

# Cambian Lunts Heath

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

## Inspection dates

11–12 February 2015

## Overall effectiveness

**Inadequate**

**4**

Leadership and management	Inadequate	4
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4

## Summary of key findings

### This is an inadequate school

- Pupils make little or no progress during their time in the school.
- A lack of clear information about what pupils know and can do means that their learning needs are not identified and they are not offered appropriate courses of study.
- Teachers do not have a clear understanding of the needs or abilities of their pupils and are unable to plan lessons that will encourage them to participate effectively in learning.
- Attendance at lessons delivered within the school is poor.
- Teachers do not liaise with vocational training providers and so are unaware that pupils are performing significantly better there.
- Unclear recording of lesson planning prevents managers from accurately identifying weaknesses in teaching and learning.
- Inadequate leadership and management have meant that behaviour and safety requires improvement, and teaching and achievement are inadequate. The proprietors have not ensured that all of the independent school regulations relating to the quality of education are met adequately. Leaders, managers and the proprietors have been unable to halt the decline in the quality of education since the previous inspection.

### The school has the following strengths

- The proprietors are keen to improve the school and have already begun to take action, including engaging an external consultant as a school improvement partner.
- Pupils make good progress with their vocational training providers and are proud of their work there.
- Pupils with behavioural and emotional difficulties are well supported to develop social skills and improve their behaviour.

### Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Information about this inspection

- This inspection took place at one day's notice.
- The inspector spoke to pupils, teachers, non-teaching staff and leaders and managers. He held telephone conversations with members of the proprietorial body, the school improvement partner and a social worker from an authority placing pupils in the school. He visited Cornerstones, a vocational education provider used by the school.
- No teaching was taking place in the school at the time of the inspection. However, the inspector examined samples of pupils' work in the school, at the group's central school and at the vocational education provider's premises as well as records of lessons and assessments.
- In order to check compliance with the independent school standards, the inspector checked staff records, subject documents and school policies.
- The inspector considered survey responses from four members of staff. There were insufficient responses to the Parent View online questionnaire to be taken into consideration.

## Inspection team

Michael Glickman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Cambian Lunts Heath is a small special school in the North West of England, providing education for up to two pupils aged between 10 and 18 years of age who have behavioural, emotional and social difficulties. There are currently no pupils in the sixth form.
- The school has recently undergone a number of changes of ownership. It is currently owned by the Cambian Group, a national company which has a number of residential provisions and special schools in the area. It aims to 'provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential'.
- Pupils may be educated within the school, in the Cambian Group's central school in Tyldesley or in further education or vocational training centres. Teaching within the school is carried out by a team of peripatetic teachers and tutors who cover all the group's schools in the area. The school uses Cornerstones and the Prince's Trust as alternative education providers.
- No pupil has a statement of special educational needs or a health and education plan. No disabled pupil currently attends the school.
- The school was last inspected in September 2011, when it was judged to provide a good quality of education.

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

- Teachers must improve pupil achievement by:
  - consistently using methods which secure pupils' interest and encourage them to participate in lessons
  - liaising with vocational training providers to identify good practice which can be incorporated into the school.
- Leaders and managers must improve teaching by:
  - introducing consistent assessment and recording procedures to ensure that all staff have a clear understanding of pupils' current standards and progress so that they can deliver lessons that match pupils' abilities
  - ensuring that all staff accurately record their lesson planning to enable accurate monitoring and continuity of teaching
  - ensuring that good resources are available to promote learning.
- The proprietors must introduce systems that enable all staff to have easy access to lesson plans and teaching materials at all times. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

### The school must meet the following independent school standards.

- The proprietor must ensure that teaching at the school:
  - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
  - fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
  - involves well planned lessons and effective teaching methods, activities and management of class time
  - shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
  - utilises effectively classroom resources of a good quality, quantity and range
  - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(f), 3(g)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

