

# Changing Lives

Nursery Farm, Isherwood Road, Carrington, Manchester M31 4BH

**Inspection date**

3 August 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

*Paragraph 2(1)–2(2)(i)*

- The proprietor has ensured that a suitable written curriculum policy is in place. This meets the ages and aptitudes of the intended pupils and students. Leaders have ensured that schemes of work set out what pupils and students will learn across a broad range of subjects.
- Leaders have the knowledge that they need to deliver the curriculum well. The proprietor has ensured that leaders receive appropriate support and guidance. This helps to ensure that leaders have a suitable knowledge of the curriculum.
- The proposed curriculum ensures that pupils and students will make progress and gain appropriate speaking, listening, literacy and numeracy skills. Leaders have a well-developed knowledge of the intended equine curriculum and have supplemented this with other subject curriculums. Leaders have established agreements with other colleges and independent schools so that pupils and students can sit a suitably broad range of examinations.
- Leaders have ensured that schemes of work promote an understanding of fundamental British values. Pupils' and students' personal, social, health and economic (PSHE) education will be supported by an appropriate scheme of work. This takes account of the statutory guidance.
- Leaders are in the process of recruiting staff for the school. They understand the subject knowledge and skills that staff will need to effectively deliver the curriculum. Leaders intend to provide staff with suitable additional ongoing training, as required.
- Leaders have significant experience of supporting pupils and students with special educational needs and/or disabilities (SEND). They demonstrated an effective understanding of how to support pupils and students who need additional help with their learning.
- Leaders intend to offer a range of planned activities and opportunities to enhance the curriculum further. For example, leaders plan to introduce pupils to a range of

professionals who work with animals to improve pupils' and students' understanding of possible future careers.

- Leaders plan to provide pupils and students with impartial careers information, advice and guidance, as part of the PSHE curriculum. Leaders are committed to providing pupils and students with suitable work experience opportunities.

*Paragraph 2A–2A(1)(g), 2A(2)*

- The proprietor has ensured that a suitable relationships and sex education (RSE) policy is in place. This policy takes account of the statutory guidance. Leaders intend to consult on the proposed content of the RSE curriculum with parents and carers when the school opens.
- Leaders have ensured that the intended RSE curriculum is supported by suitable schemes of work. These are tailored to the age and developmental needs of the intended pupils and students. Leaders intend to work with specialists, including health and social care professionals, to support the appropriate delivery of the proposed RSE curriculum.

*Paragraph 3–3(g)*

- Leaders have suitable subject knowledge for the subjects that they plan to teach. They have worked closely with leaders of an established independent school to improve their knowledge of some subjects further.
- Leaders have significant experience in supporting pupils and students to engage with, and learn from, small animals and horses. Staff are appropriately qualified to instruct pupils and students to gain skills, experience and qualifications from working on a farm, at a riding school and with animals.
- Leaders demonstrated a secure understanding of how they will check pupils' and students' learning. Staff will use assessment information to identify where pupils and students may have missed or forgotten prior learning. Staff will also use this information to plan activities to help pupils and students to address any gaps in their knowledge.

*Paragraph 3(h), 3(i), 3(j)*

- The behaviour management policy sets out leaders' high expectations of pupils' and students' conduct in lessons and around the school site. Leaders have ensured that the policy clearly outlines rewards and sanctions.
- Leaders intend to provide all staff with suitable training and support in regard to managing pupils' and students' behaviour. Leaders understand the importance of positive reinforcement and that physical intervention should only be used as a last resort. However, they are committed to ensuring that staff receive suitable training so that they have the understanding and confidence to use physical restraints safely, if required. Leaders have established a suitable system for recording any incidents of poor behaviour.

*Paragraph 4*

- Leaders have ensured that there is a suitable format in place for reporting to parents about their child's academic progress, achievement, attendance and their attitude to learning. Leaders intend to report this information to parents each term.

- The independent school standards in this part are likely to be met.

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

### *Paragraph 5, 5(a), 5(b)(i)–5(b)(vii)*

- Leaders are committed to promoting pupils' and students' spiritual, moral, social and cultural development. The intended curriculum pays due regard to promoting the tolerance and understanding of others. Leaders have ensured that the proposed curriculum allows pupils and students to learn about, and respect, the protected characteristics as defined in the Equality Act 2010.

### *Paragraph 5(c), 5(d)–5(d)(iii)*

- Leaders understand the need to ensure that pupils and students are offered a balanced presentation of opinions when learning about political viewpoints.
- The proposed curriculum provides opportunities for pupils and students to learn about different cultures and beliefs in modern Britain.
- The standards in this part are likely to be met.

