

# Cressey College

C/O Coombe Cliff, Coome Road, Croydon, Surrey CR0 5SP

## Inspection dates

20 August 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 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b) and 32(1)(c)*

- The school's safeguarding and related policies, such as for recruitment and online safety, have due regard for the current government guidance on safeguarding. They are all published on the school's website.
- The headteacher is the overall designated leader for safeguarding with active support from the school's two deputy headteachers. Each of the school's six sites has an appointed designated safeguarding lead and deputy. There are also staff with designated safeguarding responsibilities for pupils who attend the off-site provision. All these staff have current training at the appropriate level. Leaders are aware of the high vulnerabilities of their pupils and routinely undertake additional training.
- There are two work commencing dates in each term. New staff are given a comprehensive in-depth induction programme in their first week of employment. This is to ensure that they are prepared for their roles and understand the school's welfare, health and safety systems. In addition to the required safeguarding training, the induction programme includes behaviour management and use of physical restraint. All staff undertake regular safeguarding training to ensure they are fully aware of the latest government guidance and school procedures.
- The overall designated safeguarding lead ensures that while day-to-day safeguarding concerns are managed at each site, a whole-school picture is also maintained. The detailed records of any concerns, communications and follow-up actions are collated and monitored. Leaders have established links with outside agencies. This includes the police and youth offending services, as well as social services and placing officers in each of the local authorities pupils reside in. They use these links to robustly follow up on any concerns to ensure that pupils and their families receive the support and help they need.
- Recognising the vulnerability of their pupils, leaders have a comprehensive and age-appropriate programme to teach pupils how to keep themselves safe when out and about as well as online.

### *Paragraph 11*

- The school's health and safety policy, which covers fire safety and management of the environment, is comprehensive. Consistency of practice is ensured with clear guidance on the management of health and safety at each site and at whole-school level. This includes clearly delegated responsibilities to the senior teacher with responsibility at each site. These are closely monitored and overseen by the school's premises manager and school health, environment and fire (SHEF) committee.
- Leaders have carefully planned the refurbishment of the proposed new premises to reflect the school's teaching approaches and pupils' needs as well as the statutory requirements. At each stage of the refurbishment work, health and safety matters have been checked, such as for electrical safety and asbestos. The school's regular and well-tried systems for checking the safety of the school environment are in place and ready to use.

### *Paragraph 12*

- A full and detailed fire safety risk assessment has been carried out by a qualified person. This showed there are adequate escape routes, emergency lighting, detectors and alarms. The action to ensure that there are sufficient and appropriate fire extinguishers has been completed. However, as identified by the fire risk assessment, emergency signage has yet to be installed. The positions of all signs have been identified and signage is scheduled for installation before the end of August. Leaders have set up records for routine testing of the fire alarms, emergency lighting and fire drills. They have written a fire evacuation plan, which staff will be testing prior to any pupil using the building.

### *Paragraph 14*

- At the school's current sites, high staffing levels ensure that all pupils are supervised throughout the day, both in and out of lessons. At least two adults are assigned to each class of between two and four pupils, and for some pupils, staffing ratios are one to one or higher. Similarly, high staffing levels are planned for the proposed new provisions.

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

- As with health and safety, the school's approach to risk assessment is at both site and whole-school level. The day-to-day management of risk assessment is delegated to the senior teacher responsible for the site, with oversight by the school's premises manager, the SHEF committee and steering group. Risk assessments for use of the premises and specialist activities are reviewed routinely, including if an incident has occurred. Risk assessments for individual pupils will be undertaken, in line with school policy and practice, as pupils are placed in the school. The same approaches are being adopted at the proposed new site.
- The standards in this part are likely to be met if the material change is implemented.

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

### *Paragraphs 17–21(8)*

- Leaders rigorously adhere to the school's recruitment policy and ensure that all of the

required checks are carried out before staff are employed. This includes the right to work, barred list checks and enhanced criminal record checks for all staff. In addition, the relevant prohibition checks are undertaken for all teaching staff and those in posts of responsibility as required. There is robust follow-up of references. Staff files are meticulously kept and reflect leaders' secure knowledge of the recruiting requirements.

