

Cambian Willoughby School

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

Inspection dates

10–11 March 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

Summary of key findings

This is a good school

- Students make good progress from their different starting points.
- Achievement is good. Most students gain GCSEs.
- Teaching is good. Students, including those who are disabled or have special educational needs, improve their skills well.
- More able students successfully take extra GCSEs.
- Students' attitudes to learning and attendance improve well and behaviour is good.
- Placing authority and local school representatives are very positive about the way the school ensures that students' needs are well supported.
- Students are taught to keep themselves safe. Staff and students say they are safe.
- Students' social, moral, spiritual and cultural development is good.
- Students are equipped well for life in modern Britain.
- A strength of the school is that many students are supported back into mainstream school.
- Older students continue successfully with further education or training.
- Directors and leaders have maintained a good standard of teaching and achievement.
- The school complies with the independent school standards.

It is not yet an outstanding school because

- Not all staff are clear enough about what the information they gather on students' performance tells them.
- Leaders and managers miss opportunities to check the quality of teaching in order to be fully clear about its effectiveness in all the lessons.
- Not enough staff have the subject knowledge and skills needed in order to provide the best activities to speed up achievement to outstanding.

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 inspector observed three lessons and scrutinised samples of students' work in different subjects. He held meetings with the headteacher and the designated lead teacher for education, and spoke by telephone to one of the proprietors.
- The inspector examined a number of school documents in order to check compliance with the independent school standards. These included the school's prospectus, policies, information about students' progress and the school's own evaluation of its work. Records relating to behaviour, attendance and safeguarding were also scrutinised. The school does not have its own website.
- There were not enough responses to the online Parent View survey for these to be analysed. The inspector took account of two staff questionnaire responses and spoke to students.
- The inspector held a meeting with a placing authority representative and held a telephone conversation with a local secondary school leader.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Full report

Information about this school

- This small independent special school occupies a detached house, adapted suitably with classrooms, kitchen and dining area and staff office. A safe fenced-off garden behind the school is available for use by students at break and lunchtimes.
- The school is registered to admit up to three students aged from 10 to 18 years. However, no students of sixth form age have been admitted since the last inspection.
- Students start in the school at different ages and at different times in the year. Most start in Years 9 and 10 and typically remain at the school until the end of Year 11.
- Students placed at the school have behavioural, emotional and social difficulties. At the time of the inspection, no students had statements of special educational needs. No disabled students currently attend the school.
- The school is overseen by the headteacher, who oversees other schools in the group. A designated lead teacher for education takes responsibility for students in the school. The school does not have middle managers.
- The school does not use training at places away from school.
- Since the last inspection there have been several changes of proprietor. The headteacher has been in post for the last year.
- The school was previously inspected in December 2011 when all the independent school regulations were met.

What does the school need to do to improve further?

- Improve teaching to outstanding, in order to raise achievement, by:
 - ensuring staff are clear about what the information they gather tells them about students' progress and learning needs so that staff provide the best work for them.
- Improve leadership and management to outstanding by:
 - undertaking more frequent checks and evaluation of teaching in order to be fully clear where teaching is not yet outstanding
 - providing more opportunities to develop staff subject knowledge and skills even further.

Inspection judgements

The leadership and management are good

- The good leadership of the headteacher and designated lead teacher has ensured that there is a positive culture amongst staff in the school which encourages and supports good teaching and behaviour for students.
- Leaders are closely involved with tracking students' performance throughout the year. They can quickly identify if they fall behind in their learning in order to effectively provide additional individual support, such as with reading.
- The leaders secure an accurate picture of the school's strengths and weaknesses. They use this well to draw up plans for ensuring the school continues to be good.
- The learning opportunities on offer support students' interests and skills well. Students, including those who are most able, can access a wide range of subjects at different levels that help them to make good progress and prepare well for their future.
- The school has clear procedures in place which ensure that staff are recruited in line with current guidance. Staff follow clearly established policies that keep students safe and are trained regularly in these matters.
- Students' spiritual, moral, social and cultural development is good. They are prepared well for life in modern Britain through the very effective personal, social and health education (PSHE) and citizenship programmes
- The school promotes equality of opportunity and fosters good relations well by taking students who are struggling to maintain their education and turning them around. The great majority successfully re-engage in mainstream school.
- Advice provided by the careers staff ensures students in Key Stage 3 and 4 make informed choices about their next steps. All Year 11 students who leave the school successfully move onto training or education.
- Leaders tackle discrimination robustly. Records show that serious incidents, such as homophobic or racial incidents, are rare and are dealt with swiftly through appropriate sanctions. Any intolerance of others and bad language is quickly dealt with by staff.
- Leaders and managers have not carried out enough checks to be certain about the quality of teaching over time in different subjects.
- Leaders have not provided teachers with the necessary training to boost their subject knowledge and skills enough in order to improve teaching to outstanding.

