

# Cambian Potterspury Lodge School

Potterspury Lodge, Towcester, Northamptonshire NN12 7LL

**Inspection date**

27 February 2024

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

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

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

- Leaders have carefully considered the training that staff receive. Staff say that this training enables them to recognise the signs that a pupil might not be safe.
- Staff know what to do if they have concerns about a pupil. They tell leaders straight away about any risky behaviours pupils may demonstrate. They understand how to record these concerns accurately and in a timely manner.
- Leaders have made sure that staff understand the importance of noting low-level concerns. They have made sure that there are frequent opportunities to discuss these, such as through daily briefings.
- Staff can explain what they should do if they are concerned about another adult's conduct. They know to whom they should pass these concerns.
- Appropriate checks are in place before staff start to work at the school. Additional support is provided when needed to make sure that staff who are newer to the school understand how the school keeps pupils safe.
- Pupils feel safe at the school. They can explain whom they can speak to if they are worried or have a concern.
- Leaders analyse the information that they keep about safeguarding. They use this to make sure that the curriculum reflects the risks that pupils face. For example, pupils understand the potential dangers of communicating with someone online. They can explain the impact of cyberbullying.
- The checks that leaders undertake enable them to spot where pupils' behaviour is presenting more issues. Leaders spot early signs that could indicate potentially serious behaviours. This enables them to intervene at an earlier stage.
- The school's safeguarding policy, which reflects the latest national guidance, is available on the school's website.

*Paragraphs 9, 9(a), 9(b), 9(c), 10*

- The school's behaviour policy is published on its website. It explains the approach that everyone at the school is expected to take to help pupils manage their own behaviour. Parts of this approach have been recently implemented. Staff understand this new approach.
- Staff feel well supported in implementing this policy consistently. This includes staff who are newer to the school. They say that senior leaders act straight away when staff find situations difficult to manage.
- The atmosphere around school is calm. There are warm relationships between staff and pupils around the dinner table at lunchtime. Pupils display patience while waiting to play dodgeball. They support each other when enjoying less structured time together on play equipment.
- Records are kept of poor behaviour. Recently, these have become more detailed, and leaders have scrutinised these more thoroughly. This has enabled leaders to adapt rules to prevent poor conduct, for example by limiting pupils' access to mobile phones during the school day.
- Pupils conduct themselves well around the site. Most pupils concentrate well in lessons. Those who need extra help to regulate their own behaviour receive it.
- Pupils value their personal, social, health and education lessons. They can explain the issues they have learned about in these lessons, including learning about appropriate relationships, the importance of consent and the need to treat each other respectfully. In lessons, they discuss bullying in a mature way.
- Pupils know that the system for dealing with inappropriate behaviour has changed. They understand that there is a focus on reflection and mending broken relationships. Most pupils feel that behaviour is improving, and all know whom they would tell if they felt that someone was being persistently unkind to them.

*Paragraph 14*

- There are appropriate numbers of staff to supervise pupils.
- Staff and pupils eat lunch together in the dinner hall. This enables staff to provide support to pupils informally and builds trusting relationships. Pupils appreciate this time that they spend with adults.

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

- All pupils have an individual risk assessment. These have been improved recently so that they better reflect individual pupils' additional needs and the actions that staff should take to keep pupils safe. Further strengthening of these took place during the inspection.
- Staff know how to use these risk assessments to support pupils to manage their own behaviour. They can explain how these assessments are amended when pupils' needs change, so that staff can be aware of individual pupils' prior experiences and behaviours.
- The school meets the independent school standards (the standards) that were checked in this part.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders have a realistic evaluation of what is working well at the school and what they still need to do to improve. They have a realistic plan of action that is well under way. They receive effective support from the company that is the school's proprietor.
- Leaders understand what they need to do to keep pupils safe. They are committed to pupils' well-being.
- Staff feel well supported. They feel that leaders are approachable and listen carefully to any issues that they have.
- There is appropriate help and support for the new senior leadership team. Those responsible for governance are reflective about how they can help everyone at the school work together in pupils' best interests.
- Systems are in place to monitor the quality of the school's work. These are reviewed as the needs of the school change.
- The school meets the standards in this part.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	122136
DfE registration number	941/6039
Inspection number	10333916

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

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	8 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	39
Number of part-time pupils	0
Proprietor	Cambian Autism Services Ltd
Chair	Farooq Sheikh
Headteacher	Sarah Stacey
Annual fees (day pupils)	£93,172
Telephone number	01908 542912
Website	<a href="http://www.cambianguroup.com/specialist-education/our-schools/asperger-schools/potterspurys-lodge-school/">www.cambianguroup.com/specialist-education/our-schools/asperger-schools/potterspurys-lodge-school/</a>
Email address	<a href="mailto:elaine.burns@cambianguroup.com">elaine.burns@cambianguroup.com</a>
Date of previous standard inspection	28 to 30 March 2023

### Information about this school

- All pupils at Cambian Potterspurys Lodge have an education, health and care plan. These typically name autism as the primary area of need, although many pupils also have a range of social, emotional, mental health and behavioural needs.
- The school's previous standard inspection took place in May 2023.
- The senior leadership team have taken up their positions since the previous inspection.
- There were no sixth-form students at the school at the time of the inspection.

- The school does not use any alternative provision.

## Information about this inspection

- The inspection was commissioned by the Department for Education following concerns raised about safeguarding arrangements, pupils' welfare, and leadership and management. The inspection was conducted without notice.
- The inspector met with the school leaders and regional leaders. She spoke by telephone with the director of education for the Cambian Group.
- During the inspection, the inspector met with groups of pupils both formally and informally. She toured the school during lesson times and at lunchtime.
- The inspector scrutinised the school's records in relation to safeguarding and behaviour. She met with the designated safeguarding lead and considered a range of documentation. The inspector scrutinised the single central record.
- The inspector spoke with a range of staff during the day.

## Inspection team

Hazel Henson, lead inspector

His Majesty's Inspector

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