

# Cumbric

Springwell Community Hub, Lanchester Avenue, Gateshead, Tyne and Wear NE9 7AL

**Inspection date**

22 June 2021

**Overall outcome**

**The school is unlikely to meet all the independent school standards when it opens**

## 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)*

- The proprietors are committed to delivering a curriculum that is bespoke and personalised to each pupil attending the school. The proprietors talk about how important it is for pupils see how relevant the curriculum is to them and their future. Pupils who will attend the school may have missed aspects of their education. In order to address this, curriculum plans will be adapted to meet the different abilities and starting points of each pupil.
- The proprietors have put in place a written curriculum policy. There are detailed, long-term plans that set out the skills and subject knowledge that pupils should be taught in each subject. These plans provide a sequence of work for teachers to use to plan their lessons. The curriculum is broad and includes a wide range of subjects. These include English, mathematics, science, personal, social, health and economic (PSHE) education, information technology, physical education (PE), religious education (RE), art, history and geography.
- For pupils in Years 10 and 11, leaders intend to provide GCSE courses in English, mathematics, history and PE. Pupils will have opportunities to achieve accreditation in a range of vocational qualifications. These include retail, hair and beauty, and hospitality. These courses will be matched to pupils' interests and aspirations for the future.
- Timetables show that the range of subjects being taught covers learning in all of the areas required by the independent school standards.
- The proprietors have thought carefully about how they will promote pupils' PSHE development. Curriculum plans focus on the important skills that pupils need in order to lead successful lives in the community. The proprietors have prioritised an understanding of how to live in the wider world, how to manage relationships and how to keep healthy as key skills to equip pupils for life after school.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The proprietors have commissioned Gateshead Council to deliver independent careers advice and guidance to pupils. Pupils will be supported with individual careers plans. These plans will include how pupils can pursue their interests and achieve their career goals. Opportunities for work experience will be offered through businesses and charities in the community, for example the on-site hairdressers and a local charity shop. For some pupils, traineeships and apprenticeships will be the chosen route into employment.
- Links have been made with local colleges. Pupils will visit these colleges to explore the opportunities that are open to them.

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

- The proprietor's vision is to provide a curriculum package that engages and excites the pupils and encourages them to come to school. The aim is for pupils to be so interested in what they are doing that they are motivated to work hard and learn independently.
- The proprietors have previous experience and a thorough understanding of the needs and abilities of the prospective pupils. They intend to put together comprehensive profiles of pupils' needs and attainment when pupils join the school. Leaders will provide teachers with this information, so that it can be considered in the planning of lessons.
- Teachers will check on the progress that pupils are making during lessons. They will check pupils' understanding against end-of-year expectations in each subject. Pupils will have targets to work towards. Their progress will be measured against the achievement of these targets.
- Parents and carers will get regular updates on their child's progress. They will receive an annual report that will outline progress in each curriculum area.
- Discussions with leaders about PHSE education show that they intend to ensure that pupils have respect for people who have protected characteristics. There are strong links established with people from different cultures already.
- The standards in Part 1 are likely to be met.

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

*Paragraph 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 a comprehensive understanding of the social and emotional needs of the pupils who will attend their proposed school. A curriculum plan is in place to develop pupils' self-knowledge and life skills, so that they work towards leaving school as well-rounded individuals.
- Pupils will learn about what democracy means through voicing their opinions via the student council. They will role-play controversial topics to make decisions about what is right and wrong. To gain an understanding of the rule of law, pupils will study human rights and crime. Productive relationships with the police will be developed. A police officer will visit the school regularly.

- Pupils will experience what it is like to support and contribute to the local community and to wider society. They will participate in charity events to raise money for those less fortunate than themselves. Closer to home, pupils will help in a local charity shop that supports Syrian refugees by providing clothing and furniture.
- Diversity and equality topics will teach pupils about discrimination and how equality should be promoted.
- A policy is in place to ensure that where staff or visitors discuss political views with pupils, there is a balance of opposing views presented.
- The standards in Part 2 are likely to be met.

