

# CEWE School

St Catherine's Vicarage, Catherine Terrace, Wigan, Greater Manchester  
WN1 3JW

**Inspection date**

21 June 2022

**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

*Paragraphs 2(1)–2(2)(b), 2(2)(f), 2(2)(h), 2(2)(i)*

- The proprietor body has a clear policy in place for the curriculum. Leaders will give pupils experience of a wide range of subjects. These include linguistic, mathematical and technical education. Schemes of work support the policy appropriately, from early years to Year 6. The policies and schemes of work contribute effectively to the promotion of fundamental British values. Leaders have thought carefully about the special educational needs and/or disabilities (SEND) of the pupils whom they intend to admit. They will adapt the curriculum to enable pupils to access it. They will also provide extra activities and strategies to support pupils' social and emotional needs.

*Paragraphs 2(2)(d)–2(2)(d)(ii)*

- The scheme of work that relates to personal, social, health and economic education reflects the proposed school's aims and ethos. It contains a wide range of relevant themes, grouped under three headings: 'relationships', 'health and well-being' and 'living in the wider world'. The 'relationships' heading includes age-appropriate themes that provide relationships and sex education (RSE). These include learning about consent and healthy relationships. Leaders will promote pupils' understanding of the protected characteristics set out in the Equality Act 2010.

*Paragraphs 2A(1), 2A(1)(a), 2A(1)(d)–2A(2)*

- The proprietor body has ensured that RSE will be provided for all pupils in an age-appropriate way. Leaders have a suitable policy in place. They intend to consult with parents and carers on this when the proposed school is open. Leaders have made provision for parents to request that their child be wholly or partly excused from sex education.

*Paragraphs 3–3(j)*

- Evidence from the school's proposed planning documents and schemes of work indicates that teaching is likely to enable pupils to make progress according to their

age and ability. Classrooms contain suitable learning resources, such as computers and mathematics equipment.

#### *Paragraph 4*

- Leaders have designed suitable assessment tools to enable them to evaluate pupils' work and to inform teachers' planning. Leaders will use appropriate methods to keep parents informed of their child's performance and progress.
- Leaders have ensured that all the independent school standards (the standards) in this part are likely to be met when the school opens.

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

#### *Paragraphs 5–5(d)(iii)*

- The evidence from schemes of work and other documentation indicates that leaders have thought deeply about how they will promote pupils' spiritual, moral, social and cultural (SMSC) development. A detailed policy about SMSC development and associated documents make clear leaders' determination to encourage respect and tolerance. They will also encourage an appreciation of fundamental British values and democratic processes. All teaching activities are planned to be balanced and not to promote partisan political views in any circumstances.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

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

#### *Paragraphs 7–7(b)*

- The proprietor body has created a safeguarding policy that is detailed and thorough. It explains leaders' intended approach to managing a wide range of relevant concerns, such as sexual violence and sexual harassment, peer-on-peer abuse, including upskirting, and internet safety. It pays due regard to current guidance from the government and provides references to other relevant documents.

#### *Paragraphs 9–10*

- Leaders' intended behaviour policy has suitable content. It explains leaders' behaviour management principles. The policy states that there will be no discrimination and that leaders and staff will promote equality and respect for the protected characteristics. It describes roles and responsibilities and how staff will be trained, including techniques for managing pupils' aggression. It explains expectations, sanctions and rewards. The policy recognises that the proposed school will cater for pupils with SEND.
- The bullying policy that leaders intend to adopt is fit for purpose. It lays out the school's approach to preventing and managing incidents of bullying. The electronic version of the policy contains hyperlinks to guidance on how to identify and respond to different kinds of bullying, including discriminatory bullying of all kinds.

#### *Paragraphs 11–13, 16–16(b)*

- There are suitable policies and procedures concerning health and safety, fire safety, first aid and risk assessment. Leaders maintain the premises to a high standard and ensure that safety items, such as first aid kits, are readily available. The evidence

indicates that these policies are likely to be implemented effectively when the school opens.

#### *Paragraph 14*

- Leaders have devised a policy on the intended ratio of staff to pupils. Leaders will follow guidance from the government. They also aim to have two members of staff for every class. Staff are, therefore, likely to supervise pupils effectively.

