

Cambian Liverpool Road

Inspection dates

6–7 May 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 with complex needs, who have previously experienced significant disruption to their education, make good progress with their learning and achieve well.
- Students settle rapidly into the expectations of the school. They improve their behaviour and attitudes to school. This enables them to engage successfully in the wide range of educational opportunities provided.
- The school provides a safe environment for learning. The staff provide excellent supervision together with appropriate opportunities for students to take increased responsibility for their own actions.
- Proprietors and senior leaders work effectively together to ensure continuous improvement. They have an excellent knowledge of the school's strengths and, through excellent teamwork, have a strong impact on the quality of teaching and students' achievement.
- Senior and middle leaders provide strong support and robust challenge for all staff working with students.
- The good quality of teaching, based on strong procedures to ensure consistency, enables students to exceed their own expectations of what they can achieve.
- Senior leaders have ensured that the school complies well with the independent school standards.

It is not yet an outstanding school because

- The quality of teaching and students' achievement are not outstanding.
- Arrangements for assessment do not include consistent checks on how students' progress compares with national expectations in all subjects.
- The curriculum does not provide consistent opportunities for work-related learning or for students to contribute to the local community.
- The performance and further training of staff are not linked sufficiently to opportunities for pay progression.

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 the quality of students' learning and behaviour, in a range of subjects and around the school, throughout the school day. He also scrutinised students' work in a number of subjects.
- The inspector held discussions with a representative of the proprietors, the headteacher, the designated lead teacher for education, members of the teaching staff and students. Questionnaires completed by five members of staff were also considered.
- The views of students' carers were taken into account through discussion and completed questionnaires. There were no responses to Ofsted's Parent View questionnaire.
- The inspector scrutinised a range of school policies, procedures and records, together with their implementation, in order to check compliance with the independent school standards.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- Cambian Liverpool Road is a small school, operated by the Cambian Group, which is registered to provide full-time education for boys and girls in the age range ten to 18 years.
- Students are admitted as a result of complex emotional, social or mental health difficulties. They all have statements of special educational needs or education, care and health plans.
- All students are looked after in the care of their local authorities. They live in residential accommodation provided by the company.
- Students are taught by a team of visiting teachers, most of who also teach at other schools operated by the company.
- The school has not admitted any post-16 students since the previous inspection.
- The school does not make use of the services of any alternative providers.
- Students may, on occasions, attend the company's larger local secondary school for part of their education. This is not the case for current students.
- The school was last inspected in November 2011.

What does the school need to do to improve further?

- Improve the quality of teaching and students' achievement to outstanding by:
 - ensuring that the extent of students' progress in all subjects is checked consistently against national expectations
 - extending the range of work-related learning within the subjects and experiences provided for students.
- Improve students' social development and sense of responsibility by providing a wider range of opportunities to contribute to the local community.
- Ensure a consistent link between pay progression and the performance and further training of staff.

Inspection judgements

The leadership and management are good

- Senior leaders and managers work together effectively to ensure that all staff have a shared understanding of the school's vision. They have high aspirations for disadvantaged students with complex needs and have ensured that they make good progress with their learning and personal development.
- Middle leaders ensure that the school's ambitions are implemented effectively. They oversee effective arrangements which enable visiting teachers to make a consistent impact on students' motivation and engagement.
- Proprietors and senior leaders ensure effective communication throughout the school's management structure. They understand the school's strengths and implement robust arrangements for the continuous improvement of the school.
- Staff ensure particularly strong and effective communication between school and home. Students' carers work together with staff to provide good role models and to maintain high expectations for students' achievement.
- The school ensures equality of opportunity for each student. They provide an effective timetable of subjects and experiences which allows each student to experience success.
- Senior staff ensure that appropriate arrangements are made for students' transition from school to further education. They contribute effectively to the dialogue with students' referring authorities and careers advisory services, ensuring that students make well informed choices about their future education.
- The school makes a strong contribution to students' spiritual, moral, social and cultural development. Staff understand the social and emotional barriers which have previously influenced students' behaviour and social skills. They work tirelessly to turn around students' attitudes and enhance their respect for others in the wider community.
- Staff provide a wide range of experiences which contribute positively to the preparation of students for life in modern Britain. Students are helped to understand and respect the diversity of cultures and lifestyles in the wider community, through off-site visits and activities in a range of subjects.
- Students are provided continuously with examples of the values which underpin the life of the school and encouraged to discuss their response to the school's expectations. They are enabled to develop strong relationships and to reflect on their attitudes to others.
- The school's written policies require a balanced and non-partisan approach to any controversial political issues. This requirement is implemented diligently.
- The school meets all the statutory requirements for safeguarding and child protection. The safeguarding policy has been checked for compliance with paragraphs 32(1) and 32(1)(c) of the independent school standards.
- Leaders and managers ensure that the premises are maintained to a high standard, ensuring that all regulations related to students' welfare, health and safety are met securely.
- The school's policies provide good guidance for staff and meet the requirements for making information available to parents, carers and others. This includes a suitable complaints procedure.
- The effective work of proprietors, governors and senior leaders indicates that they have good capacity for further improvement.

■ The governance of the school:

The governors, working closely with the headteacher, have set up robust arrangements for managing the contribution and impact of staff at all levels.

They have a good knowledge of the quality of teaching and the achievement of students. They ensure that the school constantly checks the quality of its work and that appropriate targets are agreed for the contribution of each individual.

The governors have set up suitable arrangements to ensure that their understanding of the school's strengths and areas for improvement is informed by an independent review.

