

The Cedars School

c/o Hexagon Care Services, Unit 1 Tustin Court, Port Way, Preston, Lancashire PR2 2YQ.

Inspection date

22 July 2020

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 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)(g), 2(2)(h), 2(2)(i)

- Leaders have drawn up a well-planned and well-balanced curriculum that covers all the required areas of learning across all key stages. The curriculum intent is to enable pupils to develop a degree of independence and a sense of belonging.
- Most pupils will have an education, health and care (EHC) plan. The curriculum is designed to meet each pupil's individual needs. For example, leaders will ensure that staff understand each pupil's communication needs so that pupils can access the full curriculum and improve their communication skills.
- There are detailed schemes of work in place for all subjects. The curriculum plans show how pupils will develop their speaking, listening, literacy and numeracy skills.
- The plans show how the curriculum will be implemented for each group and how pupils' learning will be measured, so that leaders know that they are making progress.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The curriculum plans show how staff will help pupils to prepare for their next steps. This includes opportunities for work-related learning and work experience, when appropriate.
- Leaders will monitor the provision for careers education, advice and guidance through their regular supervision sessions with the headteacher.

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

- Leaders have devised a thorough programme of induction, to ensure that all staff fully understand leaders' expectations and are well trained and prepared for their roles.
- Teachers will use a range of methods to assess pupils' learning and their progress towards meeting their personalised learning goals. The schemes of work provide examples of the resources that will be used to deliver the planned curriculum.
- There are clear and detailed plans in place to monitor the quality of teaching. The school will be part of Hexagon Care Services. Leaders from the company will provide

regular support and challenge to the headteacher. They will receive regular and detailed reports about all aspects of the school's work, including the progress that pupils are making.

- The school is likely to meet all the standards in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders have devised an appropriate policy and plans that set out how they will promote pupils' spiritual, moral, social and cultural development. Their commitment to meeting their duties under the Equality Act 2010 has been central to their planning.
- The school's curriculum is designed to spark pupils' wonder and curiosity and enable them to make choices for themselves. The learning activities have been planned to build pupils' confidence, self-knowledge and self-esteem.
- Pupils will learn to take turns, share equipment and work co-operatively. Through the system of rewards and restorative justice, they will learn over time to accept responsibility for their behaviour.
- The school's programme for personal, social, health and economic (PSHE) education offers opportunities for pupils to learn about a wide range of issues. For example, they will learn about the importance of the law and basic human rights.
- Pupils will learn what it means to be part of a community and about the varied institutions that support communities locally and nationally. Through activities such as fundraising for local charities, pupils will develop an awareness of how they can make a positive contribution to the local community.
- Leaders have planned a range of trips and for visitors to come to school, so that pupils increase their understanding of the world around them.
- Pupils will develop their cultural knowledge, for example, by making food from other countries and learning songs from different cultures.
- The school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- Leaders have devised appropriate policies and procedures to ensure that the arrangements for safeguarding are effective. Staff will receive appropriate training as part of their induction process.
- The school's safeguarding policy sets out the steps that staff should take if they have a concern about a pupil. It provides an appropriate framework to ensure that all staff understand and carry out their safeguarding duties effectively.
- Leaders have developed links with local safeguarding leaders to ensure that they keep up to date with new developments.

- Through regular supervision sessions, the headteacher will have the opportunity to discuss concerns with leaders from the company. Detailed case studies of each pupil will ensure that leaders put the right support in place, should the need arise.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c)

- Leaders have devised an appropriate policy that sets out how staff will manage pupils' behaviour. The policy provides clear guidance to staff to help them to understand how pupils may behave in certain situations. Leaders have planned appropriate training to ensure that staff know and understand the school's approach to managing pupils' behaviour.
- Each pupil will have an individual behaviour support plan that will set out the best way for staff to manage the environment around the pupil to encourage and develop good behaviour. Staff will use communication systems consistently, so that pupils understand staff's expectations.
- The policy sets out the rewards that staff will use to encourage good behaviour. Staff will record all behaviour incidents and discuss these with the staff from the children's home where the pupils live. This communication during 'handover' will ensure that all staff are aware of any changes in behaviour.
- Staff will have the opportunity to reflect on the strategies they use to manage pupils' behaviour to ensure that these strategies are the most appropriate and effective ones.

Paragraph 10

- The school's anti-bullying policy sets out how staff will identify, record and manage any incidents of bullying.
- Staff will help pupils to understand and respect differences to reduce the likelihood that bullying will occur.

Paragraphs 11, 12, 13

- There are detailed policies in place to manage all aspects of health and safety and first aid, and to reduce the risk of fire.
- These aspects of the school's work are overseen by leaders in the company who have expertise in such matters. These leaders will carry out further checks on the building and the site once all the adaptations are complete and all the fixtures and fittings are in place.
- Leaders have plans in place to update the school's fire risk assessment to reflect the fact that there have been changes to the building and to key personnel.
- There are appropriate procedures in place to check and record all aspects of health and safety and for staff to escalate any concerns to the company.
- Leaders from the company will carry out health and safety checks as part of their regular supervision sessions with the headteacher.