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

### *Paragraph 7*

- The proposed headteacher and deputy headteacher will both be designated safeguarding leads (DSL). The proprietor has ensured that both have received suitable and up-to-date safeguarding training.
- Leaders have been trained in safer recruitment. This helps to ensure that the requirements for the checks on the suitability of staff are likely to be met.
- The safeguarding policy takes account of the latest government guidance. It explains the risks that pupils and students may face, such as child sexual exploitation and radicalisation. Roles and responsibilities are fully explained. The safeguarding policy makes clear that protecting the safety and welfare of pupils and students is everyone's priority. The proprietor intends for a governing board to monitor leaders' safeguarding processes regularly. Leaders intend for all staff to be trained frequently in the school's safeguarding arrangements. This includes how to raise concerns with a DSL, or other agencies, when required.
- The proprietor has invested in a system for staff in which to record concerns about pupils' or students' welfare. This system will enable leaders to establish a clear chronology of events. Safeguarding records will be stored securely.
- Leaders demonstrated a strong commitment to keeping pupils and students safe. They already work closely with local authorities when they need support and guidance for pupils and students who attend the on-site alternative provision.

### *Paragraphs 9, 10*

- Leaders have established suitable behaviour and anti-bullying policies. The policies provide staff with guidance on how to promote pupils' and students' positive behaviour. Any incidents will be recorded using an online system. Leaders intend to use this information to spot any changes in pupils' or students' behaviour and provide increased pastoral support when necessary.

### *Paragraphs 11, 12*

- The proprietor has ensured that there is a suitable health and safety policy in place. Leaders intend to provide all staff employed at the school with a detailed induction, which includes appropriate health and safety training.
- The buildings for the proposed school are compliant with the Regulatory Reform (Fire Safety) Order 2005 regulations. Smoke alarms, fire-fighting equipment and emergency lighting are in place and will be checked frequently by a competent person. Fire evacuation procedures are clearly displayed throughout the site. All fire exits are signposted and free from clutter. Leaders intend to practise fire alarm drills with pupils, students and staff on a termly basis.

### *Paragraphs 13, 14, 15*

- Leaders have a suitable first aid policy in place. The training that staff have received is appropriate and up to date. Leaders intend to provide appropriate first aid training to new staff as part of their induction programme.
- The proposed number of staff will ensure that pupils and students are adequately supervised throughout the day. Leaders intend to recruit additional staff as the school grows in pupil numbers.
- The admissions policy for the proposed school complies with the Education (Pupils Registration) Regulations 2006. Leaders understand the importance of raising concerns about pupil or student absences quickly, with parents or the responsible local authority.

### *Paragraph 16*

- The proprietor has ensured that a risk-assessment policy is in place. This policy provides staff with guidance on how to write risk assessments to mitigate risks to pupils and students.
- Leaders have established detailed risk assessments for activities, for example when pupils and students will be working with animals. These risk assessments are also reviewed regularly by the professional body for the riding school.
- The standards in this part are likely to be met.

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

### *Paragraphs 17–18(2)(e), 18(3)*

- Leaders understand the checks that need to be undertaken prior to staff working in the school. These include an enhanced criminal record check, and checks on staff's identification and right to work in the United Kingdom.

### *Paragraph 19*

- Leaders intend to use supply staff in the proposed school. Leaders understand the required checks that need to be completed before these staff work at the school.

### *Paragraphs 20(6)–20(6)(c), 21(1)–21(7)(b)*

- All the required checks for the proprietor and leaders for the proposed school have been completed. These include all safeguarding checks and checks under section 128 of the Education and Skills Act 2008.

- The proprietor intends to establish a governing board. Leaders understand the checks that members of the proposed governing board will require.
- The standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

### *Paragraph 23*

- Leaders have ensured that there are adequate toilets available to pupils and students. Separate toilets are available for use by girls and boys. Toilets can be locked from the inside to provide privacy. Suitable handwashing facilities are available. Water does not pose a scalding risk.

### *Paragraph 24*

- The designated medical area has a bed, blanket and pillow. There is a first aid kit and lockable cabinet for the safe storage of medicines. The room is opposite a toilet and sink that provides hot and cold running water.

