

SMS Changing Lives

Wickentree Lane, Manchester M35 9AY

Inspection date

24 November 2020

Overall outcome

The school is unlikely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

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)(b), 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)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The proprietor body has not developed a suitable curriculum for the proposed post-16 provision. Leaders have prioritised their actions to address curriculum weaknesses identified at the school's last inspection. Consequently, curriculum planning and associated schemes of work for all of the post-16 subjects are not in place.
- Schemes of work are not suitable. They are at an embryonic stage of development and, in some cases, propose to repeat the curriculum that was taught in previous years.
- The limited amount of curriculum planning that has been developed will allow students in the proposed post-16 provision to develop some basic speaking, listening, literacy and numeracy skills. However, the curriculum is underdeveloped and does not provide suitable challenge for post-16 students. For example, in mathematics, lesson plans do not systematically develop students' knowledge of the subject. Instead, plans are focused on the teaching of precise elements of a qualification's syllabus to show students how to pass the assessment.
- Proposed lesson plans to illustrate the implementation of the post-16 curriculum in subjects such as child care and physical education do not systematically develop students' knowledge. In some cases, the same lesson is proposed to be taught to all year groups in the school. Plans focus on teaching activities and not the knowledge and understanding that teachers intend students to acquire. Plans do not demonstrate that teachers have secure subject knowledge and understanding of post-16 learning programmes to help students progress well.
- Leaders have appropriate plans in place to provide students with access to impartial advice and guidance about future education and career choices. Leaders plan to use external careers experts from a range of companies and charities to give personalised guidance to students. Leaders intend to make use of their established relationships

with local companies and colleges to provide students with access to appropriate placements and educational opportunities.

- Consequently, some of the standards relating to the quality of education are unlikely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Leaders have ensured that the school has an appropriate and up-to-date safeguarding policy in place. The policy has recently been reviewed and takes account of the most recent guidance from the Secretary of State. The policy is available on the school's website.
- Staff are knowledgeable about safeguarding because they have received appropriate training. This training also developed the staff's knowledge of strategies to identify and act upon concerns relating to radicalisation and extremism. Leaders plan to use existing record-keeping systems to record any concerns relating to students in the proposed post-16 provision.
- This standard is likely to be met.

Paragraph 9, 9(a), 9(b), 9(c)

- The written behaviour policy that leaders propose to implement for post-16 students is fit for purpose. The policy applies to the whole school. It identifies the high expectations that leaders have of pupils, post-16 students and members of staff. The policy contains detailed information about the rewards that can be used by staff to promote good behaviour. It also contains details of the sanctions that can be implemented by staff when students' behaviour falls below that which is expected.
- This standard is likely to be met.

Paragraph 10

- The school's written anti-bullying policy is fit for purpose. It includes definitions of the different types of bullying that a student may encounter. It also includes the strategies leaders and staff plan to implement to help prevent bullying.
- This standard is likely to be met.

Paragraphs 11, 13, 14, 15

- The proprietor body has ensured that appropriate health and safety policies and procedures are in place to comply with relevant legislation. Leaders have established systems to record health and safety checks. These include logs of checks on emergency lighting and the fire alarm system. The records contain the minimum detail required. They show that checks are routinely completed. Electrical safety and health and safety checks for the school will continue to be completed by a suitably qualified and competent person.
- Planned staff numbers are suitable. Leaders have appropriate plans in place to ensure that staff are effectively deployed across the large Failsworth site and the annex in Greek Street, Stockport to ensure students are appropriately supervised at all times.

- Leaders have in place appropriate electronic systems to record admissions and attendance at the school. These procedures comply with current legislation. They clearly identify which pupils are on the school's roll. Separate registers are in place for those pupils who attend the alternate provision that shares the school's sites.
- These standards are likely to be met.

Paragraph 12

- The proprietor body has taken actions to ensure that the school complies with all of the relevant fire safety regulations. A specialist contractor is employed to service firefighting equipment to ensure it is operational. A fire risk assessment for the school has been completed by a specialist company to ensure the school is safe.
- This standard is likely to be met.

Paragraph 16, 16(a), 16(b)

- The school currently has a risk assessment policy that is fit for purpose and suitable risk assessments in place for the current curriculum. Leaders do not have any specific risk assessments in place for post-16 activities. The lack of curriculum planning for the post-16 curriculum prevents leaders from identifying and assessing the risks that post-16 students may be subjected to during their education.
- This standard is unlikely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The school is located on two sites. The main site is in Failsworth, while a smaller annex operates from a terraced building in Greek Street, Stockport. Suitable washing and toilet facilities will be available for the proposed increase in pupil numbers. The standards relating to the provision of washing and toilet facilities are likely to be met.
- Appropriate changing and showering facilities are in place on the Failsworth site of the school. However, there are no changing or showering facilities available for students undertaking physical education while attending the Greek Street annex. The standard relating to the provision of changing and shower facilities is unlikely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(b)

- The proprietor body has not ensured appropriate provision is made for the care of sick and injured pupils or students. The proprietor body has ensured that a suitable medical room is in place to treat any sick or injured pupils or students on the Failsworth site of the school. The room is appropriately equipped with a bed and washing facilities with hot and cold running water. The room is located very close to a toilet. At the Greek Street annex there is no such facility.
- These standards are unlikely to be met.

Paragraphs 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The school buildings on the Failsworth site and the Greek Street annex are appropriately decorated and equipped to provide attractive learning environments. They are maintained to an acceptable standard.

