

Cambian Whinfell School

110 Windermere Road, Kendal, Cumbria LA9 5EZ

Inspection date

5 February 2024

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(2), 2A(1), 2A(2), 2A(3)

- The proprietor has written a suitable curriculum policy. This has been amended to include information about the curriculum for key stage 2 pupils, should the material change be approved. The school has subject-specific schemes of work that underpin this overarching curriculum policy. The curriculums take into account the age and needs of all pupils, including those with an education, health and care (EHC) plan.
- Pupils are taught most of the subjects in the national curriculum which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The policies and schemes of work also provide teachers with information about what pupils in key stage 2 will learn and by when, as well as what prior knowledge pupils should have acquired in key stage 1 to be ready for learning in key stage 2. The school has thought carefully about how it will develop the current programme for reading to include a systematic and synthetic phonics programme for younger pupils and for those who are still in the early stages of learning to read. Furthermore, staff have had training to support the effective delivery of the phonics programme. This means that teachers are prepared for key stage 2 pupils, should the proposed material change be approved.
- The school has ensured that all pupils receive personal, social, health and economic (PSHE) education. The PSHE education programme pays particular regard to the protected characteristics and reflects the ethos of the school. It is appropriate to the needs of the pupils, including those who will be in key stage 2, should the material change be approved. The school has fully considered how the content in PSHE education for key stage 2 pupils will differ to the content in the current PSHE education programme for secondary-age pupils.
- Pupils receiving secondary education already have access to impartial careers advice and guidance. For example, employers such as the Royal Navy visit the school and other employers and college staff attend 'business breakfasts' with pupils. This helps pupils to make informed choices about a broad range of careers. Pupils also have

independent learning lessons to help prepare them for their life beyond school. The school has carefully considered how pupils in key stage 2 will be introduced to a broad range of careers in preparation for the careers programme in key stage 3, 4 and 5, should the material change be approved.

- Pupils receiving secondary education are provided with relationships and sex education (RSE). The proprietor has a written policy for this and has consulted with parents and carers. The policy is available on the school website. It includes information about parents' right to withdraw their child from elements of this curriculum. The school has appropriately considered what relationships education is required for pupils in key stage 2, should the material change be approved.

Paragraph 3

- The proprietor has ensured that the teaching in school helps pupils to acquire new knowledge as well as addressing gaps in their prior learning. The schemes of work, including those that have been written for key stage 2, help teachers to know what important knowledge to teach and by when. The proprietor is committed to ensuring that staff have the resources and materials that they need to deliver a key stage 2 curriculum well, should the age of pupils change to accommodate pupils in key stage 2.
- The school has ensured that staff have secure subject knowledge and confidence to teach the curriculum well, including in key stage 2. This includes the recruitment of primary school teachers to share their knowledge and expertise with other staff. Staff are given the information that they need to understand and support the individual needs of pupils effectively.

Paragraph 4

- The school has a framework in place to assess pupils' work and for teachers to provide helpful feedback to pupils about their learning. This information helps to inform future teaching and enables teachers to adapt the curriculum to meet the needs of pupils. This framework is suitable for key stage 2 pupils. Pupil performance is evaluated and monitored. Parents are kept up to date on their child's progress and attainment through termly reports.
- The independent school standards ('the standards') in this part are likely to be met if the request for the material change is approved.

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

Paragraph 5

- The proprietor has ensured that the curriculum supports pupils' spiritual, moral, social and cultural development. The school ensures that the current curriculum and wider activities support pupils' personal development. For example, it has an established outdoor learning programme to help pupils to develop self-confidence, empathy, resilience and teamwork through activities such as cycling, caving and archery. Pupils also have close links to members of the local community. For instance, they have an allotment, contribute to a foodbank and share cards and gifts with their neighbours. The school has made plans for pupils in key stage 2 to also experience a suitable wider personal development programme, should the material change be approved. This includes similar opportunities to older pupils but also additional experiences for

primary-age pupils, such as singing competitions and writing and mathematics challenges.

