

Bright Minds Creative Academy

106 to 108 Park Lane, Croydon CR0 1JB

Inspection dates

13 February 2023

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

All paragraphs

- Leaders are working hard to remedy the concerns identified in this Part of the independent school standards ('the standards') at the previous inspection of Cressey College, of which this proposed new school is currently a part.
- The proposed school's leaders have written curriculum and assessment policies that are likely to underpin provision that will meet the needs identified in pupils' education, health and care (EHC) plans for their social, emotional and mental health (SEMH) needs.
- The proposed curriculum plans cover all the required areas of learning. All pupils will study English, mathematics, science, physical education, humanities and computing. In addition, the school's creative focus will be realised with core and optional subjects and projects, including in art and design, design and technology, creative media, and music.
- The proposed programme for personal, social, health and economic (PSHE) education includes comprehensive coverage of fundamental British values, equality, and relationships and sex education (RSE). The proposed RSE policy has been drafted in consultation with current parents and carers; it is likely to be suitable when implemented.
- The proposed school's leaders have commissioned an external organisation to lead careers education workshops, and to provide personalised one-to-one sessions. This, in association with leaders' plans to regularly invite visiting speakers to the school, and to organise visits for pupils to careers fairs, is likely to ensure that pupils receive regular and impartial careers information, advice and guidance.
- The proposed school is appropriately resourced and staffed for up to 50 pupils with SEMH needs across the two proposed premises, and 15 pupils off-site on the school's community-based 'pathways' programme.

- Leaders are working ambitiously to raise standards, including through providing regular professional training for staff, to ensure that pupils receive high-quality education across the curriculum.
- The standards in this Part are likely to be met.

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

All paragraphs

- The proposed school's leaders intend to implement personalised education plans for each pupil. These are likely to focus on developing their social skills, communication, and behaviour.
- The proposed PSHE education curriculum pays regard to all the protected characteristics, as identified in the Equality Act 2010. Separate religious education lessons, which will form part of the humanities curriculum, intend to teach pupils about a range of religions, faiths and cultures.
- The proposed curriculum is likely to be supported by educational outings, visiting speakers and a programme of extra-curricular clubs. Leaders plan for pupils to continue to have opportunities to contribute to the school's community as members of the school council.
- Through the proposed taught curriculum, weekly Friday assemblies and the 'SMSC calendar' of themes and topics, pupils are likely to be encouraged to develop tolerance, mutual respect and appreciation of modern British society.
- The proposed school's curriculum policy pays regard to the Department for Education's 'political impartiality in schools' guidance. The policy makes clear that teachers must always present a balanced picture of opposing points of view in the teaching of any political topic. Leaders plan to regularly remind staff of this requirement.
- The standard in this Part is likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- The proposed school's leaders understand the importance of facilitating a strong safeguarding culture. Pupils are likely to be kept as safe as possible. The safeguarding policy reflects the latest statutory guidance. Leaders with responsibility for safeguarding are fully aware of their duties. They have completed an enhanced level of training, and intend to ensure that all staff working with pupils will be regularly trained. The recruitment process reflects national guidance.
- The proposed school's behaviour and anti-bullying policies have been appropriately developed to reflect the needs of pupils with SEMH needs. The proposed online system to record sanctions imposed because of incidents of serious misbehaviour is likely to be suitable.
- Plans to provide first aid, and manage accidents and medication, are likely to be suitable. There are many trained first aiders already on site. Suitable processes for documenting accidents, providing first aid, and managing medication are in place.

- The proposed school's risk-assessment and health and safety policies are likely to be implemented effectively. Leaders propose to put in place a thorough approach to risk assessment, including for individual pupils, premises, educational outings, and visitors.
- The proposed school is likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. All the required weekly, monthly and annual fire safety checks are up to date and documented accurately. Actions identified at the most recent fire risk assessments for both the premises have been completed.
- Arrangements for the supervision of pupils are likely to be suitable. There are generally two adults for every five pupils, and some pupils receive one-to-one support.
- The proposed online attendance system and admission register are likely to be suitable.
- The standards in this Part are likely to be met.

