

Cambian Cronkeyshaw

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

Inspection dates	3–4 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

- Effective working between education and care staff enables students to make good progress and achieve well from very low starting points. This is especially the case in English.
- Students enter with low attainment but re-engage with learning as a result of the good help they get. All gain accreditation tailored to their individual needs.
- Teaching is good across a range of subjects and helps students to enjoy their learning and do well.
- The spiritual, moral, social and cultural development of students is good. In particular they develop much more positive social attitudes.
- On entry students show extremely challenging behaviour. Staff are positive role models and implement the behaviour policy effectively. As a result, students are supported well to transform their behaviour within a safe environment.
- Students come to understand that others might hold different views and attitudes, which helps prepare them for life in modern Britain.
- Leadership is focused on raising standards. Effective checks on the quality of teaching and effectiveness of support staff ensure they have a good impact on students' learning and achievement. Leaders ensure the school meets the independent school regulations.
- Those responsible for governance support and challenge staff well. They have helped to ensure that this is a good and improving school.

It is not yet an outstanding because

- Teachers do not always use data on students' progress effectively enough to ensure work is fully challenging.
- Some teachers lack experience and confidence in correctly assessing students' work at more advanced levels.
- Many of the positive developments in raising standards are quite recent so best practice is not yet embedded.

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 held with one day's notice. Lessons were observed and the inspector spent time talking to teachers and care staff about the ways in which education is supported in the home as well as during the school day.
- Meetings were held with the headteacher, who holds that post for all 25 of the company's registered schools in the north-west, the designated lead teacher for education and the special educational needs coordinator. Telephone conversations were held with the company's director of education and with a representative of the local authority which places students at the school. Since students are children who are looked after, this call to the local authority also enabled the views of those acting as carers to be gathered. There were no responses to the Ofsted Parent View online survey and no staff questionnaires were returned.
- The inspector spoke with students to gain their views. Their work was observed in lessons and written work completed over time was looked at. A detailed case study of a student was made to gain a picture of the wider provision and support given.
- The inspector checked the school's compliance with the independent school regulations. He looked at a range of written evidence, including evidence of students' progress over time, teachers planning and assessment, the school's self-evaluation and development planning, and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a small independent special school which caters for residential students with emotional, behavioural and social difficulties, and additional complex needs. It has recently been acquired by the Cambian group of children's homes and schools from its previous owner and is registered for males and females between the ages of 10 and 18 years. There are no students in the sixth form although registration remains for this age group.
- All students have a statement of special educational needs and are looked after by their local authority.
- The school was registered in March 2006 and opened in December 2007. Its last education inspection took place in October 2011, when provision was satisfactory.
- Teaching is carried out by a team who support all the company's schools in the region. This allows the school to provide a full range of subjects based on the National Curriculum. At present there are no alternative placements where students go to learn.
- Since the last inspection a new headteacher has been appointed to lead all of the company's 25 schools in the region. The designated lead teacher for education has also been appointed since that time, previously having been one of the team of teachers. A new special educational needs coordinator has recently been appointed to work across the region.

What does the school need to do to improve further?

- Ensure that all teachers are confident in uploading information on individual student's progress to the school's software program and use the analysis of data to:
 - set challenging yet realistic learning targets for all students that maximise progress
 - ensure that individual learning needs and current levels of learning are always known and used to plan effective lessons
 - ensure that progress in mathematics is as good as that in English from student's starting points when they first join the school.
- Ensure that all teachers check the work of the most able students accurately and provide them with appropriate challenge, by providing training and opportunities for staff to check the reliability of assessments with colleagues in other schools.
- Ensure that leaders and managers carefully monitor recent changes to staff appraisal systems, assessment and marking, and the use of student data, so that the impact of these developments is maximised over time.