- The school promotes the fundamental British values, including democracy and the rule of law. Pupils have the opportunity to take part in democratic processes such as electing members of the school council and interviewing prospective members of staff. They also meet the local Member of Parliament and other representatives from different political parties. However, the school ensures that teaching and other activities organised by the school, preclude partisan political views.
- Pupils are taught about the protected characteristics and different cultural traditions. For example, they learn about different countries around the world and the music, cooking, clothing and religious traditions that are celebrated in those countries. They are encouraged to be tolerant and respectful citizens who make a positive contribution to their community and wider society. The school has considered how younger pupils in key stage 2 will be introduced to the protected characteristics, as defined in the Equality Act 2010, in an age-appropriate way.
- The standard in this part is likely to be met if the request for the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraphs 7(a), 7(b), 32(1)(c)

- The proprietor has ensured that there is a comprehensive safeguarding policy in place. It includes the most current statutory guidance for safeguarding pupils. The policy is published on the school's website. It is supported by effective arrangements to keep pupils safe and to promote their welfare. For example, staff have the training and support that they need to identify pupils who may be at risk of harm. Staff understand the particular vulnerabilities of the pupils who attend the school.
- The designated safeguarding lead is supported well by the deputy safeguarding leads. Staff receive appropriate safeguarding training during induction, regular updates and briefings. Any concerns are recorded diligently by staff and the school takes swift and appropriate action.

Paragraphs 9, 10

- The school has suitable behaviour and anti-bullying policies that reflect the needs of the pupils in the school. These policies are implemented effectively. For example, the school supports pupils well in helping them to recognise their feelings and learning to regulate their own behaviour. The school also uses rewards and incentives effectively to encourage pupils to behave in a positive manner.
- Staff have the training and support that they need to understand and manage pupils' behaviour. Any incidents of poor behaviour, including bullying and discriminatory language, are recorded along with the consequences of that behaviour. The school's approach to managing the behaviour of pupils, including those in key stage 2, is suitable for an increase in the number of pupils should the material change be approved.

Paragraphs 11, 12, 16

- The proprietor has a written health and safety policy, which is tailored to the premises of the school. It complies with all relevant laws. There are robust monitoring procedures in place to ensure that all health and safety checks are completed regularly. Leaders carry out regular fire-safety checks of the premises and these are suitably logged. Fire-evacuation routes are clearly lit and signposted. All classrooms have an emergency door and a route out to a place of safety. The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. These arrangements are suitable to accommodate the proposed increase in the number of pupils on roll, should it increase.
- A written risk assessment policy is in place. A range of risk assessments show that the school takes appropriate actions to reduce any identified risks to pupils, including those in key stage 2, should the number on roll be increased.

Paragraph 14

- Pupils are supervised at all times, including when arriving and leaving school and at break times. Staffing levels are high. Additionally, staff from the care team provide effective support and supervision at break and lunchtimes. The provision of lunchtime clubs also helps the supervision of pupils at mealtimes. The proposed number of staff will help to ensure that pupils will continue to be appropriately supervised throughout the school day. The school is appointing additional staff in preparation for the increase in pupil numbers, and the addition of key stage 2 pupils, should the material change be approved.
- The standards in this part are likely to be met if the request for the material change is approved.

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

Paragraphs 18(2), 18(3), 18(4), 19(1), 19(2), 19(3), 19(4), 20(6), 21

- The single central record (SCR) is in place and contains all the necessary checks and information. The school completes all the required checks on the suitability of staff before they take up appointment.
- Records relating to the proprietor body are included on the SCR. All the suitability checks, including those relating to the leadership and management of the school, have also been carried out.
- Leaders have completed appropriate safer recruitment training to support the appointment of suitable staff to work in a school. They have ensured that any new employees have the experience that they need to meet the needs of the pupils in the school. This includes staff with experience of teaching primary-age pupils in preparation for a potential change to the age range of pupils to include key stage 2. The induction programme for new staff ensures that they undergo a wide range of safeguarding and other related training upon appointment.
- The standards in this part are likely to be met if the request for the material change is approved.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23

- The school shares the premises with the children's home. Many of the pupils live on site. There are some shared spaces that are used by both the children's home and the school. These include social areas such as a lounge, pool room and dining room. There is also a room which allows pupils to receive therapy sessions and/or sessions with specialist teachers and clinical staff. The proprietor has also ensured that there are distinct rooms and spaces for the school. For example, there are designated classrooms for science, mathematics, art and design and English. The premises are maintained to a high standard.
- The school building will cater effectively for the proposed increase in the number and age range of pupils should the material change be approved.
- There are suitable toilet facilities in the school building for the sole use of pupils. There are separate toilet cubicles that can be secured from the inside. There is a toilet that is suitable for people with a disability which is also available for visitors to use. There are sufficient toilet facilities to accommodate the proposed increase in numbers. The proprietor has also carefully considered the proposed change in the age of pupils and has designated separate toilet facilities for the use of primary-age pupils and for the use of secondary-age pupils.
- There is changing accommodation and showers for secondary-age pupils to use. These areas are clean and suitable for pupils to use following physical education. They will accommodate the proposed increase in numbers, should the material change be approved.

