

Inspection of Cavendish View School

99 Cavendish Drive, Walton, Liverpool L9 1NB

Inspection dates: 10 to 12 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils are happy and safe at school. Parents and carers told inspectors that their children enjoy coming to school and learning and playing with their friends. Typically, parents said that staff are welcoming, friendly and caring. Pupils new to the school settle in quickly and soon become familiar with school routines.

Staff have high expectations of pupils' behaviour. They help pupils to learn different ways to manage their feelings and emotions. Leaders and staff create a positive environment in which bullying is not tolerated. Pupils learn to develop their social skills and to interact with each other. They respect each other's differences and celebrate cultural diversity.

Staff have high expectations of pupils' achievement. Pupils enjoy learning, especially in physical education (PE) and design technology (DT), in which they achieve well. However, in other subjects, pupils do not achieve as well as they should.

All pupils are new to the school; some started this term. However, staff identify pupils' interests early. Leaders provide a wide range of opportunities for pupils to express themselves. Pupils develop their talents and skills in different areas of the curriculum, including in drama, dance, gardening, singing and sports.

What does the school do well and what does it need to do better?

The principal and the proprietor have created a logically ordered curriculum, which is designed to meet the special educational needs and/or disabilities (SEND) of each pupil. Leaders intend for the curriculum to engage pupils and to help remove barriers from their learning. Leaders also want pupils to realise their full personal, social, emotional and academic potential.

Staff develop pupils' language, communication and social skills effectively. However, most staff are new to the school. They are still developing their knowledge of some subject curriculums. As a result, the curriculum is not delivered as well as it could be. In addition, in some subjects, staff do not deliver the curriculum in the intended sequence. In these subjects, pupils do not deepen their understanding as well as they should.

Assessment information is used well in most subjects to check on pupils' learning. However, in some subjects, assessment systems are still developing. In these subjects, staff do not have a precise understanding of what pupils know and can do.

All pupils have SEND and an education, health and care plan. Some have gaps in their learning, having been out of education for long periods. In response to this, staff have created individual learning plans for pupils. Leaders work closely with a range of specialist partners to make sure that pupils get additional support if they need it.

Leaders prioritise pupils learning to read. Due to their SEND, most pupils are in the very early stages of recognising letters and sounds. A small number of pupils use their phonic knowledge to sound out words. A minority of pupils can read and comprehend different texts. Some staff have phonics training, which helps them to implement the curriculum for early reading effectively. They encourage pupils to read whenever possible. For example, in DT, pupils read instructions for model making and baking. This helps to develop pupils' reading fluency.

Staff nurture pupils and help them to develop strategies to manage their own behaviour. If pupils disrupt lessons, they are supported well by staff. As a result, pupils soon become calm, in readiness to re-engage in learning. Staff teach pupils to behave sensibly and safely. Typically, pupils behave responsibly in lessons and around the school.

Staff promote pupils' personal and social development well. For example, pupils engage in 'self-service' in the canteen. This requires them to select their own food and drinks and tidy up after themselves. Pupils strive to be healthy. They enjoy playing football and basketball and developing their cooking skills in food technology. Pupils are taught to be tolerant and respectful towards others. They celebrate events such as Chinese New Year and Black History Month.

Staff told inspectors that working in the school is both challenging and rewarding. They said that leaders are always available to help if a pupil becomes unsettled. They also said that the principal and the proprietor are mindful of their workload and well-being.

The proprietor and the chair of the governing body carry out their duties responsibly. They know precisely what the school needs to do to improve and ensure that all the independent school standards are met. The chair of the governing body works closely with the principal. Together, they have produced a timetable of training, to enhance staff's knowledge and help them to implement the curriculum, including the curriculum for reading, more effectively.

A comprehensive fire safety risk assessment is in place. All checks to support this, such as checks and servicing of emergency lighting and of firefighting equipment, are in place. Regular reports from the school keep parents informed about their children's academic progress and their personal and social development.

Leaders encourage pupils to accept responsibility for their behaviour and to develop tolerance and understanding of people with different religious and cultural traditions.

Leaders have a safeguarding policy in place. The policy is published on the school's website. A written risk assessment policy is also in place. This outlines the responsibilities of staff and leaders and provides a suitable framework for protecting pupils from risk. The proprietor has made sure that the school's accessibility plan complies with the requirements of the Equality Act 2010.

Safeguarding

Due to their SEND, all pupils are vulnerable. Leaders ensure that stringent safeguarding procedures are in place and adhered to by staff. Induction procedures are thorough. Leaders ensure that staff are familiar with the school's safeguarding policies, as well as the government's latest guidelines on keeping pupils safe. This helps staff to be alert to any signs that pupils may be at risk from harm. They know precisely what to do if they are concerned about a pupil.

Leaders take prompt action to provide support for pupils who need it. They make referrals to outside agencies when required.

What does the school need to do to improve?

(Information for the school proprietor)

- Many staff are new to post. They do not have the up-to-date subject knowledge they need to help them to implement the curriculum consistently well. This means that pupils do not learn as well as they should in some subjects. Leaders should provide staff with the training that they need. This will help staff to implement the curriculum more effectively.
- In some subjects, the intended curriculum is not delivered in the sequence that leaders intend. This means that some pupils do not develop the knowledge and skills that leaders want them to learn. Leaders should monitor these curriculum subjects to ensure that the intended curriculum is being delivered.
- In some subjects, effective checks on pupils' learning are not in place. As a result, in these subjects, staff do not have a secure understanding of how well pupils are learning. Leaders should ensure that assessment procedures are in place. This will help staff to establish how well pupils know and remember what they are taught.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	148199
DfE registration number	341/6019
Local authority	Liverpool
Inspection number	10210363
Type of school	Primary special school
School category	Independent special school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	0
Proprietor	Salutem Ed Bidco Ltd
Chair	Christopher Brown
Principal	Lyndsey Murphy
Annual fees (day pupils)	£27,500
Telephone number	0151 294 4899
Website	salutemcareandeducation.co.uk/centre/cavendish-view-school
Email address	enquiries.cavendish@ambitoeducation.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Leaders do not use alternative provision.
- A new chair of the governing body has been appointed since the previous inspection.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal. They also held meetings with other leaders, including those responsible for SEND. The lead inspector held a telephone conversation with the chair of the governing body. He also held a telephone conversation with representatives from local authorities.
- Inspectors carried out deep dives in early reading, mathematics, DT and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects. Inspectors also spoke with staff about their workload and well-being.
- Inspectors spoke with parents and carers to gather their views about the school. They considered the responses to Ofsted Parent View as well as free-text comments. Inspectors reviewed responses from staff to Ofsted surveys. There were no responses from pupil surveys to consider.
- Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy. Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. They also talked with pupils about their safety and welfare.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Mark Quinn

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022