

Cambian Greenway

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

Inspection dates

25–26 February 2015

Overall effectiveness

Good

2

Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

Summary of key findings

This is a good school.

- Teaching is good. Teachers are successful at helping students who typically have missed long periods of schooling, and may have developed a distrust of education, to re-engage with learning.
- Students are provided with a wide range of subjects and activities that meet their interests and help them achieve well.
- Students' behaviour during lessons is consistently good; students are conscientious and keen to achieve well.
- Students are very well cared for and systems to keep them safe are robust. As a result, students say that they feel safe.
- The school's leaders, including the proprietor, have ensured that good quality teaching secures good achievement and progress for all students. Leaders have ensured that students' progress has been good since the last inspection.
- Leaders and managers ensure that students' spiritual, moral, social and cultural development is promoted effectively through a well-considered programme of activities that students enjoy.
- The proprietor's representatives consistently challenge senior leaders to improve all aspects of the school. They have ensured that all the independent school standards are met.

It is not yet an outstanding school because

- Arrangements for improving the quality of teaching to outstanding are not fully effective.
- Leaders' checks on achievement and progress do not have sufficient impact to ensure that students make consistently outstanding progress.
- The use of information and communication technology (ICT) is underdeveloped and inconsistent across different subjects.
- Resources used for teaching are adequate but do not always support learning sufficiently.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector visited a number of lessons in a range of subjects. He scrutinised students' work and held meetings with the headteacher, the designated lead teacher for education, a representative of the proprietor, staff and students.
- The school's documentation was checked, including schemes of work, teachers' planning, assessment records and records pertaining to safeguarding, welfare, health and safety. The inspector checked the school's compliance with the regulations for independent schools.
- There were no responses to Ofsted's Parent View online questionnaire. No questionnaires were returned by staff.

Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

Full report

Information about this school

- Cambian Greenway is a small special school in the North West of England, providing education for a small number of students aged between 10 and 18 years. Students that attend the school are unable to attend mainstream school because of their behavioural, emotional and social difficulties. There are currently no students in the sixth form.
- The school opened in November 2007. It has recently undergone a number of changes of ownership. It is currently owned by the Cambian Group, a national company which provides residential accommodation and special schools in the area. The school aims to 'enable students to become confident, resourceful and independent learners. developing their self-esteem to help them grow into reliable, independent and positive citizens who are valued by their communities'
- Students 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 of the group's schools in the area. The school uses Power in Partnership as an alternative education provider.
- 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 November 2011, when it was judged to provide a good quality of education.

What does the school need to do to improve further?

- Improve leadership and management to further develop teaching and students' progress to outstanding by:
 - providing teachers with a greater understanding of how to achieve outstanding learning and more opportunities to share outstanding practice
 - ensuring that senior leaders check the quality of teaching more frequently and challenge teachers to continuously improve.
- Improve the quality of teaching to outstanding by establishing more effective arrangements for checking students' progress in all subjects.
- Raise students' levels of achievement from good to outstanding by:
 - ensuring the effective use of information and communication technology across all subjects and year groups
 - increasing the variety and impact of resources used for teaching.