Paragraph 24

- There is a designated medical room for pupils in the school to use. It is used as an office space but not a teaching room. It has a bed, pillow and blanket. There is easy access to toilet and washing facilities. The room is equipped with a first-aid kit. There is a separate room with a lockable medicine cabinet situated in the school.

Paragraphs 25, 26, 27, 28

- The accommodation is maintained to a high standard. It meets all requirements for ensuring the health, safety and welfare of pupils, including should the material change be approved. The building is bright, clean and tidy. All of the rooms used by pupils have appropriate acoustics, lighting and heating suitable for the purpose of the different rooms. There is external lighting to ensure that pupils, staff, parents and visitors can enter and leave the site and building safely in the hours of darkness.
- There is an adequate supply of hot and cold water. Drinking-water is clearly labelled and available for pupils throughout the day.

Paragraph 29

- The school grounds provide sufficient outdoor space for pupils and will easily accommodate the proposed increase in pupil numbers. All pupils have access to a safe and secure outdoor area to play in when not in lessons. The outdoor space is suitable for physical education lessons however, the school also makes use of a recreation field in close proximity to the school for this purpose.

- The standards in this part are likely to be met if the request for the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)-34(1)(c)

- The proprietor, regional leaders and school leaders demonstrate an excellent understanding of the standards. There are robust systems and procedures in place to monitor compliance. Leaders have the knowledge and experience required to carry out their roles successfully and to accommodate the material change requested. They are committed to providing a high quality of education for pupils and actively promote the well-being of pupils.
- The standard in this part are likely to be met if the request for the material change is approved.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory responsibilities. The proprietor has ensured that the requirements of the Equality Act 2010 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 that are relevant to the material change.

School details

Unique reference number	134781
DfE registration number	943/6054
Inspection number	10324573

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 special school
School status	Independent special school
Proprietor	Cambian Whinfell School Limited
Chair	Farouq Sheikh
Principal	Patricia Sandham
Annual fees (day pupils)	£88,722
Telephone number	01539 723322
Website	www.cambiangroup.com/ourservices/service/home/tabid/106/id/130/s/15/xmps/1816/default.aspx
Email address	whinfell.admin@cambiangroup.com
Date of previous standard inspection	2 to 4 November 2021

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 19	7 to 19	7 to 19
Number of pupils on the school roll	10	18	18

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	10	18
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	10	18
Of which, number of pupils with an education, health and care plan	10	18
Of which, number of pupils paid for by a local authority with an education, health and care plan	10	18

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	6
Number of part-time teaching staff	4	4
Number of staff in the welfare provision	0	0

Information about this school

- The school's previous standard inspection was on the 2 to 4 November 2021.
- The school caters for pupils with a range of special educational needs and/or disabilities, predominantly autism spectrum disorder. All pupils at the school have an EHC plan.
- The school is registered to admit up to 16 pupils.
- The school is part of the Cambian Group. The proprietor is Cambian Whinfell School Limited.

- The school does not use any alternative provision.

Information about this inspection

- The proprietor has applied for a material change to increase the pupil numbers from 16 to 18, and to change the age range from 11- to 19-year-olds to 7- to 19-year-olds. This is the first material change that the proprietor has applied for.
- The Department for Education (DfE) requested that Ofsted conducted a material change inspection to report against paragraphs 2, 3, 4, 5, 7, 9, 10, 11, 12, 14, 16 and 34. The DfE also requested a report against parts 4 and 5 of the standards.
- The inspector checked those aspects of safeguarding that directly linked to the material change application.
- The inspector met with the principal and other senior leaders of the school, including the designated safeguarding leader and the head of education. She also met with a representative of the proprietor body and the regional education leader for the Cambian group.
- The inspector spoke with some staff and pupils.
- The inspector was accompanied by the principal, as she made a tour of the school and grounds, to check the suitability of the premises against the relevant standards.
- The inspector also looked at a range of documents and policies relevant to the material change request. This included: documents relating to the curriculum; pupils' spiritual, moral, social and cultural development; pupils' behaviour, health and safety information, and fire safety and risk assessment documentation. The inspector also checked documents relating to safeguarding, including the single central record.

Inspection team

Sally Timmons, lead inspector

His Majesty's Inspector

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