Inspection judgements

The leadership and management are good

- The headteacher and company's directors show a strong commitment to supporting students with extremely challenging backgrounds so that they can re-engage with learning and begin to make good progress. They have good support from teaching and care staff and have secured improvements since the last inspection. Standards in English and mathematics are rising.
- Middle leaders make a good contribution to raising standards. Those with responsibility for checking the quality of teaching, supporting students with special educational needs and providing careers advice and guidance carry out their roles effectively.
- Strong relationships between staff and students are key to the enhanced progress and achievement made by students, and in their much more positive behaviour.
- The leadership of teaching is good. Leaders' checks on teaching, marking and planning make sure teaching is improving and links teachers' performance and pay appropriately. This is only one example of ways in which leadership has improved practice since the last inspection. Other examples include the improved marking policy and the introduction of analytical software to measure student's progress. Leaders are aware of the need for them to be vigilant in ensuring that the benefits of these become embedded through full involvement of those with responsibilities in these areas.
- The school's performance management procedures provide staff with clear annual objectives that help the school to address the priorities it has identified through effective self-evaluation. Procedures also support staff in addressing their own professional development needs. Senior leaders recognise that more could be done to develop teachers' confidence in checking the accuracy and reliability of their assessments of students' work.
- The curriculum covers all required areas of learning and is based on the National Curriculum while also allowing for individualised learning to meet each student's needs. It promotes students' spiritual, moral, social and cultural development well and supports them to develop an understanding of life in modern Britain and the democratic nature of our society. Students are encouraged to develop their self-confidence and self-awareness, while at the same time learning the skills of caring, sharing and collaborating. Care is taken to ensure that students are not exposed to extremist views.
- There is a clear commitment to the promotion of equality of opportunity, the fostering of good relations and ensuring there is no discrimination. The school's careers adviser ensures that effective transition arrangements support students as they embark on the next phase of their lives. This helps ensure that the gains in learning and emotional development made while at the school are sustained.
- Safeguarding arrangements are robust and meet the legal requirements. This includes detailed staff training in child protection and in the use of restraint, although there is a clear focus on promoting positive behaviour and the use of non-confrontational approaches to managing challenging behaviour.
- The wider needs of students are supported through effective liaison with other agencies and professionals. This includes those representatives of local authorities who have direct parental responsibilities for the young people placed at the school. They express their satisfaction with the provision made for their students.
- The school meets all the independent school regulations. The premises support effective teaching and learning, and for students who might be taken ill or require first aid. All the required information is provided for those who place students at the school, while the complaints procedure is clear and meets requirements.
- **The governance of the school:**
 - Leaders are held to account for all aspects of their work by the company's directors. This effectively supports the good achievement of students and delivery of the curriculum.
 - The proprietor is committed to raising standards and seeks to ensure that any barriers to this are removed. Standards have risen since the last inspection, although some continuing developments have not been in place long enough to ensure that improvements are fully embedded.
 - An external school improvement partner supports the organisation in school improvement. This process also helps to ensure that school leaders are set challenging objectives that are carefully monitored through the year.
 - A senior director has specific safeguarding responsibilities and for responding to any concerns across all the schools within the group and ensuring that current guidance is followed in full. Staff recruitment procedures are rigorous and fully in line with requirements.

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

- The behaviour of students is good. When students first arrive they show a range of extremely challenging behaviours. There is a clear and effectively used policy based around the use of rewards and sanctions, which has the support of students. This supports them well in adopting far more positive attitudes over time and taking ever increasing control over their own behaviour. The improvement in students' behaviour reflects the hard work and commitment of staff. Although there are occasional incidents, these are managed effectively and staff provide a strong lead by acting as extremely effective role models.
- Students develop very positive relationships with both care and education staff who work together extremely well to support every individual. Students feel they are well looked after by adults who respect and understand their needs. This encourages students to re-engage with learning and underpins the strong progress they make in their learning and emotional development.
- Students are able to take pride in their work and achievements, and staff encourage them to do so. Staff are aware of any issues that students might be facing through daily briefings and ensure that issues that might have happened in their homes do not spill over to the school day.

Safety

- The school's work to keep students safe and secure is good. Careful risk assessments are undertaken of the premises, places where visits are planned and of the students themselves. Safeguarding arrangements are robust. The school meets all the regulations that support the welfare, health and safety of its students.
- Attendance, while still low, has improved dramatically from students' previous levels. As well as enabling them to learn better, this also helps to ensure their safety.
- Students develop a good understanding of bullying in its different forms, including cyber-bullying, and are aware of the need to keep themselves safe when using the internet or social networking sites. Topics covered through personal, social and health education help them to realise that bullying is a negative way to act. Relationships in school are positive.
- Clear and detailed policies support the provision of first aid, fire safety and care of students who become unwell. Carers, as well as students themselves, believe that the school is a safe place where young people are cared for effectively.
- As students develop much more positive social skills and awareness there is little use of derogatory or abusive language once they have settled in. The school is a positive place where people get on well together. At the same time care is taken to ensure that any visitors or visiting speakers do not do or say anything that disrupts this carefully supported community.