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

#### *Paragraph 7, 7(a), 7(b)*

- A comprehensive safeguarding policy is in place. It makes clear that safeguarding is everyone's responsibility. It sets out well the roles and responsibilities of staff. The wider aspects of safeguarding pupils from harm are included, for example in the administration of medication and sun protection.
- The safeguarding policy includes how filters are employed to keep pupils safe when using the internet.
- It is proposed that when a governing body is appointed, governors will hold leaders to account for safeguarding practices in the school.
- However, the designated safeguarding lead has not had recent sufficient or appropriate training to fulfil the role. There is no plan in place for how new staff will be trained in the many aspects of safeguarding pupils. Safer recruitment training is yet to take place. In discussions with the proprietors, it was not clear what the procedure will be for reporting a safeguarding concern about a pupil.
- These standards in Part 3 are not likely to be met.

#### *Paragraphs 9, 9(a), 9(b), 9(c), 10*

- The school's policy for behaviour management is clear. Roles and responsibilities of staff are outlined. Teachers are expected to provide a secure and consistent environment with clear boundaries, so that pupils know what is expected of them. Pupils will have ownership of the school rules because they will be instrumental in formulating them.
- The proprietors do not intend to use any physical interventions with pupils. They will only use exclusion as a sanction as a last resort.
- A record will be kept of sanctions given to pupils.
- An appropriate anti-bullying policy is in place. The policy makes it clear that bullying is unacceptable. Advice is given to pupils about what to do if they are bullied. Pupils will be taught about bullying through the curriculum. Anti-bullying events will be organised to raise awareness of what bullying is and how it feels to be bullied.
- These standards in Part 3 are likely to be met.

*Paragraphs 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- The school's health and safety policy is comprehensive. It defines the roles and responsibilities of all members of the school community. Appropriate checks of fire alarms, fire escapes, fire extinguishers and emergency lighting will take place regularly. Fire drills will be scheduled so that staff and pupils can make their way safely out of the building in an emergency.
- A range of other tests will be made to keep the building safe. Portable appliance testing, fixed-wire tests, legionella testing and water temperature tests are all planned to take place on a regular basis.
- The proprietors commissioned the local authority to complete a fire-risk assessment. Leaders confirm that they have addressed any issues that were identified.
- The first-aid policy is fit for purpose. There are five first-aid boxes positioned around the school and one portable kit to take on visits out of school.
- The staffing levels proposed are suitable for supervising pupils throughout the school day.
- The school has an attendance register in place. There is a format for an admissions register. This will provide a record of all pupils who have been admitted to the school.
- A risk-assessment policy is in place. A risk-assessment format helps staff to identify potential hazards and put control measures in place.
- These standards in Part 3 are likely to be met.

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

*Paragraphs 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), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietor has established a system to check that prospective staff are suitable to work with children in the school.
- Agency supply staff may be employed in the school. The proprietor is aware of the necessity to make sure that supply staff have been checked properly by the employment agency.

*Paragraphs 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)*

- There is a single central register in place to record the recruitment checks that have been made on staff.
- The standards in Part 4 are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- There are suitable toilet and washing facilities provided for pupils. These toilets are separate facilities for boys and girls. A fully equipped toilet is available for pupils with disabilities. This toilet is also for use by staff, visitors and volunteers. All toilets have an adequate supply of hot and cold water.
- The proposed building does not have suitable changing or shower facilities. PE will be taught at a local leisure centre. Pupils will use the changing accommodation and shower facilities at the leisure centre.
- Bottled drinking water will be provided to pupils from an easily accessible refrigerator in a communal area of the school.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- A medical room is positioned close to the main entrance. It has a sink and access to a toilet facility.

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

- The premises are well maintained. Acoustic conditions are appropriate for the activities taking place around the school. The building is well lit.
- External lighting is situated all around the perimeter of the building. This ensures that people can enter and leave the building safely.
- The school has suitable outdoor areas that are grassed and fenced. There is an enclosed garden that is also used by the community.
- The standards in Part 5 are likely 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)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3)(a), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)*

- The proprietors have plans to launch a website if the school is successful in its application for registration with the Department for Education (DfE). All appropriate policies will be available on this website for parents to access. Parents can also request a copy of any of the policies from the school.
- A copy of the school's safeguarding policy can be provided on request. This will be placed on the new website.
- Leaders plan to publish a copy of future inspection reports on the new website.
- A written annual report will be provided to parents about their child's progress.
- The school will send an annual account of income and expenditure to the local authority. This will show how funding is accounted for in meeting the needs of pupils with education, health and care (EHC) plans.