#### *Paragraph 15*

- Leaders have developed templates for the proposed school's admissions register and attendance register. The admissions register contains columns and headings which will be able to capture all the required information. The attendance register is electronic and contains suitable facilities to record morning and afternoon attendance, with appropriate codes for absences.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

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

#### *Paragraphs 18(2)–18(2)(d), 18(3), 20(6)–20(6)(b)(ii), 21(1)–21(3)(b), 21(6)*

- Leaders have suitable processes for checking the suitability of staff and members of the proprietor body. The single central record that leaders will use is thorough and currently contains all relevant information for the proprietor body. The same document will be used to record checks on future staff. Leaders know which documents new staff will need to present before they are appointed.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

### Part 5. Premises of and accommodation at schools

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

- The premises are very well maintained. The proprietor body is likely to be able to ensure pupils' health and safety while the premises are in use, as far as is reasonably practicable.
- Toilet facilities are in very good condition. They consist of single cubicles that can be locked individually from the inside. The toilets have an adequate supply of cold water. There is hot and cold water for washing. The temperature of the hot water does not present a risk of scalding. A separate drinking water supply, which is labelled, is available for pupils throughout the day.
- The classroom areas intended for use by pupils are in very good condition and are well furnished. The lighting and the acoustic conditions are suitable for the needs of pupils and staff. There are external lights to enable people to enter and leave the building safely.
- The room for providing pupils with medical care is well equipped. The room contains a bed with bedding, a toilet and washing facilities. It will be used as a toilet for pupils but will always be readily available when required for medical purposes.

- There is a grassed outdoor space of suitable size for pupils to play or take part in physical education (PE). However, leaders intend to use off-site facilities for PE. They have drawn up a detailed risk assessment to ensure pupils' safety and well-being when taking part in these activities off site.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

#### Part 6. Provision of information

*Paragraphs 32(1)–32(1)(c), 32(1)(f), 32(1)(h), 32(1)(i), 32(2)–32(2)(b), 32(2)(b)(ii), 32(2)(d)–32(3)(e)*

- The proposed school has a website, but it is still under development. Leaders propose to upload all required documents and information before the school opens. This includes the school's safeguarding policy. All policies and other information that are not on the website will be available on request.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

#### Part 7. Manner in which complaints are handled

*Paragraphs 32(3)(f), 33–33(k)*

- The proposed school's complaints policy reflects the requirements set out in the standards. For example, it is in writing and allows for an informal procedure before progressing to a formal procedure. The proprietor body will make the policy available on request.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

#### Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1)–34(1)(c)*

- The chair and members of the proprietor body have suitable qualifications and experience. These include headship in primary and secondary schools and leadership in independent special schools. Leaders were well organised during the inspection, promptly providing all the necessary documentation and other evidence.
- Leaders have the knowledge and skills needed to ensure that the standards are likely to be consistently met and pupils' welfare secured.
- Leaders have ensured that all the standards in this part are likely to be met when the school opens.

#### Schedule 10 of the Equality Act 2010

- The school's accessibility policy contains the actions leaders intend to take to ensure that there is suitable access for disabled pupils. These actions include the provision of ramps for access to the building and use of pictorial representations for conveying information.
- Leaders have ensured that this requirement is likely to be met when the school opens.

### Statutory requirements of the Early Years Foundation Stage

- Leaders have designed an overview of all the areas of learning contained in the early years foundation stage (EYFS). Leaders have also devised detailed plans for suitable activities that are likely to meet the EYFS learning requirements.
- There are suitable policies and documentation in place to enable leaders to ensure that the safeguarding and welfare requirements of the EYFS are likely to be met.
- Leaders have ensured that these requirements are likely to be met when the school opens.

## **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	149150
DfE registration number	359/6006
Inspection number	10237875

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 special school
School status	Independent special school
Proprietor	CEWE School Wigan Ltd
Chair	Kerri Walton
Headteacher	Natalie Jones
Annual fees (day pupils)	£30,000
Telephone number	07788 714973
Website	<a href="http://ceweschool.co.uk">http://ceweschool.co.uk</a>
Email address	nat140683@hotmail.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	Not applicable	4 to 11	4 to 11
Number of pupils on the school roll	Not applicable	46	46

## 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	46

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	46
Of which, number of pupils with an education, health and care plan	Not applicable	46
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	46

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	14
Number of part-time teaching staff	Not applicable	2
Number of staff in the welfare provision	Not applicable	2

## Information about this proposed school

- CEWE School Academy is proposed to be an independent special school based in the town of Wigan, admitting pupils from Wigan local authority and other nearby local authorities to be decided.
- The proprietor body intends to cater for pupils with moderate learning difficulties, autism spectrum disorder and social, emotional and mental health difficulties.
- Leaders are considering the possibility of running a breakfast club at the school.
- It is not proposed that the school will cater for pupils who have complex needs.



## Information about this inspection

- This inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent special school registered for 46 pupils aged 4 to 11.
- The inspection was the proposed school's first pre-registration inspection.
- The inspector met with the headteacher of the proposed school. He also held discussions with the chair and members of the proprietor body. He analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and matters of health and safety. He undertook a tour of the premises.

## Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

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