The quality of teaching**is good**

- The regulations around the quality and impact of teaching are all met well. Over time teachers and care staff develop trusting relationships with students which support good behaviour and concentration in lessons. This is an important element of the success of the school, both in promoting learning and in developing far more positive attitudes. Staff give strong support to help students overcome the barriers that had previously held back their education.
- Students grow in confidence in key areas such as speaking and listening, reading, writing and mathematics because staff support them effectively. Teaching is more effective in English than it is in mathematics because the assessment of students' starting points and the progress they make is better in English. Staff promote good thinking skills through asking pertinent questions and engaging students in discussions, to which they respond positively.
- Careful planning enables all teachers to ensure that lessons are focused on helping students to learn and make progress. An effective marking policy has been developed since the last inspection. There is an expectation that it will not only praise good work but also give areas for improvement and time to carry these out. Currently, not all teachers manage this as effectively as others and leaders are aware of the need to monitor this to ensure consistent best practice is always in place.
- All staff have high expectations of behaviour and learning but also show empathy so when expectations are not met there are ample opportunities to try again. In this way students are given positive encouragement to become re-engaged in learning and potentially to go on to achieve higher levels of achievement. However not all teachers are equally confident in assessing work at higher levels and in

such very small schools the chances to see work across the full ability range are limited, so the most able are not always fully challenged.

- Support for the less able is effectively supported by the special educational needs coordinator, helping this group make good progress.
- Not all teachers are equally experienced in using assessment software and information on students' progress to set challenging targets and monitor progress towards them. While all students show good progress, the most able students are not always as effectively challenged as they might be.
- Opportunities to gain external accreditation have been expanded and last year, across the whole group of schools, all students leaving Year 11 gained some form of success. Currently Unit Awards, Entry Level and GCSE examinations are used and the qualifications are chosen carefully so that students have a good chance of being successful once they have committed themselves to learning.

The achievement of pupils

is good

- Attainment is low because of students' histories of previous failure to learn, coupled with wider social and emotional difficulties. In this school they are able to re-engage with learning with the positive support, experience and commitment of staff. As a result, students are able to show good progress from their individual starting points and achieve well.
- Once students have become re-engaged in learning and have settled into school for a length of time they make at least expected progress. They are well supported in preparing for their futures.
- The range of available accreditation reflects mounting challenge and difficulty over time and outcomes reflect individual ability. No students are entered early for GCSE because other options are available.
- The most able are not always challenged as effectively as they might be, which limits their outcomes. Usually it is because teachers lack experience in teaching the most able, or of knowing what work at that level looks like. Currently opportunities to gain such experience are limited.
- Those with additional learning difficulties are well supported through a range of interventions to meet needs identified by the special educational needs coordinator who has recently been appointed. She has already used her expertise to improve the quality of checks on students' work when they first join the school. Nationally recognised tests are now used to measure reading and writing, although at the moment there is still reliance on the use of more informal teacher assessment to work out levels in mathematics. For this reason progress in English is more secure.
- Disadvantaged students, who constitute a high proportion, make good progress from their starting points compared with students nationally.
- As all work is individualised it is not possible to make clear comparisons of the performance of different groups. All students have a fully individualised timetable and programme that supports them in making good progress throughout the school.

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	131427
Inspection number	454259
DfE registration number	354/6022

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 emotional, behavioural and social difficulties
School status	Independent
Age range of pupils	10–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1
Of which, number on roll in sixth form	0
Number of part time pupils	0
Proprietor	Cambian Group
Chair	Mr Stephen Bradshaw
Headteacher	Mr Garfield Binns
Date of previous school inspection	19 October 2011
Annual fees (day pupils)	£26,000.00
Telephone number	01942 877660
Fax number	Not applicable
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