- The new prospectus contains the school's address and phone number. It also has information about the school's ethos. The prospectus will be available on the website in the future.
- These standards are likely to be met.

*Paragraph 32(3), 32(3)(b)*

- Currently, there are no details of the educational and welfare provision available for pupils with EHC plans or for pupils for whom English is an additional language. This means that parents are not informed about how the needs of these pupils will be met.
- These standards are unlikely to be met and therefore Part 6 is not likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraph 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 proposed complaints policy is in writing and is available on request from the school.
- The policy sets out the different stages of the complaints process. There are clear timescales for each of these stages. In the event that a complainant is not satisfied with the outcome, the complaint will be heard by a panel.
- During the inspection, leaders made some amendments to the policy.
- The standard in Part 7 is 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 proprietors have a strong understanding of the needs of the pupils who will attend the school. They have previous experience of working with pupils who have been at risk of exclusion or have been permanently excluded. They have a clear vision to make a positive difference to the lives of the pupils who will attend Cumbric.
- The proprietor is keen to establish a governing body. A number of individuals have been approached. They have a wide range of skills and experience to offer the school. The governing body will hold members of the proprietor board to account for the quality of education and for meeting the independent school standards.
- Leaders have established strong links with the community. They plan to invite the community to events in the school, such as barbecues and arts projects.
- School policies and documentation are very well presented and comprehensive.
- Members of the proprietor board have increased their understanding of the independent school standards. However, they know that there is more to do in some areas of the work of the school, to meet all the standards.
- The proprietors have not ensured that they have met their duties under the Equality Act 2010.
- The standards in Part 8 are not likely to be met.

#### Schedule 10 of the Equality Act 2010

- Members of the proprietor board have produced an equality policy, which sets out the responsibilities under the Equality Act 2010. However, they have not provided an accessibility plan to make the building and the curriculum more accessible to pupils with special educational needs and/or disabilities (SEND).
- The proprietors have not ensured that they have met their duties under the Equality Act 2010.

## **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 requirements, as set out in the annex of this report.



## Proposed school details

Unique reference number	148651
DfE registration number	390/6018
Inspection number	10196819

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 school
School status	Independent school
Proprietor	Cumbric (NE) Ltd
Chair	Eric Baker
Headteacher	Eric Baker
Annual fees (day pupils)	£10,000 to £12,000
Telephone number	0191 487 0169
Website	<a href="http://www.cumbric.co.uk">www.cumbric.co.uk</a>
Email address	<a href="mailto:cumbric@outlook.com">cumbric@outlook.com</a>
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	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	12	12

## 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	12

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
Number of welfare staff	Not applicable	2

## Information about this proposed school

- The proposed school is located in a community hub building within the Springwell Estate in Wrekenton, Gateshead. The building is owned by Gateshead Council and leased to the trustees of Springwell Community Hub. The proposed school is a relatively modern, single-storey building. The site has grassed areas surrounding the building and an enclosed community garden. A hairdressing salon is located in the building. It has a separate entrance to the proposed school.
- The proposed school intends to cater for 11 to 16-year-olds who are at risk of exclusion from mainstream schools. Some pupils may have SEND, including pupils with EHC plans. Pupils admitted to the proposed school may have moderate learning difficulties, behavioural, emotional and social development needs, or a diagnosis of autism spectrum disorder.
- The proposed school will work with the local authority to place pupils in the school.
- The two proprietors work in the school.
- The school will be staffed by the headteacher, four teachers, two non-teaching assistants and an administrative assistant. The staff–pupil ratio will be one to three.
- Leaders do not intend to use alternative education provision.

## Information about this inspection

- This inspection was commissioned by the DfE.
- This was the proposed school's first pre-registration inspection. It was carried out with two days' notice.
- The inspector held meetings with the two members of the proprietor board, one of whom will be the headteacher. Meetings were focused on all aspects of the independent school standards.
- The inspector made a tour of the school with leaders, to check the school premises against the independent school standards.
- The inspector looked at a wide range of policies, curriculum schemes of work, the single central register, and health and safety documents that related to the independent school standards.

## Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector

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

**The school is unlikely to meet the following independent school standards**

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

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

### **Part 6. Provision of information**

- 32(3) The information specified in this sub-paragraph–
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

### **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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