

Cross Keys Learning

The Lead Centre, Dane Valley Road, Broadstairs, Kent CT10 3JJ

Inspection date

27 July 2021

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

Paragraphs 6–7(b), 32(1) and 32(1)(c)

- School leaders, including the directors, take the welfare, health and safety of pupils seriously at Cross Keys Learning. Safeguarding procedures and protocols are well thought out. The culture to keep vulnerable pupils safe is strong.
- Safeguarding has a high profile at the school. Staff understand the range of additional issues relating to safeguarding that are associated with pupils with special educational needs and/or disabilities who attend the school.
- The local context regarding potential issues faced by pupils, both in and out of school, is also understood by staff because they make it their business to do so.
- Leaders have carefully considered the impact that any additional pupils will have on the welfare, health and safety of current pupils and staff should the material change be approved.
- Staff's training, including for different aspects such as completing risk assessments and using the school's online system to record safeguarding or behaviour concerns, is ongoing. Specialist training for those with additional responsibilities such as designated safeguarding leads is up to date.
- The school's safeguarding policy meets current guidance and is published on the school's website.

Paragraphs 9–10

- Policies for behaviour and anti-bullying are very closely linked. Leaders described them as key documents that continue to evolve over time. Pupils are introduced to the policies and the school's expectations prior to joining. Leaders were able to describe very clearly how staff implement these policies in a positive way, as well as the procedures for addressing incidents or issues when they arise.
- Although staff have a range of strategies and sanctions to turn to when required, leaders understand that the curriculum is a key tool in teaching pupils to understand

the impact of poor behaviour on others. The wider curriculum also includes aspects such as visits from a range of outside agencies to brief pupils and staff about potential issues facing pupils such as peer-on-peer abuse, gang culture and online bullying.

Paragraphs 11–16(b)

- The physical environment of the school is a safe one. Procedures to keep the building and associated resources safe and secure are closely monitored by the directors. Key members of staff have responsibility for ensuring that appropriate checks are completed in a timely manner. An independent company advises leaders on health and safety legislation and ensures that the correct procedures are followed.
- An annually updated fire risk assessment is in place. The first-aid policy is supplemented by a policy on administering medication. A risk assessment policy underpins a range of risk assessments that cover aspects such as the school's premises, use of outside areas and educational visits.
- School leaders have ensured that all relevant independent school standards (the standards) in Part 3 are likely to continue to be met if the material change is approved.

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

Paragraphs 18(1)–18(2)(e), 18(3), 20(6)–20(6)(c), 21(1)–21(3)(b) and 21(6)

- Leaders understand the checks that need to be made to ensure that staff, directors and other adults in the school are suitable to work with pupils. Key leaders have undertaken safer recruitment training. All of the required checks are completed on staff before they start working at the school.
- The single central record of checks on adults is up to date and compliant with current guidelines. It is maintained well and understood by leaders who access it, including the directors, who have a close oversight of the recruitment of staff.
- The school does not use supply agency staff.
- School leaders have ensured that all relevant standards in Part 4 are likely to continue to be met if the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–24(1)(b), 24(2), 25–29(1)(b)

- The accommodation at the school is fit for purpose and maintained well. Extra classrooms, intervention rooms, a library and office space have become available because another business owned by the proprietor has relocated to a different site. This means that there is enough additional capacity to accommodate extra pupils if the material change is approved.
- Internal and external lighting, acoustics and sound insulation are suitable. Drinking water is accessible and readily available to pupils. Washing and toilet facilities are appropriate, with an adequate supply of hot and cold water. The school has a dedicated and well-equipped medical room.
- Outdoor space for pupils to play and take their breaks is adequate. Leaders have developed this over time. They have plans to develop this aspect of provision further,

although current arrangements meet the requirements of Part 5. This includes if the increase in number of pupils is approved as part of this material change application.

- The school conducts its physical education curriculum off site at local private sports facilities.
- School leaders have ensured that all relevant standards in Part 5 are likely to continue to be met if the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders have a good understanding of the independent school standards, which the school has met consistently over time. This includes at the first standard inspection of the school in February 2019.
- Leaders have thought through their plans to expand the school carefully. Their rationale is based on sound reasoning, not least local demand, but also including the positive social impact that additional pupils will have on the pupils already attending this small special school.
- The additional teaching staff that will be recruited if the material change is granted will also impact positively on the breadth of the curriculum the school can provide. This includes employing curriculum subject specialists, as well as strengthening the range of pastoral support pupils will be able to access.
- Leaders, including the directors, are keenly aware of the potential problems associated with offering part-time placements to pupils. This aspect of the material change application was explored in detail during the inspection. The rationale for offering this kind of provision alongside full-time placements has been clearly thought through. Leaders understand their responsibilities to ensure that all pupils are safe and attend school regularly. This includes those pupils who might attend the school's proposed part-time provision should the material change be granted.
- The proprietor's oversight of the school is strong. Both directors are heavily involved in the day-to-day leadership and management of the school. Other key leaders such as the headteacher and the special educational needs and disabilities coordinator are suitably experienced and qualified.
- School leaders have ensured that all relevant standards in Part 8 are likely to continue to be met if the material change is approved. This includes actively promoting the well-being of all pupils at the school, whether attending a full- or part-time programme.

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.

School details

Unique reference number	145574
DfE registration number	886/6149
Inspection number	10201874

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 school
School status	Independent special school
Proprietor	Cross Keys Learning Limited
Chair	Sharon Mount
Headteacher	Nadia Law
Annual fees (day pupils)	£37,900 to £54,900
Telephone number	01843 603 952
Website	www.crosskeyslearning.com
Email address	headteacher@kms.kent.sch.uk
Date of previous standard inspection	26 to 28 February 2019

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 17	Not applicable	Not applicable
Number of pupils on the school roll	15 full time 0 part time	27 full time 10 part time	27 full time 10 part time

Pupils

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

Number of full-time pupils of compulsory school age	15	27
Number of part-time pupils	0	10
Number of pupils with special educational needs and/or disabilities	15	Up to 37
Of which, number of pupils with an education, health and care plan	15	Up to 37
Of which, number of pupils paid for by a local authority with an education, health and care plan	15	Up to 37

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8	12
Number of part-time teaching staff	3	6

Information about this school

- Cross Keys Learning is an independent co-educational special school for pupils from 11 to 17 years. The school primarily admits pupils with autism spectrum disorder and associated social, emotional and mental health needs.
- Many of the pupils who attend have been out of education for long periods of time before joining the school. Most have an education, health and care plan.
- The school's last standard inspection took place in February 2019. The school was also subject to a material change inspection in February 2020 when the proprietor applied to increase the number and age range of pupils. That material change was granted.
- The school operates from a single site and does not use alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education in response to a material change request from the proprietor. This request was for the school to be able to admit a further 12 pupils on a full-time basis and for up to 10 more pupils on a part-time basis. It is intended that part-time pupils will attend time-limited programmes aimed at getting them back into mainstream schools or to prepare them for post-16 programmes at local colleges.
- The school will continue to cater for pupils with autism spectrum disorder and associated social, emotional and mental health needs if the material change is approved.
- This is the first application by the proprietor for this particular material change.
- The inspection focused on compliance with the regulatory requirements of the independent school standards associated with the material change. Not all of the standards were considered during this inspection.
- The inspector toured the school building and outside areas. He reviewed a wide range of documentation, including the single central record, policies and other records to support the material change application.
- The inspector held a range of meetings with the headteacher, the school's special educational needs and disabilities coordinator, and two directors, one of whom acts as the chair of directors.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

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