

# In Toto Ed Cambridge

Unit 7/8 Fordham House Estate, Newmarket Road, Fordham CB7 5LL

Unique reference number (URN): 152316

## **Pre-registration inspection report:**

30 January 2026

### **Overall outcome**

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

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

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards (the standards) consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor body consists of a number of highly knowledgeable and experienced professionals. This extensive knowledge has been effectively harnessed to design a well-balanced and ambitious curriculum, as well as to develop the optimal learning environment and therapeutic approach for pupils.

The proprietor has a secure understanding of the standards. They recognise their statutory requirements and the need to ensure that all new leaders have up-to-date and detailed knowledge of the standards. A robust induction programme is in place to ensure that those responsible for compliance with the standards have the knowledge required to do so.

A governing body is in place at the proposed school. It has equally specialist knowledge of both special educational needs and/or disabilities (SEND) education and of the standards. The proposed governance structure is rigorous and is likely

to enable the governors and the proprietor to ensure that all statutory duties are met.

The proposed school has been created with the specific needs of pupils in mind. A purposeful therapeutic package is in place, including both integrated therapy and high-quality teaching in classrooms, as well as specialist therapeutic interventions from a range of external providers.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

## **Part 1. Quality of education provided**

### **Curriculum**

The proposed school has an ambitious curriculum in place, which has been adapted to meet the complex needs of the pupils likely to attend. This takes into account pupils' specific special educational needs and/or disabilities. The curriculum extends from the earliest stages up to the end of key stage 4 and is designed to enable pupils to access a full suite of GCSEs and other accreditations.

There is a focus on ensuring that all pupils will leave with secure foundational knowledge in literacy and numeracy. This aspect of the curriculum is prioritised to ensure that pupils have the knowledge required to access future learning. This includes the use of a validated phonics programme, which proposed staff will be trained to implement. Well-sequenced schemes of learning are in place for both English and mathematics and are intended to be adapted for inclusion within each pupil's individual curriculum programme.

All pupils who will attend the school will have an education, health and care (EHC) plan. The proprietor has used its extensive understanding of pupils with social, emotional and mental health needs to design a rigorous and appropriate therapeutic offer. This will include highly trained therapy professionals providing specialist support to pupils, working alongside the integrated therapeutic approach that all staff will be trained to implement, upon arrival at the school.

There is a well-considered personal, social, health and economic (PSHE) education curriculum in place. It includes a schedule of learning on careers for all pupils, as well as age-appropriate relationships and sex education (RSE) for the secondary-aged pupils proposed to attend the school. The curriculum content aligns with the RSE policy, which is already published on the school's website.

The proprietor intends to employ qualified teachers to provide specialist teaching to pupils. They intend to recruit teachers who will be able to support pupils to access the range of accreditations on offer.

### **Assessment**

When pupils arrive, a structured assessment approach is in place to identify their gaps in foundational knowledge. Information from these checks will be used to fine-tune the personalised curricula for each pupil.

The proprietor recognises that many pupils will arrive with significant gaps in education and knowledge. Therefore, the initial focus for all pupils will be to ensure therapeutic and personal readiness to learn and to work as part of a group. The initial assessment period will provide an opportunity for a broader analysis of pupils' personal and social development needs, so that targeted support can be rapidly implemented, enabling all pupils to access the broad and ambitious curriculum.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

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

The school's curriculum offer for pupils' wider development brings fundamental British values to life in concrete and relevant ways. Lessons and assemblies will explore key themes related to these values, including political parties, through measured debate and the rule of law through topics such as knife crime or county lines. This aims to help pupils understand how these concepts apply to real life.

Pupils across the school will learn about various British institutions and democracy. A meaningful pupil voice system will be implemented to support pupils' understanding of democracy. This approach will also teach pupils the positive impact that sharing their views and ideas can have.

The curriculum also introduces different faiths, beliefs and worldviews to prepare pupils for life in modern Britain. This includes the study of well-known religions as well as beliefs pupils may be less familiar with, such as humanism. Religious education schemes of work are well-planned. Coupled with the cultural content woven into the PSHE curriculum, pupils will be offered an education that helps them build genuine respect for and understanding of a broad range of traditions and beliefs. This will include content that develops pupils' broader understanding of difference, including enhancing pupils' knowledge of the unique characteristics that are protected by law.

Pupils will have rich and practical opportunities to understand themselves and their responsibilities. The relational behaviour model, supported by restorative conversations and clear expectations in the code of conduct, will help pupils recognise right from wrong and reflect on the impact of their choices.

