is registered for up to 50 pupils (boys and girls) aged between 8 and 19 years. There are too few students in

the sixth form to report separately on post-16 provision.

- Pupils who attend the school have a diagnosis of autism spectrum disorder and associated mental health needs. All have an EHC plan.
- Pupils come from a wide geographic area, mainly in the north of England. Thirteen local authorities currently place pupils in the school. The majority of pupils are of white British heritage.
- Pupils attend school full time.
- The school has no religious affiliation.
- No pupils attend off-site alternative education provision.
- The school was previously a non-maintained special school, known as Spring Hill School, and was owned by Barnardo's. A new headteacher was appointed in September 2015 and, following registration by the Department for Education in August 2016, the school opened as an independent school under the ownership of the Cambian Group.
- A new principal took up post in April 2019.
- The school's aim is for 'one community, learning and living together, striving for excellence'.

## Information about this inspection

- An emergency inspection was carried out at the request of the Department of Education as the result of a complaint.
- The inspection was carried out without notice to the school.
- The inspector held discussions with the principal, vice-principal, staff and the company's regional education manager, who represented the proprietor.
- Discussions were also held with the lead inspector of the social care inspection which was carried out at the same time.
- Informal discussions were held with pupils during the day.
- The inspector also carried out a tour of the school with the principal, observing pupils' behaviour and noting staff numbers.

## Inspection team

Marian Thomas, lead inspector

Her Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

**The school does not meet the following independent school standards**

### **Part 7. Manner in which complaints are handled**

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:
  - 33(b) is made available to parents of pupils;
  - 33(c) sets out clear time scales for the management of a complaint;
  - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is:
  - 33(i)(i) provided to the complainant and, where relevant, the person complained about.

### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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