Inspection judgements

The leadership and management are good

- Good leadership and management have ensured that progress is good in English, mathematics and science. Leaders and managers have created a drive among staff to help students overcome the negative attitudes to education that they may have developed in the past. As a result, they are now keen to learn, engage in their studies and achieve good results.
- Senior leaders ensure that teachers plan lessons and activities that interest students and help them succeed in their learning.
- Leaders and managers have successfully created an atmosphere that is conducive to learning, with students keen to make progress. This is because they give clear guidance to teachers on how to help all students achieve good results in all subjects.
- Comprehensive self-evaluation identifies the school's strengths and areas for improvement. This helps senior leaders focus on what needs to be done to raise standards of achievement for all students.
- The leadership of teaching is good. The headteacher and the designated lead teacher for education check teachers' performance and effectiveness through lesson observations that focus on the quality of teaching and the strategies used to engage students in learning. However, these observations are not frequent enough and are not always sufficiently challenging to bring about further improvement from good to outstanding.
- Teachers are provided with high quality training in ensuring that students are always kept safe. This is not extended to training in a broader range of skill areas that would help them raise teaching quality. Although some outstanding teaching was observed during this inspection, teachers do not have enough opportunities to share outstanding practice.
- Great emphasis is placed on ensuring that students are well protected and safeguarded. The school works well with external agencies to keep students safe.
- Senior leaders and teachers maintain regular contact with parents and carers to ensure students succeed in their learning through consolidating what has been learned in school. Students are helped to learn about themselves, British values and other cultures.
- The school promotes the spiritual, moral, social and cultural development of students well. Staff place great emphasis on morality and upstanding moral behaviour. Teachers and other staff act as good role models and regularly discuss moral issues with students.
- Leaders and managers ensure that students are well prepared for life in modern Britain through learning about British culture, services and institutions during personal, social, health and citizenship education (PSHCE) and history. Students have visited a polling station and courts of law to enhance their understanding of democracy and the British legal system. The school ensures that pupils understand about extremist views and are not exposed to such views at school.
- Students learn about other cultures and faiths effectively through religious education, PSHCE and trips, for instance to different places of worship. Staff members and students come from a wide range of cultural backgrounds; they often share their customs and beliefs with each other through discussions and sampling ethnic foods. Students are encouraged to explore their own backgrounds. For example, a student of African Caribbean descent visited a barber specialising in African hairstyles.
- Students receive regular and effective careers guidance from a member of staff who is a qualified careers advisor. This helps them make informed decisions about their futures.
- Senior leaders monitor the progress of students that attend alternative provisions carefully. These students are keen to succeed and attend their courses regularly. As a result, they achieve well and make good progress.
- The school offers a wide curriculum that captures students' interest and helps them achieve well. In addition to National Curriculum subjects, students take part in vocational courses such as construction and hair and beauty. Leaders ensure equality of opportunity for all students and ensure that all are prepared appropriately for the next stage of their education or employment.
- The premises and accommodation are well suited to support the subjects taught. There is a small outdoor area for students to relax during breaks. Physical education takes place at suitable local leisure centres and sports facilities and is taught by a teacher from the school. All areas of the school are well maintained and adequately decorated.
- The school meets the requirements related to the provision of information for parents and carers and the complaints procedure includes all of the required details.
- Leaders and managers have ensured that all of the independent school standards are fully met.

■ The governance of the school:

Leaders and managers are held to account for every aspect of their work by a representative of the proprietor. As a result, they successfully generate a drive among staff to secure high standards of achievement for all students.

The proprietors are very committed to raising standards and to ensuring that everything is done to overcome any barriers to learning. A Director of Education has oversight of all the schools in the area. This director meets regularly with all head teachers, supervises their performance and checks the quality of teaching. She challenges senior leaders on school improvement and provides them with high levels of support. However, the level of challenge is not currently sufficient to improve the quality of teaching and students' achievement to outstanding.

The proprietors have engaged an external consultant as a school improvement partner to advise on ways to further improve the school.

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 proprietor has ensured that school policies and procedures follow the most recent guidance and help keep students safe at all times. Arrangements for the recruitment of new staff are robust, ensuring that all new staff are safe to work with children. Safeguarding procedures fully meet the requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. Students enjoy learning, are keen to achieve well and work hard to produce a good amount of high quality work.
- Students actively contribute to discussions and debates in order to make sure that they fully understand what they are learning. For example, during an art lesson on graffiti and street art, students explored the works of different artists through Internet research and avid discussion with the teacher.
- Students are welcoming and courteous when people visit the school. They are encouraged to be involved with the wider community through attending youth clubs, communal events and group sporting activities.
- Students work well on their own with the gentle support and encouragement of teachers. As a result, they learn to be independent and to figure things out by themselves.