- Leaders also ensure that all agency-supplied teaching staff and contracted staff, such as cleaners, have undergone the required pre-employment checks by their employing organisation. The identity of these members of staff is also checked on first attendance at the school.
- The proprietor has also ensured that all of the required checks on members of the steering group, who act as the school's governing body, have been undertaken.
- In line with the current statutory guidance, all the required checks for staff, supply staff, contracted staff and members of the steering group are fully and accurately recorded on the school's single central record.
- The standards in this part are likely to continue to be met if the material change is implemented.

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

##### *Paragraphs 23, 23(1)(a), 23(1)(b) and 28*

- Sufficient and appropriate toilet facilities in lockable separate rooms have been provided for the sole use of pupils, all refurbished to a high standard. Each has a washing basin and electric hand dryer installed with ample hot and cold running water. Staff have access to separate and similarly refurbished toilet facilities. As at the other sites, leaders have put in place a system for checking that the water does not pose a scalding risk to pupils.
- Drinking water is suitably labelled and available in the kitchen areas. Pupils can access these but are always accompanied by a member of staff. Staff also ensure that pupils have access to drinking water in their classrooms.

##### *Paragraph 24*

- A small first aid room has been set up in the new premises adjacent to one of the self-contained toilets. The dedicated room is suitably equipped and has all the required facilities, including a sink, running hot and cold water and storage facilities.

##### *Paragraphs 25, 26 and 27*

- The new premises are self-contained on a secure site. They are ample in size for the proposed number of pupils and have been refurbished to a high standard to ensure pupils' health and safety. This includes some remodelling, as well new décor and flooring throughout, except for one large kitchen. Acoustics are good and there is ample natural lighting in every room. The site is self-contained, not overlooked and secure, with adequate outside lighting.
- Leaders propose to accommodate two different provisions within the new premises. Harling is for one-to-one teaching of up to six pupils in Years 1 to 11, while Wellhurst is intended for small group teaching of secondary-age pupils. The six one-to-one

classrooms in Harling are generous in size. In line with the school's policy, most of the small group classrooms in Wellhurst also have an adjacent 'nurture' room for more informal teaching and work with pupils. Each unit has its own entrance within the single building but is accessible using the electronic access system. As well as classrooms, there are specialist rooms for teaching science and food technology, two communal areas, meeting and therapy rooms and accommodation for staff use.

*Paragraphs 29 and 23(1)(c)*

- One large and two smaller outdoor spaces provide ample areas for pupils to use both in their free time and for their learning. The areas are fenced and well-kept with no obvious hazards.
- As at the school's other sites, there are no changing and showering facilities. The school makes use of several different sports centres and other leisure facilities for physical education which provide pupils with access to changing and showering facilities.
- This standards in this part are likely to be met if the material change is implemented.

Part 8. Quality of leadership in and management of schools

*Paragraphs 34, 34(1)(a), 34(1)(b) and 34(1)(c)*

- The headteacher, who is also the proprietor, supported by the two deputy headteachers, skilfully leads the large team of staff across the current six on- and three off-site provisions. Clarity of staff roles and responsibilities ensures consistency of approach and implementation of school policies.
- Leaders understand pupils' needs well. They have developed each provision to meet the needs of different age groups and educational needs. Partnership working with placing authority officers, parents and carers and the pupils themselves helps to ensure pupils are placed in on- or off-site provision appropriate to their needs. The school's success with pupils has resulted in a demand for places and the steady and well-managed growth of the school. Most pupils remain in the school until the end of key stage 4, with many remaining into the sixth form.
- Leaders have used their strong understanding of the pupils, knowledge of health and safety requirements and their experience in opening new sites to plan for the new provision. To ensure the school's ethos and approaches are fully reflected in the new provision, leaders intend to use current staff alongside new appointments. A similar approach will be taken with pupils. Two experienced staff from the current team have been appointed as senior teacher and deputy at the proposed premises. They are working to ensure that all is ready for the entry of pupils.
- The school's steering group actively supports the headteacher, who is the school's sole proprietor, in the running of the school and plans for expansion. Together they use their secure knowledge of the requirements of the independent school standards to check on the consistency of the school's work across the different sites and provisions. This includes active promotion of pupils' safeguarding, welfare, health and safety.
- The school is likely to meet the standards in 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	133438
DfE registration number	306/6104
Inspection number	10118851