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

All paragraphs

- The proposed school's single central record of pre-employment checks is likely to be compliant with the standards. It includes all the required pre-employment checks on the proprietors and staff. Leaders understand and are likely to ensure compliance with the requirements relating to agency staff. They do not intend to make use of volunteers.
- The standards in this Part are likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The proposed school's premises consist of two converted houses located approximately a minute's walk from each other on a main road in Croydon, at numbers 106 to 108 and at number 92 Park Lane.
- Each proposed building provides accommodation over three floors, including classrooms and small 'nurture' rooms. There are also specialist rooms for the teaching of art and design, science, food technology, and design and technology.
- Both proposed premises have suitable outdoor areas for physical education and recreation.
- There are suitable toilets and washing facilities for pupils and staff at both proposed premises. Although there is a shared changing and shower facility between the two proposed sites, pupils will also have access to these facilities at leisure centres when they go off-site for physical education lessons.
- The proposed medical room facilities are likely to meet all the requirements in both premises.
- The proposed acoustics, lighting and hot-water supplies are all likely to be suitable. Labelled drinking-water supplies are readily available to pupils in both proposed buildings.
- The standards in this Part are likely to be met.

Part 6. Provision of information

All paragraphs

- The proposed school's leaders intend to publish policies and the required information on a new website once the school opens. They know the required policies and complaints information which they must make available. For now, leaders have drafted a suitable prospectus for the proposed school which includes a range of information, including contact details for the proprietors.
- Leaders' proposed templates for reporting pupils' progress and attainment each term are likely to be suitable.
- Leaders are likely to ensure that pupils' EHC plans are reviewed annually, and to provide placing authorities with statements of income and expenditure.
- The standards in this Part are likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- The proposed school's complaints procedure, set out clearly in a complaints policy with suitable timescales, is likely to be suitable when implemented.
- Leaders have considered how to manage and record formal complaints, including the stage of resolution, and any action taken as a result.
- The standard in this Part is likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- The proposed school's leaders have a secure working knowledge of the independent school standards. In planning to open this school, they intend to consider and remedy any failings identified at the inspection of the proposed school's predecessor school, Cressey College.
- The proprietors' proposed plans to provide investment and governance are likely to be central to leaders' plans for the school.
- All the standards, including the standard in this Part, are likely to be met if Bright Minds Creative Academy is registered as an independent school.

Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan that proposes actions to ensure accessibility to the proposed school's physical environment, curriculum and written information. It is likely to be suitable in meeting this requirement.

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	149443
DfE registration number	306/6029
Inspection number	10260922

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	Day school for pupils with SEMH needs
School status	Independent special school
Proprietor	Cressey Oasis Education Limited
Chair	Amanda Cunningham
Headteacher	Janice Williams
Annual fees (day pupils)	£52,431 to £105,000
Telephone number	01543 570 304
Website	www.horizoncare.co.uk
Email address	enquiries@horizoncare.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	65	65
Number of pupils on the school roll	Not applicable	11 to 19	11 to 19

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	Up to 65
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	All pupils
Of which, number of pupils with an education, health and care plan	Not applicable	All pupils
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	All pupils

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	12
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	33

Information about this proposed school

- The proposed school is currently operating as part of Cressey College. The proprietors, Horizon Care, are in the process of de-amalgamating Cressey College into four, new, separate independent day-special schools. As one of these proposed new schools, leaders intend to open Bright Minds Creative Academy as soon as registration is granted. The proposed school will cater for pupils with EHC plans for their SEMH needs.
- Up to 25 pupils aged 11 to 14 will attend the main site at 106 to 108 Park Lane, Croydon CR0 1JB. Up to 25 pupils aged 14 to 16 will attend the site on the same road at 92 Park Lane, Croydon CR0 1JF. A further 15 pupils, predominantly those of sixth-form age, will receive full-time education via the proposed school's community-based 'pathways' programme. The staff delivering this programme are based at 1B, Haling Road, South Croydon CR2 6HS. Pupils will receive personalised teaching and support in a number of locations, including Quakers Hall, 60 Park Lane, Croydon CR0 1JE.
- Leaders of the proposed school may make use of alternative provision, including: Nescot College, Epsom KT17 3DS; Sutton District College, High Street, Carshalton SM5 3BB; and East Surrey College, London Road, Redhill RH1 2JX.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was also the fourth and final pre-registration inspection to consider the de-amalgamation of Cressey College into four smaller new schools.
- The inspection took place during the February half-term school holidays. It was conducted with two days of notice.
- The inspector met with the proposed school's senior leaders, including the headteacher and executive principal. The inspector toured both proposed premises and considered a range of evidence to check the likelihood of the proposed school meeting all the independent school standards and associated requirements.

Inspection team

James Waite, lead inspector

Ofsted Inspector

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