

CMAS School Devon

Wonford Community Learning Centre, Burnthouse Lane, Exeter, Devon
EX2 6NF

Inspection dates

31 October 2019

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

Paragraphs 1–4

- Leaders' plans ensure that pupils can access a rich, broad curriculum. Leaders have high aspirations for pupils, regardless of their starting points, with the aim of providing pupils with a secure starting point for life outside school. They are unapologetically uncompromising in ensuring that pupils have the necessary knowledge in English and mathematics, so that they can access the schools' wider curriculum and develop knowledge across a range of subjects.
- Leaders have clear plans to make sure that pupils develop knowledge across a range of subjects. There is a clear curriculum pathway for pupils, culminating with formal qualifications, such as GCSEs. Leaders have thought carefully about running courses which will serve as a useful prerequisite to GCSE content. Leaders have clear structures in place to assess pupils' progress against key milestones.
- Leaders have plans in place to ensure that careers advice is available for pupils. An external agency will provide some of this careers advice, thus ensuring impartiality.
- Leaders have a clear personal, social and health education (PSHE) curriculum in place. This intended curriculum includes opportunities for pupils to gather knowledge about keeping healthy, such as making sure pupils are clear about the dangers linked with smoking and alcohol abuse.
- The standards in this part are likely to be met.

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

Paragraph 5, 5(a–d)

- Leaders plan for pupils to complete a questionnaire which allows leaders to gather information about pupils' knowledge of personal safety, their social and emotional development and their awareness of diversity when they join the school. Leaders have developed an assessment model to evaluate pupils' progress and planning activities to meet pupils' needs.

- Alongside this, leaders intend to adopt a social and emotional curriculum. They have worked with a suitably qualified psychotherapist to develop this. This curriculum is well-suited to pupils of the intended age range.
- Leaders have a clear approach to help ensure that pupils are clear about fundamental British values. Leaders have interwoven these opportunities to actively promote these values within pupils' social and emotional curriculum.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a)–(b)

- Leaders have plans in place to ensure they effectively safeguard pupils. The school's policy is compliant and follows the latest guidance issued by the Secretary of State. These plans consider local arrangements to safeguard children.
- The proprietor has appointed a designated leader for safeguarding for the school. They intend that leaders at each site will be trained so they can fulfil the role as deputy designated leaders of safeguarding. Leaders' plans include ensuring all staff are suitably trained in safeguarding. Leaders want staff to be vigilant, recognise concerns about pupils' welfare, record this information carefully and pass it on to the appropriate person in a timely manner.

Paragraph 9, 9(a)–(c)

- Leaders have a behaviour policy in place. This policy makes clear how staff will respond to pupils' misbehaviour and sets out likely sanctions.
- The policy makes clear that physical intervention may be used as a last resort. However, leaders intend for all staff to be suitably trained to support pupils with challenging behaviour.
- Leaders intend to keep a log of behavioural incidents and how these have been managed. This information will also be recorded electronically so leaders can analyse patterns of behavioural incidents and the effectiveness of adults' responses.

Paragraph 10

- The school's anti-bullying policy is in place. It makes clear different types of bullying, so that pupils and staff are clear. Leaders make clear their aims to prevent bullying so far as possible. The policy makes clear how staff will respond to incidents of bullying.

Paragraph 11

- Leaders have a health and safety policy in place. This policy links with other policies, including the risk assessment policy. Leaders have closely considered each site when drafting the health and safety policy and the systems to promote health and safety in the school.

Paragraph 12

- Leaders are clear about how to comply with the Regulatory Reform (Fire Safety) Order 2005. They have contracted work with an external body to carry out routine checks on fire safety equipment across all three sites. There are clear plans in place for each site which make clear the fire risks and evacuation plans. Leaders know they need to carry

out checks on equipment, particularly as the sites are not solely used by the school.

Paragraph 13

- There is a first-aid policy in place. Each site will have a member of staff, trained to administer first aid and suitable equipment. Should a first-aid incident occur, leaders intend to inform parents by way of a text message. This will then be followed by a face-to-face discussion between the pupil's parent and mentor.