The proposed school has planned a range of extra-curricular activities, talks from external professionals, and visits to parks or local amenities, all of which are targeted towards pupils' social and personal development, teaching them how to be positive and purposeful members of society.

The proprietor has prioritised political impartiality in the design of the personal development programme, with clear safeguards considered to ensure that this in daily practice. These include staff training on political neutrality, as well as the use of resources checked to ensure the presentation of balanced viewpoints. During election periods, staff will receive reminders and guidance so that, whenever political issues arise in lessons, assemblies, or wider activities, pupils encounter a fair and balanced presentation of opposing views.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

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

#### **Safeguarding**

Safeguarding leaders have extensive knowledge in this field and are well aware of the contextual risks faced by the proposed pupil groups. They have proactively implemented a PSHE curriculum to teach pupils about online and community safety, as well as how to recognise and maintain positive and healthy relationships.

A robust system is already in place for recording safeguarding concerns. All staff will receive annual safeguarding training on the school's procedures and practices, in addition to regular safeguarding updates throughout the school year. Staff will also be trained on how to record safeguarding concerns effectively.

The proprietor will prioritise safeguarding oversight in the school. The governing body will include a safeguarding expert who will work closely with school leaders to ensure that provision aligns with statutory legislation.

#### **Behaviour and supervision of pupils**

The school has a behaviour policy that clearly sets out the therapeutic and relational approach to support pupils.

All staff will be trained to implement this approach effectively, including how to hold restorative and positive conversations with pupils to support self-regulation and engagement.

A well-structured recording system is in place, which proposed school leaders will regularly oversee. They plan to review and analyse behaviour information to refine support for groups of pupils or individuals.

### **Anti-bullying**

The proposed anti-bullying policy is appropriate and published on the school's website. As with the behaviour policy, it clearly sets out potential consequences for poor pupil conduct and the approach for addressing any instances of bullying, including the management of allegations.

### **Health and safety, fire and first aid**

The school has clear first-aid and health and safety policies. These outline the processes in these areas and the responsibilities of individuals in both the school and governance. They also detail the training and support staff will receive to implement these policies effectively.

The proprietor has ensured that the school building complies with the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has been completed and all required actions have been addressed. Personal emergency evacuation plans will be created and reviewed following each scheduled fire drill, if required.

The proposed school has a clear schedule of daily, weekly and termly health and safety checks, including water, fire safety systems, internal and external lighting, and the general condition of the site. Records of these checks are maintained and clearly stored.

The school site is appropriate for the proposed number of pupils. The proprietor's staffing plan will provide adequate support and supervision, considering the complex needs of the pupil cohort.

### **Admissions and attendance**

The structure for admissions and attendance registers is already in place and will be maintained in accordance with paragraph 15 of the standards. The proposed school has high expectations for pupils' attendance and will prioritise building relationships with pupils and their parents and carers to identify and address barriers to attendance.

## **Risk assessment**

The risk assessment policy provides clear guidance on creating suitable risk assessments for a variety of activities. A range of risk assessments is already in place to ensure that pupils can access the site fully. These assessments cover the use of equipment and spaces within the school and mitigate risks during off-site activities. All reviewed risk assessments are purposeful, well-written and appropriate.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

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

### **The recruitment checks made on staff, supply staff and the proprietor**

Members of the proprietor body have completed safer recruitment training, meaning they have already carried out, and will continue to carry out, the required checks on school staff.

The proprietor understands the checks required for agency staff and contractors, and these checks are conducted regularly and robustly.

All required checks have been carried out on members of the proprietor body and the governing body. Leaders are clear on the specific checks required when employing staff, including cases where individuals have lived or worked abroad.

### **The single central record of these recruitment checks**

An electronic Single Central Record (SCR) is in place, containing all required information on recruited staff and members of the proprietor body. The SCR is regularly monitored by both the proprietor and the governing body.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

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

### **Toilet and washing facilities, water supply, changing accommodation and showers**

The school has a sufficient number of toilets and washing facilities to meet the needs of the proposed pupil cohort.

Adequate hot and cold water supplies are available for both washing and drinking.

The school provides adequate space for pupils to change and shower following physical education activities.

### **Medical room and accommodation for pupils' therapy needs**

The medical room is well equipped, containing a sink, bed and locked cupboard for controlled medication, as well as being close to a toilet. A medicine administration record file and accident report book are in place and fully understood by school leaders.