### *Paragraphs 25, 26, 27–27(b), 28(1)–28(1)(d), 28(2)–28(2)(b)*

- Leaders ensure that the site is maintained to a high standard. Perimeter fencing is suitable. Leaders have clear risk assessments in place to mitigate the risk, should any pupil or student abscond.
- There is a dedicated car park, which is floodlit to ensure safe entry and exit to the site. Each building has suitable external lighting.
- The site has five arenas that leaders intend to use for horse riding. These provide opportunities for pupils and students to receive physical activity, and the proposed curriculum, during inclement weather. Other green spaces around the site allow for pupils and students to take part in physical education (PE) lessons. Benches and a café allow pupils and students to socialise.
- The three classrooms are suitably furnished for the proposed age of the pupils. The acoustic conditions, and lighting, within each room are conducive to learning. Each room has adequate heating and air conditioning available. There is satisfactory space for pupils and students who need additional help, or those with SEND, to receive individualised support.
- Dedicated rooms for the teaching of small animal care and animal grooming are appropriate for the intended purpose of each room. Leaders have ensured that the specialist equipment used to deliver these curriculums are well maintained and checked regularly.
- There is suitable changing accommodation and a shower for pupils or students to use following PE lessons or after working on the farm. The water is an appropriate temperature. All toilets have a dedicated sink.
- Leaders have ensured that pupils and students will have access to drinking water throughout the day. Sources of drinking water, and non-drinking water, are clearly labelled.

### *Paragraph 29*

- There is extensive outdoor space available for pupils and students to take part in PE, the intended equine curriculum, and to play and socialise. These spaces are well maintained and attractive.
- The standards in this part are likely to be met.

## Part 6. Provision of information

### *Paragraph 32*

- The proprietor has a clear vision for the proposed school. This is reflected in the intended curriculum, the details of which are available on request.
- The proprietor intends to launch a website for the proposed school. They understand the requirements for information that must be available on the website when it is launched. This information is currently available on request.
- Leaders have created an appropriate format for reporting pupils' and students' progress to parents and placing local authorities. This will be reported on every term, and will include comments on pupils' and students' behaviour, attendance, academic achievement and their attitudes to learning.
- Leaders have prepared a suitable format for the commissioning authorities with annual statements of income and expenditure for pupils with education, health and care (EHC) plans.
- The standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The proprietor has ensured that a suitable written complaints policy is in place. The policy details the stages that are to be followed should there be a complaint.
- The policy details the requirement for an independent member to attend a panel hearing at the relevant stage of the complaint. The policy states that the complainant may be accompanied at any panel hearing.
- The policy is available to parents on request. Leaders intend for the policy to be available on the proposed school's website when this is launched.
- The standards in this part are likely to be met.

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

### *Paragraph 34*

- The proprietor and leaders demonstrated a suitable knowledge of the independent school standards to ensure that they will be met consistently. The proprietor intends to establish a governing board to strengthen further the oversight of leaders' work in the school. The proposed governing board will include parent and community governors.
- The proprietor has ensured that there is a suitable curriculum in place. The proposed curriculum is likely to meet the needs and ages of the intended pupils. Leaders

demonstrated a clear understanding of how to deliver the intended curriculum. They are experienced in providing short-term education and support to pupils and students who attend the current on-site alternative provision. When required, leaders liaise with other professionals, such as the virtual school, to ensure that pupils' and students' needs are met well.

- The proprietor has ensured that all the standards relating to the safety and welfare of pupils, students and staff at the school are likely to be met.
- The standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan in place. This meets the requirements of schedule 10 of the Equality Act 2010.

## **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	149213
DfE registration number	358/6010
Inspection number	10246527

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 school
Proprietor	Carrington Riding Centre Ltd
Chair	Kevin Groos
Headteacher	Ali Tottem
Annual fees (day pupils)	£26,000
Telephone number	0161 969 5853
Website	No website
Email address	info@carrington-rc.com
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	11 to 18	11 to 18
Number of pupils on the school roll	0	40	40

### 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	40

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

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	As required
Number of part-time teaching staff	0	As required
Number of staff in the welfare provision	0	As required

### Information about this proposed school

- The proposed school will cater for up to 40 boys and girls aged 11 to 18. Leaders intend to provide education for pupils with SEND. The majority of pupils are likely to have an EHC plan.
- Places at the school will be commissioned by local authorities.
- Leaders are currently operating an unregistered alternative provision on the same site. Pupils and students attend the alternative provision on a part-time basis. They are placed by local authorities and remain on their home school's register. However, the proposed school is not currently operating.
- Leaders do not plan to use any alternative provision for pupils or students.

## Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the first pre-registration inspection of Changing Lives.
- During the inspection, meetings were held with the proprietor and senior leaders.
- The inspector checked evidence relating to the curriculum, including schemes of work and the curriculum policy.
- The inspector reviewed the proprietor's policies in relation to welfare, health and safety. A scrutiny of the safeguarding procedures, including recruitment processes and checks, was also completed.
- The inspector spoke on the telephone to a representative of a local authority that currently uses the on-site unregistered alternative provision.
- The inspector toured the proposed school's grounds, including classroom buildings, with senior leaders.

## Inspection team

Adam Sproston, lead inspector

Her Majesty's Inspector

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