## Inspection judgements

### The leadership and management are inadequate

- Inadequate leadership has meant that the school does not have a positive culture in which teaching and good behaviour can flourish.
- Leaders and managers have not ensured that teaching in the school enables pupils to make progress. They are aware of many of the problems but the actions they have taken have not yet resulted in improvement. Leaders do not rigorously monitor the progress of pupils at alternative education providers, although they are aware of their attendance and behaviour. They have not ensured that all the independent school regulations are met and this results in a detrimental impact on pupils' academic development.
- The headteacher of the school is based at the Cambian Group's central school in Tyldesley and is responsible for around 25 schools in the area. These are served by peripatetic teachers who are supervised by lead tutors, who form a middle management tier. However, this tier is not yet fully effective in relation to this school. The headteacher is aware that staff have a range of qualifications and experience and is developing links with other schools to enable them to gain classroom experience. A range of appropriate professional development opportunities are offered to staff through staff development days and via online training.
- A lead tutor directly monitors teaching in the school through termly lesson observations, the results of which are fed back to teachers during supervision sessions. These have identified that, although lesson planning has improved, relationships between certain teachers and pupils impede learning and some staff changes have been made as a result. There has not yet been sufficient opportunity to prove whether this has been effective.
- Although there are a few positive learning opportunities and subjects to promote personal development, the activities on offer to develop pupils' academic skills including literacy and numeracy, are inadequate.
- The school effectively promotes British values through citizenship and spiritual, moral, social and cultural (SMSC) lessons. Pupils participate in accredited programmes run by the Prince's Trust and the local fire and rescue service. This develops their social skills and enables them to make a contribution to the community.
- The school ensures that pupils are well prepared for life in modern Britain. The school promotes equality of opportunity effectively and ensures that there is no discrimination. Pupils learn to respect members of all communities and they talk about visits they have made to places of worship of different faiths. The school ensures that pupils are not exposed to extremist views.
- Pupils receive appropriate careers advice from the group's education liaison officer who actively develops vocational placements and works closely with local further education providers. Pupils are encouraged to be realistic in their career choices and are well supported, even after leaving school.
- The school's arrangements for safeguarding meet requirements. The required checks have been carried out on all employees. Due to the repeated changes of ownership, the format of staff recruitment files is not consistent and some documents have been lost when transferring it to digital format. However, all the required information is recorded in the single central register of safeguarding checks.
- The group holds all syllabuses, lesson plans and teaching materials on a central computer system. However, it is difficult to find some documents and connection to this system from the school is unreliable, with the result that documents are not easily accessible to teachers who require them.
- The school has a complaints policy which complies with requirements. It provides information to parents, carers and placing authorities via the Cambian Group website and directly by email.
- **The governance of the school:**
  - governance is not effective.
  - the directors of the Cambian Group, which has recently taken over the school, are aware of many of the problems it faces. They have engaged an external consultant as a school improvement partner to advise them on the way forward.
  - as a result of repeated mergers, there is inconsistency in record keeping, staff training, job roles and management arrangements.
  - a designated director has oversight of all the schools in the area. This director meets regularly with all head teachers and supervises their performance and checks the quality of teaching. Where areas for improvement are identified, specific targets are set and progress is closely monitored.
  - a senior director of the group has responsibility for safeguarding and the board has procedures in place for responding to any safeguarding concerns in the group's schools.

**The behaviour and safety of pupils****require improvement****Behaviour**

- The behaviour of pupils requires improvement. All of the evidence indicates that from low starting points, behaviour and attitudes towards learning improve over time. Pupils recognise, as do adults working with them, that there is some way to go before behaviour becomes good.
- Records indicate that behaviour in school has improved and social workers for the local authorities placing pupils in the school have noted good improvements.
- The school has taken effective action to improve attendance by educating pupils for part of each week in the central school in Tyldesley and at vocational education providers. Pupils' attendance at these sessions is good. However, although their attendance at the remaining lessons held in school has also improved, it requires further improvement. Pupils admit that they dislike being taught in a small school and therefore sometimes refuse to attend lessons. The school has clear plans to remedy this situation.
- Pupils in the school have emotional and behavioural difficulties, so considerable effort is expended in developing their social skills. This has been effective and they say that they now have a range of friends. They have a positive relationship with managers and are happy to talk to visitors.
- Pupils behave well at their vocational education providers. They have a mature approach to their work and have integrated well with the other trainees.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They are confident that they can talk to members of staff if they have problems and feel that the non-teaching staff in particular provide good support.
- Pupils know how to keep themselves safe in and out of school and online. They are aware of different kinds of bullying but say that bullying does not occur.
- The school works effectively to keep pupils safe. Appropriate risk assessments have been carried out, including for off-site activities, including vocational training. All fire equipment is professionally maintained and fire drills are regularly carried out.
- In relation to behaviour and safety, the school meets all of the relevant independent school standards positively.