Paragraph 14

- Leaders have plans in place to ensure that pupils are well-supervised across all three sites. Each site will have a site leader who is responsible for the day-to-day running of the school. Leaders have given considerable thought to make sure there will be an appropriate number of staff to supervise the intended number of pupils.

Paragraph 15

- Leaders have an admission register in place which meets the requirements set out in The Education (Pupil Registration) (England) Regulations 2016.
- Leaders intend to operate an electronic system for logging pupils' attendance at school. This allows leaders to remotely analyse pupils' attendance across all three sites. Leaders have made clear, in the attendance policy, how staff will record pupils' attendance or absence. This complies with the latest statutory guidance.

Paragraph 16, 16(a)–(b)

- Leaders have adopted an appropriate risk assessment policy. The policy makes clear how staff will assess and manage risks. Risk assessments are in place for all three sites. Leaders have plans to ensure that there are risk assessments for activities that pupils will undertake. In addition, risk assessments will consider pupils' individual needs.
- The standards in this part are likely to be met.

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

Paragraphs 18–20

- Leaders have carried out the necessary checks on existing staff and members of the proprietorial board.
- Leaders have a clear understanding about the checks they will need to carry out on newly appointed staff. There are clear systems and processes in place to ensure that these checks are completed before staff take up their posts.
- Leaders do not intend to appoint supply or agency staff. However, they know what they need to check before agency staff start work in the school.

Paragraph 21

- Leaders have recorded the details of all the recruitment checks on the school's single central record. Leaders have ensured that there are no gaps on this record and that all the necessary information is recorded. The school's single central record currently holds information for leaders and the proprietor. However, leaders have set up the appropriate system so future staff recruitment can be added to this.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–(2)

- Each site provides pupils with suitable toilet and washing facilities. Separate toilet facilities are available for boys and girls, which can be secured from the inside. There are also accessible toilet facilities at each site for pupils. Leaders intend to use changing accommodation and showers at the local leisure centre in Bideford. At the other two sites, these facilities are available on-site.

Paragraph 24(1)–(2)

- Leaders have ensured that there is a dedicated medical room at each site. The medical rooms include washing facilities and the rooms are near to a toilet facility. Leaders are carrying out work at the Bideford site to improve the medical room. This work is close to completion.

Paragraph 25

- Leaders have ensured that the premises, accommodation and facilities provided are maintained to a good standard so that the health, safety and welfare of pupils are not compromised. There are improvement works taking place at the Bideford site in the communal kitchen and the main stairwell. This work is close to completion and will further strengthen the quality of the environment.

Paragraph 26

- The acoustic condition and sound insulation of each room and communal space are suitable for the intended use.

Paragraph 27–27(b)

- Suitable lighting is in place, both internally and externally, to allow pupils and staff to move safely in and around the premises.

Paragraph 28(1)–(2)(b)

- Pupils have access to suitable drinking water. This is labelled clearly and is readily accessible at all times when the premises are in use, away from the toilet facilities.
- Washing facilities have an adequate supply of hot and cold water. Hot water does not pose a scalding risk. Toilets and urinals have an adequate supply of cold water.

Paragraph 29(1)–(2)

- Leaders have plans in place to ensure that pupils access physical education and have opportunities to play outside. At all sites, pupils can play outside. At the Bideford site, leaders have plans to provide physical education at nearby facilities. At the Exeter and Newton Abbot sites, there are suitable facilities on-site to provide physical education.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1)–(4)(c)

- Leaders have developed a website for the school. They have ensured that the website contains all the information that parents need to have access to, as set out in the independent school standards. Leaders have uploaded school policies, including the school's curriculum policy, behaviour policy, anti-bullying policy, health and safety

policy and first-aid policy. They have also made clear their admissions arrangements and details about how they intend to keep pupils safe.