Governors have not yet ensured a consistent link between pay progression and the performance and further training of staff.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of students is good and demonstrates good improvement compared with their previous placements in education.
- Students who have missed significant amounts of their previous education, or who have not settled for a continuous period in any school, improve their attendance and attitudes to learning. With the exception of a small minority of previous students, they attend regularly and punctually.
- The school works extremely closely and effectively with students' carers to ensure that effective communication between school and home underpins common expectations and approaches to dealing with any problems.
- Students demonstrate respect for the staff; they follow instructions and respond appropriately to the school's code of behaviour. The staff use the school's reward system effectively to motivate and encourage students. There is effective integration between activities in school and the range of social and leisure opportunities beyond the school day.
- Students demonstrate the ability to sustain their concentration and to complete units of work well in a range of subjects. Teaching staff and carers express positive views about the extent to which students improve their behaviour and attitudes to education.
- Students grow in self-esteem and learn how to respond with increasing maturity to relationships with adults. They integrate well into the cultural diversity present within the school and show respect for staff and visitors from a variety of backgrounds.
- Students respond positively to themes in personal, social and citizenship education, including work about the criminal justice system, democracy and parliamentary elections, and the services available to them within the community; they are well prepared for life in modern Britain.
- Students contribute appropriately to the routines of daily life in the school but have limited opportunities to contribute more widely to the local community beyond the school.

Safety

- The school's work to keep students safe and secure is good. Senior and middle leaders have ensured that the school's arrangements for safeguarding students are robust. Students and carers state that the school provides a safe environment in which to live and learn.
- The school's arrangements for the recruitment of staff, the training of staff in child protection and first aid, the assessment of risk, and fire safety are robust and are implemented rigorously.
- Levels of staff supervision are high and students are provided with strong role models by the staff and their carers. Continuous and stringent emphasis is placed on helping students to minimise risk-taking behaviours and to ensure their own safety.

The quality of teaching**is good**

- The good quality of teaching enables students to make good progress with their learning.
- Teachers have good subject knowledge and provide suitable resources to gain and retain students' attention. This system works well as a result of good leadership by the headteacher and the school's designated lead teacher. Arrangements for teachers' planning, provision of resources and the assessment of students' work are coordinated and implemented consistently.
- Good arrangements have been set up to assess each student's starting points in English and mathematics when they enter the school. As a result, teachers are fully briefed about the learning needs and characteristics of the students. They are skilled at adapting the school's planning for each subject to respond effectively to the stage of learning of each student.
- Students' timetables ensure that the development of their skills in English and mathematics is given a high priority. Good attention is given to the improvement of their writing skills and students read regularly in their study of a number of subjects. Teachers provide good opportunities for students to apply their numeracy skills in a range of subjects including science and food studies.
- Students respect their teachers and respond positively to the tasks and activities provided for them. Specialist teachers ensure that students are provided with interesting and challenging work in the core subjects. They work patiently to ensure that students understand what they have to do and encourage them continuously to retain their focus and concentration.
- Staff have high expectations for what students can achieve and students are mostly motivated well to

engage willingly in the subjects and activities provided for them. They demonstrate good concentration, for example when making a curry in food studies or understanding the differences between political parties in the general election.

- Teachers demonstrate effective questioning skills as they check students' understanding continuously. In response, students are confident to ask questions and to clarify their own thinking.
- All the required areas of learning are represented in students' individual timetables. Students have good opportunities to develop practical skills, for example, in food studies, art and outdoor activities. Their enjoyment and success in these subjects is evident in photographic records and the range of certificates in their folders.
- Suitable opportunities are introduced on an individual basis for students to take part in vocational courses and work experience. However, the school does not provide a consistent emphasis on work-related learning experiences for all students.
- Students' work is assessed regularly and they are provided with appropriate guidance about how to improve their work. Regular assessment provides information about how well students are meeting the targets set for them in each subject studied. However, data from these assessments is not used consistently to make regular judgements about whether students are making expected progress in each subject.

The achievement of pupils

is good

- The achievement of students improves rapidly as they are helped to overcome the social and emotional barriers to learning which have disrupted their previous educational experiences.
- Students with special educational needs achieve well. They are supported and encouraged effectively to overcome their anxieties or negative attitudes and enabled to focus on their learning. Consequently, they persevere and make good progress towards external awards.
- Students are mostly placed at the school during Years 9 or 10; their placements are sometimes short-term. The school is successful in engaging students in learning and enables them to develop positive attitudes to education.
- Students make good progress with their skills in literacy and numeracy, even during relatively short placements. They develop the confidence to read fluently and the skills required to understand and interpret meaning in a variety of texts. They apply these skills effectively, for example, in following recipes or accessing the internet.
- Although students' writing skills are usually below those expected for their age, work in their books shows good improvement over time in the development of their writing. They begin to take a pride in their handwriting and learn how to improve their spelling, grammar and the presentation of their work.
- Students make good progress in the development of their basic numeracy skills and over time close the gaps in their previous learning. Disadvantaged students make good progress towards catching up with the standards of their peers nationally.
- More able students, and those that remain at the school for long enough make good progress. They rapidly develop the skills and confidence to enable them to achieve level 1 and 2 Functional Skills qualifications or foundation level GCSE awards in core subjects.
- Students also make good progress across a wider range of subjects including science and information and communication technology. A number of students have achieved external accreditation in practical subjects, including food studies, trade skills, preparation for working life and a creditable range of physical and outdoors education awards.
- Students are suitably prepared with the skills and qualifications required to make further progress on leaving school. Most students who remain at the school until the end of Key Stage 4 or beyond, progress to courses at colleges of further education, or return to supported independent living in their home areas.

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	135356
Inspection number	454278
DfE registration number	876/6005

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	Day 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	Stephen Bradshaw
Headteacher	Gary Binns
Date of previous school inspection	16 November 2011
Email address	gary.binns@cambianguroup.com

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