

# SMS Changing Lives

Ferranti House, Wickentree Lane, Failsworth, Manchester M35 9AY

**Inspection dates**

19 June 2019

**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

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h) and 2(2)(i)*

- The school's curriculum will include a suitable range of subjects in key stage 3 and key stage 4. These subjects cover linguistic, mathematical, scientific, technological, human and social aspects, physical education, and aesthetic and creative education. Teaching is planned in detailed schemes of work and these are supported, where appropriate, by resources for pupils that match the assessment requirements of the qualifications offered.
- Since the first pre-registration inspection, leaders have extended the range of qualifications offered in the current operating alternative provision (AP) to include GCSEs in English, mathematics and science. In addition, a different programme for personal, social and health education (PSHE) has been adopted. Leaders also intend that all pupils will be offered the opportunity to take part in the Duke of Edinburgh's Award programme. Suitable training for the lead member of staff has already been organised.
- The careers education and guidance offered will build on that currently in place in the AP. It will include careers advice from external impartial advisers from the local authority careers service. Further advice and guidance will be made available from local businesses, personal mentors and past pupils from the provider's alternative provision. Leaders intend that some pupils will receive training as apprentices employed by the school after they have left the school as pupils, aged 16.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The proposed school's schemes of work include sufficient detail to allow teachers to plan for effective learning.
- Regular assessment is built into the planned learning so that the requirements of the external accreditation offered by the school can be met. The accreditation offered will allow pupils to specialise in particular aspects of vocational study or to follow courses

providing experience of a range of different vocational areas.

- Leaders have ensured that the proposed school has suitable resources. The specialist facilities provided are of a high standard. These include a training salon for hair and beauty, fitness and boxing gyms and a music technology room with its own recording booth.
- Staff already working in the AP, who will form the core team in the proposed school, are skilled in meeting the special educational and other needs of pupils, who have previously had poor experiences of school and displayed negative and, often, disruptive behaviour.
- The proprietor intends to staff the school with the existing staff, who are currently working in the proprietor's AP. These staff have good subject knowledge. They have positive relationships with the pupils provided for in the AP. These positive relationships give pupils confidence and they help them to learn.
- The standards relating to the quality of education are likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- The approaches developed in the AP promote the development of pupils' understanding of important values, such as tolerance and respect of others. Leaders intend that the school will continue these approaches to actively promote pupils' mutual respect and tolerance of those with protected characteristics, including gender, sexuality and different faiths and beliefs.
- Leaders have prepared well-thought-out programmes of study for PSHE and spiritual, moral, social and cultural education. Leaders have already demonstrated, through the AP, that the approaches in place are effective in improving pupils' previous poor behaviour and in helping them to understand the difference between right and wrong. The PSHE programme will be accredited using an externally provided qualification.
- Leaders have appropriate policies and procedures in place to ensure that extremist or partisan materials and views are not promoted. As part of their induction to the school, all staff will be trained in strategies to identify and act effectively on any concerns relating to extremism. This is in line with well-established procedures in the proprietor's currently operating AP.
- The standards relating to pupils' moral, social and cultural development are likely to be met.

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

*Paragraph 7, 7(a), 7(b)*

- The school's safeguarding policy and procedures were amended following the previous pre-registration inspection. After some further changes during this inspection, these documents now reflect the Secretary of State's current guidance about safeguarding.

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

- The school's policies concerning pupil's behaviour and bullying are fit for purpose.

They relate to the circumstances of this school and confirm the approaches already developed in the current AP. Some minor changes were made to the behaviour policy during this inspection. These made clearer the proposed school's approach to exclusion from school. Leaders intend that exclusion will only be used a last resort.

- The positive ethos and good behaviour already established in the AP indicate that leaders and other staff, already appointed to work in the proposed school, are likely to be able to implement these policies successfully.