- The acoustic conditions and lighting within the designated classrooms that may be used by post-16 students are suited to the activities that will take place within them.
- External lighting is sufficient to allow students to enter and exit the building safely. Appropriate emergency lighting is also in place on both sites to promote staff's and students' safety.
- Leaders plan to provide post-16 students with unrestricted access to bottled drinking water. Bottles of water will be available at all times throughout the day from the students' form rooms and the school's canteen. Additionally, any taps that are safe to drink from are labelled clearly as drinking water and located away from toilet areas.
- Washing facilities have appropriate supplies of hot and cold water. The water from taps does not pose a scalding risk.
- These standards are likely to be met.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The school's Failsworth site has appropriate outdoor recreation space for the proposed additional students in the post-16 provision. It is located in a covered area beneath the school car park ramp and is appropriately lit and big enough for small team games. Additionally, the Failsworth site also has two indoor football pitches that could be used for recreation and physical education purposes.
- Leaders plan to continue to use a local park near to the Greek Street annex to deliver physical education for any student attending that site. Leaders have appropriate risk assessments in place for this activity to promote the safety and well-being of students and the public. However, the Greek Street annex does not have an identified outdoor recreation space. Leaders plan to install traffic separation to allow pupils and post-16 students to safely use part of the car park for recreation. This is not complete.
- These standards are unlikely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- At the time of the inspection, the proprietor body was in the process of establishing a new website for the school. The new website is operational. It is detailed and easy to navigate and contains all the information required by the independent school standards.
- Leaders have appropriate systems in place to report to parents, carers and local authorities about the academic and social development of students in the proposed post-16 provision. Leaders demonstrate a secure understanding of their obligations to provide appropriate information to support the annual reviews of students' education, health and care plans.
- Leaders have a secure understanding of their duty to report on the income and expenditure of funds relating to students within the proposed post-16 provision who are placed there by a local authority. They plan to use the school's already established systems to fulfil this requirement.

- These standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor body and leaders have not ensured that all the independent schools standards are likely to be met.
- The proprietor body has well-intended aims and ambitions to provide suitable education for post-16 students who may find difficulty accessing college-based learning due to their individual needs. The proprietor body has recently appointed suitably qualified and experienced senior leaders to lead and oversee the day-to-day running of the school.
- Since starting at the school, senior leaders have prioritised their actions to address the weaknesses in the quality of education that were identified at the school's last inspection in February 2020. In particular, leaders are undertaking a root and branch review and redesign of the curriculum for pupils in key stage 3 and key stage 4. Consequently, leaders do not have in place an appropriate curriculum or schemes of work for the proposed post-16 provision. Leaders acknowledge that this is not the time to extend the school age range.
- The proprietor body has not ensured that all standards relating to the welfare and health and safety of pupils are likely to be met.
- These standards are unlikely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated.

School details

Unique reference number	146646
DfE registration number	353/6004
Inspection number	10155976

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	Independent school
School status	Independent special school
Proprietor	SMS Coaching Ltd
Chair	Jonathan Davies
Headteacher	Hecabe DuFraise
Annual fees (day pupils)	£38,000
Telephone number	01616826462
Website	www.smsschool.co.uk
Email address	admin@smscoaching.co.uk
Date of previous standard inspection	4–6 February 2020

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	11 to 18	11 to 16
Number of pupils on the school roll	21	40	30

Reason for inspector's recommendations

Leaders have not completed the design of a suitable curriculum for post-16 education. Schemes of work for subjects in the post-16 curriculum are not complete. Lesson plans do not provide suitable challenge for students in the proposed post-16 provision. The proprietor body has not ensured that suitable provision for the treatment of sick or injured pupils or students is provided at the school's Greek Street annex. There is no

suitable recreation space provided at the school's Greek Street annex. Consequently, the recommendation is that there is no change to the school's current registered age range.

The material change request for increasing the registered capacity of the school is linked to a perceived need brought about by the requested extension to the school age range. The school is currently operating below its capacity of 30. Consequently, the recommendation is that there is no need to extend the registered capacity of the school.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	24	40
Number of part-time pupils	None	0
Number of pupils with special educational needs and/or disabilities	24	40
Of which, number of pupils with an education, health and care plan	24	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	24	40

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	17	18
Number of part-time teaching staff	None	0

Number of staff in the welfare provision

6

7

Information about this school

- A new headteacher and deputy headteacher took up their posts at the school in August 2020.
- The school currently operates from two sites. One is located in Failsworth, Manchester, and the other is located in Greek Street, Stockport.
- The school shares its site with an alternative provider run by the proprietor body. This provision offers part-time education for up to 40 pupils.
- The school does not use alternative providers.

Information about this inspection

- This inspection was commissioned by the Department of Education which is the registration authority.
- The inspection was commissioned to consider the proposed material changes to the school's age range and increase to the maximum number of pupils on roll.
- The inspector checked on the proprietor body's likely compliance with the parts of the independent school standards that were commissioned.
- During the inspection, meetings were held with the headteacher, the managing director of the proprietor body and the assistant headteacher. The inspector also held a meeting with the school's staff.
- The inspector reviewed the school's policies in relation to the quality of education, welfare, health and safety, the school premises and the provision of information. A scrutiny of the school's safeguarding procedures was also undertaken. A tour of the school's two sites was undertaken jointly with the assistant headteacher.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9];
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 3. Welfare, health and safety of pupils

- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

- 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(b) pupils to play outside.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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