

# Cambian - Pilsworth

c/o Tyldesley School, Shuttle Street, Tyldesley, M29 8BS

**Inspection dates** 8–9 October 2014

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

## Summary of key findings

### This is a good school because

- The school's senior leaders and the proprietor's representatives work effectively together to ensure that teaching is good and has a positive impact on students' progress.
- Students who enter the school with a hostile or disaffected attitude to education, settle quickly into regular attendance and enjoyment of their learning.
- The school, in cooperation with the students' residences, provides a safe and secure environment where students develop trust and confidence in the adults with whom they work.
- Students make good progress in their literacy and numeracy skills, particularly through good teaching of accredited courses in English and mathematics.
- The quality of teaching is good and enables the school to provide a variety and breadth of suitable learning experiences for students.
- The strong links established with the company's local secondary school, contributes effectively to the quality of staff expertise, training and the management of their performance.
- Students' achievement is good and they make good progress towards a range of qualifications and awards.
- Good arrangements for the assessment of students' work ensure that teachers have an accurate knowledge of the current level at which students are working.

### It is not yet an outstanding school because

- The quality of teaching is not outstanding and does not enable students to make outstanding progress.
- The materials used to support learning are not always of a high enough quality to promote outstanding learning.
- The punctuality and attendance of students occasionally limits the amount of work covered, particularly at the start of the day.
- The improvement of students' handwriting, grammar and spelling is not always reinforced sufficiently across all subjects taught.
- Information gained from accurate assessment is not always used fully to maximise the progress of students.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was conducted with one day's notice.
- The inspector observed three lessons taught by three teachers. The work and achievements of current and previous students were scrutinised. A number of school policies and records were read and discussed.
- Discussions were held with the company's regional operations manager, the headteacher, the designated lead teacher for education and additional members of staff. Questionnaire responses from nine members of staff were considered.
- There were insufficient responses to Ofsted's 'Parent View' questionnaire to inform the inspection evidence. A meeting took place with the carer for one student.

## Inspection team

David Young, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a small school, which provides education for students with behavioural, emotional and social difficulties. The students placed at the school are resident in accommodation provided by the parent company, The Cambian Group. Many of the students are in the care of the local authority.
- The school works closely with the company's larger secondary school. The two schools share teaching staff and management arrangements.
- The school is registered to admit boys and girls in the age range 10 to 18 years. None of the current students have a statement of special educational needs.
- The school's vision is, 'to provide an all-inclusive approach to education, encompassing learning in and outside the school, to create a better experience of 'school' and to support transition into adult life'.
- The school was last inspected in June 2011.

### What does the school need to do to improve further?

- Improve the quality of teaching and students' achievement to outstanding by:
  - ensuring that students' attendance and punctuality are always good
  - providing a consistent approach to the improvement of students' handwriting, grammar and spelling in all subjects studied
  - extending the range of materials available to support students' learning
  - ensuring that all staff use existing student performance data effectively so that the progress of students is always maximised.