Paragraph 14

- School leaders will ensure that pupils are well supervised. Typically, this will be on a one-to-one basis.

Paragraph 15

- The school's admission register will contain all necessary information about each pupil.
- Staff will liaise with the staff in the children's home to ensure that they understand the reasons for any absence. There are appropriate procedures in place to record absence.
- The school's safeguarding policy sets out the approach to reporting any cases of children missing education.

Paragraphs 16, 16(a), 16(b)

- Leaders have drawn up a detailed policy to cover all aspects of risk assessment. This sets out how staff will identify and manage any potential hazards. Leaders from the company will monitor this aspect of the school's work to ensure that risk assessments are appropriate and effective.
- Leaders will gather detailed information about pupils before they start at the school. This will enable them to put an appropriate risk assessment in place for each pupil to help keep them safe.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6)

- There are appropriate procedures in place to ensure that all the necessary checks are made before staff are appointed to their posts.
- The school's single central record shows that these checks have been carried out. It details who has made the checks and when.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(b), 28(1)(d)

- The school has suitable toilet and washing facilities for pupils. There are temperature controls in place to ensure that the water does not get too hot. A shower is available for pupils' use.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)

- The school's medical room provides suitable accommodation for the short-term care of sick and injured pupils. It is located next to the toilet.

Paragraphs 25, 26, 27, 27(a), 27(b)

- The premises provide a pleasant, spacious and well-designed space for the proposed school. Leaders have designed the environment to support pupils' sensory needs well.
- Classrooms are bright, spacious and suitably resourced.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- Pupils will have access to drinking water throughout the day.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- The school has an area outside that pupils can use for recreation and some physical activity. The area is covered in artificial grass so that pupils can play games on it.
- Leaders have plans to develop a further outdoor area, but these plans will not be implemented for some time.
- Pupils will have access to a wide range of sports and physical activities in the local area.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e)

- The school does not have a website and there are no plans to develop one. This is to ensure that pupils are kept safe.
- The school's prospectus contains all the relevant information and policies for parents and local authorities.
- The school's policy for pupils with special educational needs and/or disabilities (SEND) details the steps that leaders will take to liaise with local authorities to review pupils' EHC plans. Leaders understand their duties to provide the necessary information about pupils who are wholly or partly funded by a local authority.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The school has an appropriate complaints policy in place that sets out appropriate steps and timescales to resolve any complaints.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Senior leaders have a comprehensive understanding of all the independent school standards. They have ensured that the proposed school is likely to meet these standards.

- There are appropriate plans in place for senior leaders from the company to monitor and evaluate all aspects of the school's work, to ensure that the standards will remain met in full.
- Leaders bring knowledge and experience of running similar, successful schools to their roles. They have established an ethos of high expectations and high-quality care. They understand pupils' needs and their vulnerabilities well.
- Leaders and staff have created a secure environment in which pupils will feel safe and are well cared for. They intend that there will be close and regular communication between the school and the home.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan shows how leaders will monitor and review the school's premises, curriculum and activities on an ongoing basis to ensure that any pupils with SEND are fully catered for.
- The school is likely to meet the regulation in this part.

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	148027
DfE registration number	855/6052
Inspection number	10154463

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.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Hexagon Care Services Ltd
Chair	Caroline Ashdown
Headteacher	Claire King
Annual fees (day pupils)	£39,500
Telephone number	0333 6006600
Website	Not applicable
Email address	Cedars.headteacher@hexagoncare.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7—18	7—18
Number of pupils on the school roll	Not applicable	4	4

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	4
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	4
Of which, number of pupils with an education, health and care plan	Not applicable	4
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	4

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	0

Information about this proposed school

- The Cedars School will provide full-time education for up to four pupils who have a diagnosis of autistic spectrum disorder (ASD). It is likely that most, if not all, pupils will have an EHC plan.
- The proposed school is located near Hinckley, Leicestershire.
- The proposed school will offer therapeutic care alongside the academic curriculum.
- The Cedars School will be part of the Hexagon Care Group. Owing to the vulnerable nature of pupils, the school does not have a dedicated website.
- The school does not intend to use any alternative provision.
- The school will not have a governing body. However, its performance will be monitored by the chair of the proprietorial board and the board's deputy head of education.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- This was the school's first pre-registration inspection.
- The inspector visited the site to check the suitability of the premises, as well as the school's health and safety and risk assessment policies and the fire safety procedures. The on-site visit was limited because of the need to observe social distancing during the COVID-19 outbreak. The inspector met with the chair of the proprietorial board, who is also the head of education, the deputy head of education and the headteacher to discuss the proposed provision.
- The inspector conducted all remaining inspection activities remotely.

Inspection team

Deirdre Duignan, lead inspector

Her Majesty's Inspector

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