

Cairn Education

The Tavern, 63 Main Street, Staveley, Cumbria LA8 9LN

Inspection date

16 November 2021

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

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

- Pupils who will attend the proposed school will each have an education, health and care (EHC) plan. Leaders have developed a suitable curriculum policy, schemes of work and plans for the teaching of subjects in key stages 3 and 4. These are based on the national curriculum. The range of subjects covered in the curriculum meets the requirements of the independent school standards (the standards).
- Leaders have an appropriate personal, social, health and economic (PSHE) education programme in place. This is detailed and is likely to enable pupils to develop their understanding of their own well-being and developing positive relationships with others.
- The curriculum includes opportunities to develop pupils' understanding of British values. This includes pupils' understanding of all of the protected characteristics identified in the Equality Act 2010.
- Key stage 4 pupils will have the option of taking functional skills and GCSE qualifications in a range of subjects, including English and mathematics. Leaders are planning to provide post-16 students with an opportunity to complete their key stage 4 qualifications if required.

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

- Leaders intend to provide impartial careers guidance and support. This will prepare pupils for their move to further education or training when they leave the school. Leaders have carefully chosen the site of the proposed school for its link with many local businesses. The careers policy sets out how leaders will develop pupils' employability skills.

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

- The written assessment policy explains how assessment information will be used to check on pupils' progress. It is likely that the use of assessment will be effective as

the policy relates closely to the planned curriculum. Leaders plan that this assessment information will be used to adapt and improve pupils' learning.

- The proprietor body has set high expectations for the quality of staff who will be appointed to the school. There are suitable induction programmes planned for any new staff. This is likely to ensure that staff will have the skills to educate pupils and to manage their behaviour effectively.
- The proprietor body has ensured that the standards in this part 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)

- The proprietor body has ensured that the curriculum plans for PSHE education will promote British values and equality effectively. The planned PSHE education programme will ensure that pupils will learn about different religions and cultures. Pupils will be encouraged to understand and respect individual differences, including those with protected characteristics, as set out in the Equality Act 2010.
- Leaders understand the specific educational needs of the pupils that they plan to cater for. Planned pastoral support and structured PSHE education and citizenship curriculums indicate how leaders intend to develop pupils' life skills, such as developing positive relationships, building pupils' self-esteem, managing money and understanding right from wrong.
- The proprietor body's induction process outlines that staff must always present balanced viewpoints to pupils.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The proprietor body has ensured that arrangements are in place to safeguard pupils. They have experience of safeguarding pupils in similar schools and understand their legal responsibilities extremely well.
- The headteacher and the head of therapy have the required training to safeguard pupils. They intend to provide suitable training and regular updates to staff. Leaders are clear about what action to take if they identify a safeguarding concern.
- Suitable systems are in place for the recording and monitoring of any safeguarding concerns. These should enable staff to be able to act promptly if they have any concerns.

Paragraph 9, 10

- Leaders' intentions to promote positive behaviours are reflected in a range of relevant written policies. These set out leaders' expectations of behaviour and the support that pupils will be given to help them meet these expectations. It includes the rewards and

sanctions the school intends to use. It also includes helpful guidance on how staff will help pupils to be able to self-regulate their own behaviour.

- The anti-bullying policy is comprehensive. It details the different forms that bullying can take. The policy sets out the training that will be provided for staff and the work that leaders intend to carry out to prevent bullying. This includes how pupils will learn about bullying as part of the school curriculum for PSHE education.
- A system is in place for the recording and monitoring of instances of poor behaviour, including bullying. Leaders intend to use this system to review any patterns in both negative and positive behaviour and to take appropriate action.

Paragraph 11, 12

- Health and safety procedures and policies comply with guidance. Leaders have ensured that there is a suite of comprehensive policies in place. These set out clearly the responsibilities of all staff in keeping pupils safe and promoting their welfare effectively while in school, as well as when on trips and during visits.
- The school has taken appropriate action to meet the requirements of the Regulatory Reform (Fire Safety) Order 2005. An external company has reviewed fire arrangements and electrical testing. An evacuation procedure is in place and exits are marked. The fire alarm is tested regularly. Pupils will practise evacuating the school on a regular basis. They will also be shown evacuation routes as part of their transition into school.

Paragraph 13

- Leaders are trained in first aid. They plan that all staff will complete health and safety training as part of their induction. This will include first-aid and fire marshal training. Plans for recording accidents and for the administration of controlled medicines are suitable.

Paragraph 14

- Leaders intend to cater for a very small number of pupils. The number of staff planned is sufficiently high, and will provide suitable levels of supervision for pupils.

Paragraph 15

- An admissions register is in place. The register provides space to record the information that schools are required to keep. Admissions procedures outline the actions of leaders when considering requests for pupils to join the school.