- The website contains the contact information that parents require, including the address of each site, telephone numbers and the name of the headteacher. Details of the proprietor are also included. The website also makes clear the process for parents should they wish to lodge a complaint.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- Leaders have established a clear, concise complaints policy that is available on the school's website. The policy sets out the timescales for managing complaints and allows for complaints to be made on an informal and formal basis. Should the complainant be dissatisfied with leaders' response to a complaint, the policy allows for a panel hearing to take place. The complainant can attend the panel hearing and may be accompanied if they wish. Leaders have plans in place for a panel which consists of an independent member who is not involved with the management or running of the school. Leaders know they must keep a written record of complaints, which includes details about the outcome and any actions they have taken.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–(1)(c)

- Leaders have a secure understanding of the independent school standards. They have structures in place to ensure effective accountability. The body of proprietors have experience of complying with the independent school standards and monitor these effectively to ensure compliance.
- Leaders have ensured that the independent school standards are likely to be met in full.
- Leaders have clear plans to promote pupils' well-being. The plans to keep children safe, alongside a rich PSHE curriculum and opportunities to develop pupils' spiritual, moral, social and cultural development (SMSC), are detailed and have been designed to meet the needs of prospective pupils.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that arrangements to meet the requirements of schedule 10 of the Equality Act 2010 are in place. There is a detailed accessibility plan.

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 | 147471 |
| DfE registration number | 878/6082 |
| Inspection number | 10123250 |

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.

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|--------------------------------------|--|
| Type of school | Other independent school |
| School status | Independent school |
| Proprietor | Community Mentoring and Support CIC |
| Chair | James Evans |
| Headteacher | Chris Kenny |
| Annual fees (day pupils) | From £30,000 |
| Telephone number | 07733 044 500 |
| Website | www.cmas-school-devon.co.uk |
| Email address | james.evans@communitymas.co.uk |
| Date of previous standard inspection | Not previously inspected |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|----------------------------------|--------------------------|-----------------------------------|
| Age range of pupils | n/a | 14–16 | 14–16 |
| Number of pupils on the school roll | 0 | 50 | 50 |

Reason for inspector's recommendations

- The school's proposal for a maximum of 50 pupils on roll, spread over the three sites is acceptable. However, the site at Bideford is notably smaller than the other two sites. A maximum of 12 pupils may be accommodated at the Bideford site.

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 | 50 |
| Number of part-time pupils | Not applicable | 0 |
| Number of pupils with special educational needs and/or disabilities | Not applicable | Not known |
| Of which, number of pupils with a statement of special educational needs or an education, health and care plan | Not applicable | Not known |
| 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 | Not applicable | Not known |

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | Not applicable | 11 |
| Number of part-time teaching staff | Not applicable | Not known |
| Number of staff in the welfare provision | Not applicable | 31 |

Information about this proposed school

- The Community and Mentoring School is based in Devon. The school is situated over three sites. The sites are in Bideford, Exeter and Newton Abbot. At the Bideford and Exeter sites, pupils have sole use of the premises during school hours. At the Newton Abbot site, the proprietors have leased part of an existing school building. However, this part of the school is for the sole use of pupils and staff of CMAS.
- The proposed school will provide education for boys and girls, aged between 14 and 16, with social, emotional and mental health difficulties.
- The proprietor is CMAS, which has four directors. The executive headteacher is one of the directors.
- The school intends to open in November 2019. The school will be registered for up to 50 pupils. It is anticipated that most pupils will have an education, health and care plan.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the school's first pre-registration inspection.
- The inspector met with the chief executive officer of the proprietor and the executive headteacher. The inspector completed all activities alongside leaders. The inspector spoke with leaders about their knowledge of the independent school standards and how they intend to ensure they will be consistently met. This helped to determine whether Part 8 of the independent school standards are likely to be met.
- The inspector reviewed curriculum plans, policies and other documentation to consider how the school will comply with the independent school standards.

Inspection team

| | |
|-----------------------------|-------------------------|
| Nathan Kemp, lead inspector | Her Majesty's Inspector |
|-----------------------------|-------------------------|

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