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	Independent special school
Proprietor	Adrienne Cherrywood
Chair	Dr Jonathan Clark OBE
Headteacher	Ms Adrienne Cherrywood
Annual fees (day pupils)	£38,000–£81,000
Telephone number	020 8686 5840
Website	<a href="http://www.cresseycollege.co.uk">www.cresseycollege.co.uk</a>
Email address	<a href="mailto:a.cherrywood@cresseycollege.co.uk">a.cherrywood@cresseycollege.co.uk</a>
Date of previous standard inspection	27 February–7 March 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 19	5 to 19	5 to 19
Number of pupils on the school roll	159 (this includes 44 off-site)	175 plus 50 taught in off-site	175 (with up to 50 further pupils taught off-site)

## Pupils

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

Number of full-time pupils of compulsory school age	113 taught on-site and 41 taught off-site	175 taught on-site 50 taught off-site
Number of part-time pupils	2 taught on-site and 3 taught off-site	Numbers will vary according to pupil placements, both in the on- and off-site provisions
Number of pupils with special educational needs and/or disabilities	159	175 With a further 50 pupils taught off-site
Of which, number of pupils with an education, health and care plan	159	175 With a further 50 pupils taught off-site
Of which, number of pupils paid for by a local authority with an education, health and care plan	159 This includes 44 pupils who are taught off-site	175 With a further 50 pupils taught off-site

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	56	68
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

## Information about this school

- Cressey College is a multi-site special school for male and female pupils between the ages of five and 19 years who have social, emotional and mental health difficulties.
- All pupils have education, health and care plans for their social, emotional and mental health needs and other additional special educational needs, including autism spectrum disorder.
- All pupils have a history of disrupted education. Pupils are placed at the school from 12 local authorities, the majority in London. Almost all pupils have challenging

behaviours and benefit from intensive adult support.

- The school is based on five separate sites within the London Borough of Croydon and one site in the London Borough of Merton. Four sites are age-specific, one is for pupils unable to work alongside other pupils and the last is for the sole use of older girls.
- There are also two off-site provisions for secondary-age pupils, most of whom are in key stage 4. One is a full-time programme providing tailored pathways to employment, and the second is a part-time programme for those pupils who are currently unable to access full-time education. These placements are partly taught by school staff in the community, including in local libraries and music, leisure and equestrian centres. Pupils study for the rest of the timetable at local colleges. These include Capel Manor, Croydon, Carshalton, Kingston, and South Thames colleges.
- The school works closely with two local special schools, including shared training and professional development for staff.
- The school opened in January 2010. The school has expanded significantly since opening. In September 2017, the school took over the management of a therapeutic school in Merton local authority. This was subject to a separate inspection but merged with Cressey College in September 2018, increasing the school's registered capacity from 115 to 135.
- The school received its last full inspection in February 2018, when the overall effectiveness of the school was judged to be good, with outstanding judgments for personal development, behaviour and welfare and leadership and management.
- Since the February 2018 inspection, a further second deputy headteacher and head of department have been appointed. A new manager responsible for human resources and school premises will take up his post at the start of September 2019.



## 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.<sup>1</sup>
- The inspection was commissioned by the Department for Education to consider the school's application for a material change to make use of additional premises and to increase the number of pupils on roll from 135 to 175.
- The inspector was asked to focus on paragraphs 7, 11, 12, 14, 16 in part 3 and all the paragraphs in parts 4, 5 and 8 of the independent school standards. These related to the suitability of the proposed premises, the associated safeguarding, health and safety arrangements and leadership and management.
- The inspection was carried out with two days' notice.
- The inspector met with the headteacher, who is also the school's sole proprietor and overall designated safeguarding leader, the two deputy headteachers and the chair. She also met with the chair of the steering group and held a telephone conversation with a member of Merton local authority special educational needs team who places pupils at the school.
- She toured all areas of the new premises with one of the deputy headteachers and the senior teacher who will be responsible for the proposed provisions.
- The inspector examined school's safeguarding and health and safety documentation.
- She visited both the Coombe Cliff site and proposed new site.
- There were no pupils present at the time of the inspection as it was the first day of the school summer holiday.
- The inspector also took note of the 57 responses to the Ofsted online survey (Parent View) for the academic year 2018/19.

## Inspection team

Angela Corbett, lead inspector	Ofsted Inspector
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<sup>1</sup>[www.legislation.gov.uk/ukpga/2008/25/contents](http://www.legislation.gov.uk/ukpga/2008/25/contents).

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Piccadilly Gate  
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Manchester  
M1 2WD

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