*Paragraphs 11, 12, 13, 14, 15, 16(a), 16(b)*

- The school has an appropriate and comprehensive range of health and safety policies in place to ensure compliance with relevant laws. Necessary improvements to the school's arrangements for health and safety, including fire safety, identified at the previous pre-registration inspection have been fully addressed.
- The school has a suitable first aid policy. All staff currently intended to work in the school have current first aid certificates. Leaders have ensured that an appropriate number of well-stocked first aid boxes are distributed around the school.
- Leaders have established an effective electronic system to record and evaluate any incidents relating to health and safety, accidents or behaviour.
- Planned staff numbers are sufficient to ensure that pupils will be appropriately supervised when the school is operating.
- Leaders have established an electronic system to record pupils' admission to the school and their attendance. This system is currently used effectively in the proprietor's AP.
- Leaders have developed a suitable policy for risk assessment. Appropriate risk assessments are in place for aspects of the school and its work that may present a safety risk.
- The standards relating to welfare, and the health and safety of pupils are likely to be met.

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

*Paragraph 17, 18, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietor has ensured that all the pre-employment checks for staff and members of the proprietorial body, as set out in the Secretary of State's guidance about safeguarding and specified in this part of the standards, are properly completed.
- The proprietor requires staff and members of the proprietorial body to subscribe to the update service for disclosure and barring service checks. This will enable leaders to check that this aspect of the information about the suitability of such people is current.

*Paragraph 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 19(4)*

- Leaders do not intend to use any supply staff in the school. However, they demonstrate a secure understanding of the need to ensure that suitable checks are completed before any person undertakes any supply or contract work in school. Leaders have appropriate procedures in place to ensure that this happens for supply staff.

*Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The school's single central record contains the required information about staff currently appointed to work in the school and members of the proprietorial body.
- The standards relating to suitability of staff and proprietors are likely to be met.

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

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- Suitable toilet facilities are provided for the sole use of pupils. The disabled toilet is available for use by pupils, staff and visitors. Toilets are equipped with suitable signage and locks. The school has appropriate changing and showering facilities for pupils to use after physical education or work in the boxing gym.

*Paragraph 24(1), 24(1)(a), 24(1)(c), 24(2)*

- A room set aside as a medical room has been set up since the previous pre-registration inspection. This room has a suitable bed and washing facility, and is close to the toilets on the ground floor of the premises. In addition, leaders have provided a portable toilet within the medical room.

*Paragraph 25*

- The conversion of the premises for use as a school has been completed effectively. Leaders have plans to extend the facilities further into parts of the building that are currently not in use. Until such time as this happens, pupils' access to such areas will not be allowed; doors to these areas are locked.
- The maintenance issues identified at the previous pre-registration inspection have been fully addressed. For example, the extension to the fire alarm system has been completed, fire escape routes and unprotected windows have been made safe and signage of escape routes made clearer. Rubbish in the outside play area has been tidied up.

*Paragraph 26, 27, 27(a), 27(b)*

- The lighting and sound conditions of rooms are suitable. External lighting is in place at the entrance to the premises. Emergency lighting is installed and, as with other fire-safety equipment, maintained through a service contact with a specialist contractor.

*Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- Pupils will have access to drinking water at all times from clearly marked taps supplied by mains water in the proposed school's kitchen and cookery room. Pupils will also

have access to chilled, bottled drinking water kept in fridges located in the school's gym facilities.

- Washing facilities with hot and cold running water are available in all toilet facilities. The temperature of the hot water does not pose a scalding risk to users.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- Pupils will have access to a secure area that was formally a carport, to enable them to play and socialise. This area is suitable for most games, including small games of football. However, the height of the roof limits the height to which any ball or equipment can be thrown.
- The standards relating to the premises and accommodation at the school are likely to be met.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), Paragraph 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The proposed school currently does not have a website. The proprietor intends that one will be published once the school is registered. Arrangements for this are already in place. The proprietor and headteacher understand what should be published on the school's website, including the safeguarding policy.
- Leaders have paper copies of the school's policies and other required information. These are available to prospective parents, carers and placing authorities on request.
- Leaders have ensured that appropriate procedures are in place to report on pupils' progress and attainment to parents, as well as to local authorities that place children in the school. Leaders understand their responsibility to report on the income and expenditure of funds for any pupil placed in the school by a local authority. Leaders also know how they will provide information to support the annual reviews of pupils with education, health and care plans.
- The school has not been subject to any standard inspection.
- The standards relating to the provision of information are likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- Following minor amendment during this inspection, the complaints procedure fully complies with the requirements set out in the independent school standards.
- The implementation of the policy will ensure that any complaint is dealt with in a timely manner. Leaders will review any complaints to help the school learn from them and, where necessary, improve how it operates.
- The standards relating to the manner in which complaints are handled is likely to be met.