The proprietor has designed multiple spaces throughout the school where pupils can access both internal and external therapeutic support.

### **Ensuring the health, safety and welfare of pupils**

Robust risk assessments, together with clearly identified roles of responsibility for health and safety, work to provide the safest environment for pupils. The school sets clear expectations for how pupils should conduct themselves within the school.

The site has been carefully designed to ensure pupil safety, with a suitably high fence surrounding the main educational buildings. While some learning will take place beyond these gates, safety procedures are in place to ensure that pupils can access additional buildings safely and appropriately.

### **Lighting and acoustic conditions**

Classrooms are light, airy and provide ample natural light through large windows. All windows are secured to reduce the risk of pupils absconding from the school site.

Classrooms are quiet, calm and purposeful spaces. In some rooms, sound insulation is installed to prevent distractions to pupils in other learning areas.

### **Outdoor space**

The outdoor space is expansive and well maintained, providing a large area for pupils to use during social times and physical education activities.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

## **Part 6. Provision of information**

The school has a functioning website that contains all required policies and information as set out in the standards. This includes a well-written safeguarding policy detailing the school's procedures, as well as an appropriately crafted behaviour policy that clearly sets out the consequences for poor behaviour.

The school has considered how it will inform parents and carers and other stakeholders, such as the local authority, of each pupil's progress during the school year. A well-considered report template has been developed for this purpose and will be provided annually.

The proposed school has effective SEND and curriculum policies in place, setting out the provision and curriculum offer for the proposed pupil cohort. Both documents consider how a range of SEND needs will be met, as well as the needs of pupils who speak English as an additional language. The proprietor is clear on how the school will work with agencies, such as the local authority, to ensure that provision for pupils with an EHC plan is appropriate.

The proprietor understands the requirement to record previous years' academic outcomes and the number of complaints. It has already been determined where this information will be included on the website, when applicable.

A published complaints policy on the website provides clarity to parents regarding the channels available for raising concerns.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

## **Part 7. Manner in which complaints are handled**

The proposed school has a clear, well-structured complaints policy in place, which is published on the school's website.

The policy sets out the stages of the school's complaints process, including who will be involved at each stage and the expected timescales. It also outlines the rights of complainants to receive support when attending meetings. The policy clearly indicates to all stakeholders the potential outcomes of a complaint.

Complaints will be stored centrally by those responsible for compliance within the proprietor body. Both the governing body and the proprietor will have oversight of all complaints to ensure adherence to the policy and that appropriate actions are taken.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

### The school's accessibility plan

The school has an appropriately written accessibility plan that demonstrates how pupils, with a range of needs, can access the school facilities, curriculum and wider opportunities. The accessibility plan aligns with the requirements of the Equality Act 2010.

The proprietor has ensured that standards are likely to be met if the DfE decides to register the provider as an independent school.

### About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

The proprietor for this school is In Toto Ed Cambridge Ltd. The proprietor does not currently have any other registered independent schools.

In Toto Ed Cambridge is located at the following address: Unit 7/8 Fordham House Estate, Newmarket Road, Fordham CB7 5LL.

Pupils who will attend the proposed school will have complex SEMH needs. They are likely to have missed significant periods of time at school prior to arriving here. All pupils will have an EHC plan.

The proprietor does not intend to use alternative provision.

### Lead inspector

Nina Marabese	His Majesty's Inspector
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### Team inspector

Daniel Short	His Majesty's Inspector
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### About this proposed school

Proprietor	In Toto Ed Cambridge Ltd
Headteacher	Emily Gunton
Type of school	Other Independent Special School

Capacity	36
Number of full-time pupils of compulsory school age on roll	<b>Provider's proposal: 36</b>
Number of part-time pupils of compulsory school age on roll	<b>Provider's proposal: 0</b>
Number of pupils with special educational needs and/or disabilities on roll	<b>Provider's proposal: 36</b>
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	<b>Provider's proposal: 36</b>
Age range of pupils	<b>Provider's proposal: 11 to 16</b>
Gender of pupils	<b>Provider's proposal: Mixed</b>
Total hours operating as a school per week	<b>Provider's proposal: 25</b>
Total hours of teaching provided per week	<b>Provider's proposal: 25</b>
Number of full-time equivalent teaching staff	<b>Provider's proposal: 15</b>
Number of part-time teaching staff	<b>Provider's proposal: 6</b>
Annual fees for day pupils	£63,336.50 to £96,078.25
Email address	cambridge@in-toto-ed.com

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