## Inspection judgements

### The leadership and management are good

- The quality of leadership and management is good because senior leaders and teaching staff have high expectations for excellent teaching resulting in rapid progress in students' achievement and personal development. The school's leaders are aiming for outstanding provision and outcomes and are aware of the developments required to move the school forward at an accelerated pace. While teaching is consistently good it is not sufficiently consistent to ensure outstanding achievement for all students.
- The headteacher and lead teacher for the school work together effectively to ensure that students are provided with a suitable range of learning experiences and activities. They make excellent use of a number of well qualified and committed staff to provide a varied and interesting timetable of subjects which meet all the required areas of learning.
- The excellent relationships established between students and staff enable students to develop their self-confidence and to recognise that success is achievable. This makes a strong, positive contribution to students' behaviour and personal development; as a result they are encouraged to take on the challenge of working towards examination success.
- Students are encouraged to understand the needs and challenges facing young people in different countries and cultures, including making a positive contribution to the annual Children in Need campaign. The cultural diversity among the staff is used positively to encourage students to develop understanding and respect for differences of belief and lifestyle.
- The school's policies include a clear statement about the requirement for a balanced and non-partisan approach to any controversial political, religious or lifestyle issues in the curriculum.
- The school's senior leaders have a good understanding of the strengths of the school and effective procedures for forward planning. The school's annual review and development plan identify challenging areas for improvement, together with plans for implementation which are quickly acted upon.
- The school's leaders work effectively with external agencies and placing authorities to ensure that students' individual needs are well understood. As a result, appropriately skilled staff are provided to enable students to overcome their barriers to effective learning.
- The proprietors, working effectively with residential and education staff, have ensured that the premises, arrangements for fire safety, information for parents and carers, and the complaints procedure meet regulatory requirements.
- The school's senior leaders, working effectively with the company's representatives, have demonstrated the capacity to maintain and improve the quality of teaching and students' achievement. Their robust analysis of the quality of teaching is used effectively to identify and implement areas for improvement.
- **The governance of the school:**
  - The company's regional operations manager works effectively with the school's senior leaders to ensure an appropriate level of accountability for the school's performance. A suitable analysis of the school's performance data informs a continuous dialogue between the proprietor's representatives and the school's senior leaders.
  - Procedures for all aspects of safeguarding, including staff recruitment and training, meet statutory requirements and are implemented to a high standard.
  - Arrangements for the management of staff, and reward for effective performance, are based on suitable evidence gained from classroom observations, supervisions and target setting.
  - The school's governance arrangements have ensured a good curriculum, effective teaching and good student achievement. The arrangements for the spiritual, moral, social and cultural development of students are implemented well and kept under regular review. All of the independent school regulations are met.

### The behaviour and safety of pupils are good

- The good behaviour of students has a positive impact on their learning and their academic achievement.
- Once settled into the expectations of the school, students take an interest in the subjects and activities provided and begin to develop the confidence to succeed. This success is based on excellent relationships with the staff; students learn to trust the adults with whom they work and are willing to accept advice and instructions.
- Students arrive at the school with largely negative previous experiences of education and take time to

settle. Their behaviour and attitudes to learning are not outstanding because, occasionally, their punctuality at the start of the day, or their ability to engage with a full day's learning, take a little time to settle and improve.

- There are very few recorded incidents of misbehaviour or aggression. The school has an effective system of rewards and incentives in place and students respond positively to the interesting range of activities provided. The school's records of students' attendance and behaviour show a marked improvement over time.
- The school provides suitable opportunities for students in this small school to develop working relationships with a larger group of students. For example, off-site physical education takes place with students from the company's larger secondary school. This has a strong, positive impact on students' ability to work as part of a group and to respect the needs and views of others.
- The school provides a number of opportunities through the content of the subjects taught, including citizenship and personal, social and health education (PSHE), for students to develop moral and cultural awareness. The study of the democratic process was highlighted during a local election at the time of the inspection, and a number of off-site visits are used to introduce students to services and institutions, such as the Manchester Science Museum, in the local and wider area. Students are provided with a range of opportunities to develop their knowledge and understanding of modern Britain.
- The school's work to keep students safe and secure is outstanding. Arrangements for the recruitment of staff, training of staff in safeguarding, fire safety and first aid, follow robust guidelines and are implemented and reviewed thoroughly.
- The school's senior leaders work continuously and effectively with the staff in students' residences to ensure that all risks are assessed, that levels of supervision are appropriate and that the individual characteristics of students are sensitively and rigorously assessed and responded to.
- Questionnaire responses and discussions indicate that the staff and students' carers recognise that behaviour in the school is managed well.