**The quality of teaching****is inadequate**

- The quality of teaching is inadequate because teachers do not have a clear understanding of the ability of pupils and are therefore unable to teach at an appropriate level. Neither the objective of a lesson nor why they were asked to carry out certain tasks is always evident from a scrutiny of pupils' work.
- The very weak quality of teaching means that achievement, including in literacy, reading and mathematics, is inadequate.
- The school has recently required teachers to formally record their lesson planning and evaluate their lessons. However, teachers have not yet been trained in doing this, with the result that some of the records are inaccurate and unrealistic. This prevents the lead tutor from having a clear overview of teaching and makes it difficult to ensure continuity if staff are absent.
- The school has one classroom. This does not have any facilities to enable teachers to present visual material to pupils in a clear and attractive way. A computer is available for pupil use and this is integrated into some lessons, for example pupils use it to type job application letters or to study via online modules.
- The school does not have any resources of its own to support teaching. Staff carry their own resources with them as they travel around the group's schools. These resources are provided by the teachers themselves and are not standardised across the group, which results in a lack of continuity when staff change.
- The full national curriculum is delivered between the school and the central school in Tyldesley. A limited number of subjects are actually taught on the school premises. Pupils also spend time at vocational training providers where they work towards national qualifications, for example in construction skills.
- Marking of pupils' work consists largely of ticks and praise. There is little indication of what pupils need to do to improve the quality of their work or what the next steps in their learning should be. As a result, they are unable to progress independently.
- Pupils work on loose-leaf paper which is kept in ring-binders. These are also used to store workbooks and worksheets. However, pupils do not always take pride in their work and completed work can easily be lost. It sometimes ends up in the wrong folder. The school is aware of this and intends to start using exercise books.

- In relation to teaching, the school fails to meet a number of relevant independent school standards. These are listed earlier in this report.

### The achievement of pupils

### is inadequate

- The achievement of pupils is inadequate because teaching is not matched to their needs or abilities.
- The school has little information about pupils' achievement, but what is available indicates that pupils make little or no progress during their time in the school and that their achievement is significantly below pupils of their age nationally. Pupils themselves feel that they have not made progress; in fact, they say that expectations have been lowered. The lack of clear information about their achievement prevents the school from ensuring pupils are taught at an appropriate level.
- Because teaching does not secure pupils' participation in lessons, more able pupils are not enabled to make faster progress.
- The school has recently identified that some pupils were inappropriately placed on GCSE courses in English and has moved them to courses which aim to build up their basic literacy skills. It is too early for the results of this to be seen.
- Because pupils are often placed in the school for short periods or are moved frequently between schools, teachers find it difficult to gain a clear picture of their needs. Diagnostic assessments are not always carried out and therefore appropriate interventions are not put in place.
- Although pupils perform poorly in school, their achievement in their vocational training providers is considerably better. In fact, they speak proudly of their progress there and contrast it with their experience in school. For example, they have written at some length in their vocational portfolios whereas their responses in school are much more limited. The school was unaware of this as teachers do not visit the vocational training providers or have any direct contact with them. They are therefore unable to investigate the reasons for this difference or to take it into account when planning lessons.

## 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.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

<b>Unique reference number</b>	135442
<b>Inspection number</b>	454288
<b>DfE registration number</b>	876/6011

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.

<b>Type of school</b>	Special School
<b>School status</b>	Independent school
<b>Age range of pupils</b>	10–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Cambian Group
<b>Chair</b>	Stephen Bradshaw
<b>Headteacher</b>	Garfield Binns
<b>Date of previous school inspection</b>	20 September 2011
<b>Telephone number</b>	01942 877660
<b>Email address</b>	gary.binns@cambianguroup.com



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