Safety

- The school's work to keep students safe and secure is good. Staff are always careful to notice changes in students' behaviour and to identify risk factors that might put them at risk of harm. They always act quickly and effectively to help ensure that students are always kept safe. Students say that they feel safe in school.
- The engagement and performance of students that attend alternative provision is carefully monitored by an education liaison officer; students make good progress with their learning in these settings.
- Students know about the different ways that they might be at risk, for example through crime and becoming involved with drugs and gangs. They know where to turn to if they are in trouble or need support.
- Students learn about the different forms of bullying and the damage that it can cause. Students say that when they are in the company of other students, bullying does not occur.
- Overall, attendance is above average. It improves markedly for most students over time because they quickly come to appreciate the benefits that the school has to offer.
- Students learn about differences between people and demonstrate respect for all, regardless of their ethnicity, faith or sexual orientation. The impact of this is that they see everyone as equal and are friendly and welcoming.
- Appropriate risk assessments have been carried out, including for off-site activities and vocational training. All fire equipment is professionally maintained and fire drills are regularly carried out.

The quality of teaching

is good

- Good teaching ensures that students achieve well and make good progress in speaking, reading, writing and mathematics.

- Work is closely matched to students' prior attainment. All students, including the more and less able receive high levels of challenge and make good progress in all subjects. However, the quality of teaching is not always sufficiently focused on how students' learning may be extended to ensure outstanding achievement.
- Teachers very capably adjust the work according to how well the students are doing. For example during a physical education climbing lesson, students graduated from one skill level to another very quickly because the teacher ensured that students understood their own capabilities and fully grasped the skills necessary to go from one stage to another.
- Students' work is marked regularly and accurately, ensuring that students always know what they have done well and areas in which they need to improve.
- Systems for tracking achievement and progress are good for English, mathematics and science. Tracking for these subjects helps teachers and senior leaders to identify any underachievement and to adjust lesson planning accordingly. Assessment and the tracking of progress are weaker in other subjects.
- Behaviour that is sometimes very challenging is managed effectively by teachers. They have created an environment that is calm and purposeful, where students concentrate on their studies and are keen to achieve well.

The achievement of pupils

is good

- Students achieve well and make good progress in all of the required areas of learning as a result of good teaching. All subjects are supported with good planning and schemes of work and progress is assessed effectively against students' individual targets. Disadvantaged students make good progress from their starting points compared with other students nationally.
- Considering the difficulties that students have had in the past and the poor attitudes that many have towards learning when they start school, they make good progress in their personal development and in learning. As a result, they are well prepared to succeed in the future.
- All students that have attended the school for significant lengths of time have achieved well and made good progress in all subjects including English, mathematics and science; some have made outstanding progress in mathematics and science. All students made good progress in reading from their starting points.
- Provision for ICT as a discreet subject is good. However, ICT is not always used effectively to help students learn well in other subjects. As a result, students lose some opportunities to improve their computer skills effectively.
- 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. An adequate variety of resources contributes to achievement that is good but not outstanding.
- Students achieve a range of qualifications including entry level awards and vocational qualifications. Students are occasionally entered for GCSE in a limited range of subjects. The effort and perseverance involved in taking GCSE courses is a considerable accomplishment for students at this school considering their low starting points and the negative attitudes towards education that many have when they start school.
- Students who attend alternative provision placements achieve well.
- Current students have not been in school long enough to judge progress through tracking of assessment data. However, progress in lessons observed and an analysis of work done so far, shows that these students are making consistently good progress in all subjects.

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.

School details

Unique reference number	135352
Inspection number	454277
DfE registration number	876/6003

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.

Type of school	Special school
School status	Independent school
Age range of pupils	10–18
Gender of pupils	Mixed
Number of pupils on the school roll	1
Number of part time pupils	0
Proprietor	Cambian Group
Chair	Mr Stephen Bradshaw
Headteacher	Mr Garfield Binns
Date of previous school inspection	23 November 2011
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