### **The quality of teaching** is good

- The quality of teaching is good and enables students to make good progress from a variety of starting points and previously disrupted educational experience.
- The school's senior leaders make effective use of a well-qualified and experienced staff team. The majority of staff are based at the company's larger secondary school and benefit from the available training and team work. This enables the school to provide an appropriate timetable of varied experiences and subjects for each student in attendance at the school.
- Teachers understand that they are working with students who require considerable patience and sensitivity to encourage them to give of their best. They are successful in motivating students, enabling them to improve their behaviour, and to succeed in achieving a range of well-chosen qualifications.
- Teachers are skilled at questioning students' knowledge and helping them to develop a deeper understanding. As a result, students develop the ability to reflect on their answers and to refine and extend their initial responses, for example, in consideration of the effects of illegal drugs in a science lesson.
- The staff have prepared suitable schemes of work which ensure that the subjects taught are developed in a well-paced manner which builds on previous learning. The staff have the expertise and experience to adapt the learning activities to the individual needs of students who have generally missed significant periods of previous education.
- Students' work is marked carefully with a focus on the extent to which students acquire the desired knowledge and understanding of the subject content. Students are also assessed on their ability to apply the skills learned in new contexts. The staff have a good understanding of the standards required to achieve the various external accreditations available, however, there is not a consistent understanding of the rate of progress required to raise achievement to outstanding in the time available.
- Reading, writing, communication and mathematics are taught effectively. There is a less consistent focus on improving students' handwriting, grammar and spelling across all subjects studied.
- The range of resources used is adequate to promote effective learning and staff are imaginative and creative in designing engaging activities for the pupils. However, the resources used do not include sufficient high quality attractive visual material and there is an over-dependence on filling in responses on worksheets. As a result, students are not always encouraged to develop their writing skills sufficiently or to consider the quality of their presentation.
- Excellent opportunities are provided for the development of students' practical and social skills through

off-site physical education activities. For example, the current accredited course at a local dry slope skiing centre is resulting in outstanding participation and achievement by students.

- As a result of good teaching, students are enabled to achieve external accreditation in a range of subjects. The qualifications achieved ensure that students are well prepared to continue with their education in future placements or to enter employment successfully.

### The achievement of pupils

is good

- The achievement of students is good as students make good progress from a variety of starting points; these are mostly well below the national average for their age on entry to the school.
- The majority of students are placed at the school for relatively short periods of time. All students in Key Stages 3 and 4 study externally accredited courses. All those who have been placed at the school since the last inspection have made progress towards entry level certificates or functional skills awards at Levels 1 or 2 in English and mathematics, mostly achieving success in both subjects.
- Literacy and numeracy are given an appropriate priority in students' timetables and the skills and knowledge gained are applied across the full range of subjects studied. Students also develop their skills in the use of information technology in a number of subjects. Students are encouraged to research topics and to view and discuss a variety of video resources which contribute effectively to their motivation and learning.
- Those students who complete their Key Stage 4 studies at the school achieve examinations and accreditations which enable them to move on the further courses of study or employment. Recent students have achieved foundation and higher grade GCSE passes in a range of subjects including English, mathematics, science, art and design, history, physical education and information and communication technology (ICT).
- The successes achieved by students are based on a careful response to the personal interests and aptitudes of each individual. Success at GCSE, functional skills and entry level, is supplemented by the achievement of accreditation in additional areas such as health and social care, preparation for working life, food technology and child development.
- Occasional outstanding success is experienced by individual students, including for example, an A\* grade in ICT achieved after one year of study.
- The school's provision for physical education enables students to achieve outstanding success, for example in skiing, accredited by the national governing body for the sport.
- The good quality of teaching, together with the range of subjects and activities provided, enables students to achieve academic success. Students' success with their accredited learning also helps to develop their self-confidence and willingness to take on new challenges in their learning.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	131384
<b>Inspection number</b>	447247
<b>DfE registration number</b>	354/6017

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, 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.

<b>Type of school</b>	Special school for students with behavioural, emotional and social difficulties
<b>School status</b>	Independent school
<b>Age range of pupils</b>	10–18 years
<b>Gender of pupils</b>	Mixed
<b>Proprietor</b>	Cambian Group
<b>Chair</b>	Stephen Bradshaw
<b>Headteacher</b>	Garfield Binns
<b>Date of previous school inspection</b>	21 June 2011
<b>Telephone number</b>	01942 877660
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