■ The governance of the school:

The managing director has a good understanding of the performance of the school and meets monthly with the board of directors and school leaders in order to keep up to date. He gathers a wide range of information and is clear about the quality of teaching and achievement in the school. He visits the school to see for himself and engages advisors to further check on performance. Consequently, governance is effective.

The managing director holds the headteacher to account through setting him clear targets. He uses pay as part of this and consequently holds the leaders to account well. He is clear about any underperformance in teaching and has systems in place to tackle this. Systems are also in place to reward good teachers.

The directors ensure that finances are used well to provide suitable numbers of staff to meet students' needs.

The classrooms have appropriate resources.

Plans are in place to improve access to the school for those who need it.

The directors ensure that the school meets the required standards for safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good.
- Learning activities observed during the inspection were characterised by students' positive attitudes. Students' behaviour is good because they learn how to manage it well.
- At break and lunchtime students and staff socialise and eat together. Students benefit well from these

opportunities to build important relationships and improve their social skills.

- Students frequently discuss issues that arise during the day with staff. This helps students well, for example, to consider how they might improve their behaviour. It prepares them well for their next steps in education or training.
- Levels of attendance and punctuality improve very well when students start and are broadly average. The school is successful in ensuring levels of attendance and punctuality are sustained for students who are supported into mainstream school.
- Students' attitudes to staff and their own work improve well at the school. Staff provide caring and helpful support that meets the students' social and emotional needs well.
- Students spoke of their trust in staff. Consequently, these positive relationships encourage better behaviour. Staff apply the behaviour systems well and incidents of misbehaviour typically reduce over time.

Safety

- The school's work to keep students safe and secure is good. Placing authority staff, school staff and students all agreed that the school keeps them safe.
- Staff are effective in securing the safety of students as a result of regular training in de-escalation techniques. This means that they focus on using approaches which teach students to avoid confrontation and help them to stay calm.
- Leaders, managers and staff implement the policies for keeping students safe well. Staff receive up-to-date training in child protection and first aid.
- Fire safety and electrical equipment is checked regularly, fire evacuation drills are carried out termly and procedures are monitored routinely by the leaders.
- The school meets the required independent school standards in relation to behaviour and safety.

The quality of teaching

is good

- Leaders have successfully maintained the good quality of teaching in recent years.
- The teaching of reading, writing and numeracy is good, as is the teaching of personal and social skills. Students can practise their literacy and communication skills well in different subjects.
- In the books and folders scrutinised by inspector, the academic achievement of students in writing and mathematics was at least good. This is similar for work in their PSHE, science, art and other subjects.
- Students' behaviour and attitudes to learning are good in the lessons seen. Their work is neat and tidy and demonstrates clearly their increasingly positive attitudes.
- Staff carry out accurate checks on students' progress shortly after joining the school. Along with information from end of unit checks, close monitoring of students' answers and marking of work, staff are well placed to keep track of their progress.
- If students fall behind in their learning, staff provide appropriate activities that help quickly close any gaps in their skills compared to others, for example with reading.
- Information about students' performance is recorded on the school's recently-introduced system and made readily available to staff. However, not all staff are clear enough about what this information tells them about students' progress and further learning needs.
- Not enough staff have the necessary subject knowledge and skills to ensure that the best activities are always provided in lessons so that students' achievement improves to outstanding.
- The school meets all the independent school standards well in relation to teaching.

The achievement of pupils

is good

- Students join the school at different times in the year and at different stages of their schooling.
- Most students start with skills that are typically below those of others of similar age because they have not attended their previous schools regularly enough.
- Leaders check students' attainment as soon as they start in order to know their levels of skill in different subjects such as English, mathematics, science and information and communication technology. Placing authority and school representatives commented on how effectively the school uses this information to match subjects to pupils' skills and interests.
- The majority of students are supported to re-engage with mainstream school. This is a strength of the

school. Placements in mainstream school often increase from part-time to full-time because students are successfully helped to settle in well by staff.

- Progress is at least good for the most able students because of the staff's generally high expectations. Their achievements are enhanced by taking extra GCSE courses, such as physical education, biology and music at the most appropriate times.
- School records show that the needs of disabled students and those who have special educational needs are addressed well and they make good progress because of the good support provided by specialist staff within the group.
- Students are well prepared for the next steps in their learning once they leave the school. In conversations they spoke about how well staff boost their confidence.
- Students' spiritual, moral, social and cultural development is good. All students are given the opportunity to experience a range of activities which promote this well.
- They visit different places of worship to explore others' views on faith and build their understanding of different communities living together in modern Britain. They learn how the country is ruled and how the rules are applied, such as by visiting a magistrate's court.
- Students' personal safety is improved by the school's activities to make them aware of the dangers of drugs and alcohol, and about sexual exploitation.
- In relation to students' academic and personal development, the school meets the independent school standards well.

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	135440
Inspection number	454287
DfE registration number	877/6007

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 for pupils with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	10–18 years
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	13 December 2011

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