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

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

- Leaders have ensured that the standards in other parts are likely to be met.
- Leaders have used their experience in operating the current AP to prepare for the proposed school. The approaches to be used are tried and tested, and have proved successful. Leaders are determined for the school to provide the best possible learning and social experience for pupils. This includes meeting pupils' special educational needs. Leaders aspirations for pupils are high, for example as indicated by their preparation to offer GCSE courses.
- Leaders were systematic in following up weaker aspects of the planned provision identified in the previous pre-registration inspection. They know what is required by the independent school standards concerning the education and well-being of pupils.
- Leaders intend to strengthen senior leadership further by establishing a governing body or similar group of stakeholders, once the school is operating.
- The standards relating to leadership and management are likely to be met.

### Schedule 10 of the Equality Act 2010

- The promotion of equality will be intrinsic to the school's ethos and, in particular, to its PSHE curriculum. As a result, pupils are likely to develop a secure and appropriate understanding of fundamental British values. This will prepare them well for their current and future lives in modern Britain.
- 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.

## Proposed school details

Unique reference number	146646
DfE registration number	353/6004
Inspection number	10109159

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	Independent school
School status	Independent special school
Proprietor	SMS Coaching Ltd
Chair	Jonathan Davies
Headteacher	Anthony Rafferty
Annual fees (day pupils)	£38,000
Telephone number	0161 682 6462
Website	none
Email address	jonny@smscoaching.co.uk
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	38
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	25
Total hours operating as a school per week	16
Total hours of teaching provided per week	16



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	11-16	11-16	11-16
Number of pupils on the school roll	N/A	30	30

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	38	30
Number of part-time pupils	38	Not yet known
Number of pupils with special educational needs and/or disabilities	38	Not yet known
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	25	Not yet known
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	25	Not yet known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	9
Number of part-time teaching staff	0	To be determined depending on pupils' needs
Number of staff in the welfare provision	16	16

## Information about this proposed school

- SMS Changing Lives School will be an independent coeducational special school. It proposes to register for boys and girls aged 11 to 16 with SEND. The school aims to help prepare young people who may be 'hard-to-reach' learners for successful future lives in education, employment or training. Many of the school's pupils will have displayed challenging behaviour and experienced disrupted school experience in the past. The education provided will include individualised learning programmes that promote academic and life skills.
- The school is to be housed in an old electronics factory that has been refurbished to a high standard specifically to meet the needs of a school. It has purpose-built indoor sporting facilities, such as a well-equipped gym and boxing ring to support the teaching of sports studies.
- The school is not currently operating as a school. The premises are currently being used by the proprietor to provide part-time alternative educational provision for 38 pupils. The alternative provision provides a maximum of 16 hours tuition per week for a small number of pupils. This is part of a local authority temporary pilot scheme for vulnerable pupils. It is the proprietor's intention to continue to offer alternative provision for pupils from other schools as part of the new school. If the school is registered, it will provide full-time education for a smaller number of pupils as well as some continuing AP.
- All pupils are likely to have an education, health and care plan.

## Information about this inspection

- This was the second pre-registration inspection of SMS Changing Lives School. The first pre-registration inspection took place in March 2019.
- The inspector checked on the proposed school's compliance with the independent school standards, including those found unlikely to be met at the first pre-registration inspection.
- The inspector met with the owner of the proprietorial company, and with the headteacher.
- The inspector reviewed documentation, including the school's policies in relation to welfare, health and safety. A scrutiny of the proprietor's safeguarding procedures, including recruitment checks, was also undertaken. A tour of the school premises was undertaken jointly with the proprietor.
- The inspector visited classrooms to complete a series of short observations of teaching and learning in art, child care, English, hair and beauty, mathematics, PSHE and sports studies. These were being taught as part of the alternative provision currently operated by the proprietor in the proposed school's premises. He spoke with pupils and staff during these visits.
- In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.

## Inspection team

David Selby, lead inspector

Her Majesty's Inspector

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