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

- The proprietor body has made sure that suitable risk assessments are in place. Leaders have ensured that a thorough risk assessment of the premises has been carried out. They have also assessed activities or trips that pupils may undertake. Leaders plan to complete individual risk assessments for pupils as part of pupils' induction to the school.
- The proprietor body has ensured that the standards in this part are likely to be met.

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

Paragraph 17, 18, 19, 20, 21

- Leaders are trained in safer recruitment procedures. There are systems in place to check that staff are suitable to work with pupils. These checks are recorded on the school's single central record. Current staff have been suitably vetted. For example, the proprietor body has ensured that no one has been employed who is barred from running and managing a school.
- Appropriate checks for supply staff are in place. Leaders will check that supply staff are suitable to work with pupils and that all the required checks are complete before supply staff work at the school.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 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), 29(1), 29(1)(a), 29(1)(b)

- The school is located in a converted public house that now houses office and leisure spaces. The building has undergone refurbishment to make it fit for purpose. It comprises an upstairs classroom, kitchen and communal spaces. There is office space on the ground floor. The premises are well maintained.
- The areas in the school are clean, and are of an appropriate size for the proposed number of pupils. The rooms are well lit and furnished. The classroom and other school spaces are suitable for their intended purposes. The school also has external lighting in place.
- The premises have a suitable toilet and washing facilities. There is adequate hot and cold water, suitable for pupils to use. Hot water does not pose a scalding risk to pupils. This single toilet is sufficient for the small number of pupils that the school intends to accommodate.
- Drinking water is available for pupils from the kitchen on the first floor.
- Pupils will use local sports facilities to carry out their physical education. These include the local bowls club, basketball court and other leisure facilities. This means that arrangements are in place for pupils to have regular access to indoor and outdoor space, plus showers and changing facilities.
- There is a room for the treatment of pupils who become ill or require medical treatment. This contains a bed and a sink, and there is access to suitable toilet facilities.
- There is no outside space that belongs to the school on site. There is a large space very close by where adults can take pupils to get some fresh air. This is adequate for the number and age of pupils likely to attend the school. Leaders have also risk assessed the area.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 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(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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), 32(3)(g)

- Leaders are well organised. They were able to supply all of the required documents and information for this pre-registration inspection.
- Leaders intend to provide the required information and documents to parents and carers and local authorities who place pupils at the school. They plan to share this via a website. All of the required information is ready to be uploaded if the school is registered.
- The school has systems for recording and reporting on pupils' progress and attainment. Leaders intend to ensure that all the required information in relation to the annual review of a pupil's EHC plan will be supplied to the relevant stakeholders.
- The proprietor body has ensured that the standards in this part are 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 complaints policy and procedures are appropriate. The policy details the relevant information. There are suitable systems to record complaints. The proprietor body has also considered the need to have an independent person present at a panel hearing if necessary.
- The proprietor body has ensured that the standards in this part 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 chair of the proprietor body is knowledgeable. She has routines in place to check that the standards are met. Leaders have considerable expertise in relation to the likely needs of the pupils they hope will attend the school. They demonstrate that they have the skills and knowledge to ensure that the standards are likely to be met consistently.
- There is no governing body presently. Leaders plan to review this if the school is registered and to recruit those with relevant expertise as governors.
- The proprietor body has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- There is a suitable accessibility plan in place. This details how pupils will access the building, activities and the curriculum. For example, the plan details how curriculum documents may be provided to pupils in formats such as Braille or audio.

Consequently, the requirements under schedule 10 of the Equality Act are likely to be met.

- The proprietor body has ensured that the standards in this part are likely to be met.

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	148796
DfE registration number	909/6033
Inspection number	10213444

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	Independent school
School status	Independent special school
Proprietor	Cairn Education CIC
Chair	Lucie Kelly
Headteacher	Lucie Kelly
Annual fees (day pupils)	£40,000 to £70,000
Telephone number	01539 822304
Website	None
Email address	info@cairneducation.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	0	11–25	11–25
Number of pupils on the school roll	0	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	4

Number of part-time pupils	N/A	2
Number of pupils with special educational needs and/or disabilities	N/A	6
Of which, number of pupils with an education, health and care plan	N/A	6
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	4
Number of part-time teaching staff	N/A	1
Number of staff in the welfare provision	N/A	0

Information about this proposed school

- The school plans to cater for up to six pupils aged 11 to 25 years. Leaders intend to provide education for pupils with autism spectrum disorder. In addition, they intend to provide education for pupils with social, emotional and mental health issues. All pupils are likely to have EHC plans.
- The school does not plan to use alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine whether the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the first pre-registration inspection of Cairn Education school.
- During the inspection, meetings were held with the chair of the proprietor body and the head of therapy.
- The inspector checked documentary evidence relating to the curriculum, including schemes of work and the curriculum policy.
- The inspector reviewed the proprietor body's policies in relation to welfare, and health and safety. A scrutiny of the safeguarding procedures, including recruitment processes and checks, was also undertaken.
- The inspector toured the school with the chair of the proprietor body and the head of therapy.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

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