

Cambian Bletchley Park School

Whaddon Way, Bletchley, Milton Keynes, Buckinghamshire MK3 7EB

Inspection dates

11–13 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher has high expectations for this new school. As a result, all of the independent school standards are met.
- The school is highly welcoming, inclusive and caring. Staff work well together to uphold this very positive ethos.
- Leaders and the director of education for the Cambian Group have an accurate understanding of the school's effectiveness. They use this well to refine provision and improve pupils' outcomes.
- Teaching enables pupils to make good progress from their varied starting points. Staff use assessment well to increase pupils' learning.
- Pupils make good progress against the targets in their individual education plans. Staff provide effective support for their differing needs.
- Pupils' personal development is well promoted. Trusting relationships help pupils to overcome fears, learn to care for others and behave appropriately towards each other. There have been no exclusions and no incidents of bullying or discrimination.
- Pupils' behaviour is good. There are clear expectations of pupils' behaviour and staff guide pupils well so that they increasingly adhere to the school rules.
- The curriculum provides flexible pathways for pupils that enable them to experience the right level of challenge. Topics such as 'the American West' provide interest and link learning across a wide range of subjects.
- There are opportunities for older pupils to achieve a range of qualifications including GCSEs and BTEC National Diplomas.
- There is effective careers guidance in place. However, it is not yet embedded in the curriculum for secondary pupils.
- Pupils receive some therapies. Changes to staffing have meant that this provision is not as well developed as it might be.
- Occasionally, the very challenging behaviour of some pupils slows down the learning of other pupils.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Strengthen the leadership and management of the school by embedding systems to develop the quality of teaching and learning so that all teaching is as good as the best.
- Further improve pupils' outcomes by ensuring that:
 - the programme of careers guidance is built into the curriculum for secondary pupils
 - there are enough skilled staff to support pupils with challenging behaviours so that all pupils can make substantial progress
 - leaders continue to increase pupils' access to therapies and support staff to build on this aspect of learning across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher has set a clear and ambitious path for the development of this new school. Both her aims and her measures of success are high. As a result, the school meets all of the independent school standards. Nevertheless, some aspects of the provision are developing. Careers guidance is in place but not yet well established across the curriculum. Furthermore, after some changes to staffing, the programmes of therapy are only recently underway.
- Cambian Bletchley Park is a highly welcoming, inclusive and caring school. The executive headteacher and head of education are determined to secure the best for each pupil by providing close support that matches their individual needs. Staff are thoroughly committed to this too, demonstrating compassion, patience and very strong teamwork to support pupils to follow clear boundaries, build trusting relationships and participate in learning. One member of staff said, 'We give pupils wings.'
- Leaders have introduced suitable arrangements to develop teaching and learning. There is a system in place to hold teachers to account for pupils' achievements. Leaders carry out checks on the quality of teaching and learning and provide helpful feedback to staff. Rightly, the feedback consistently prompts staff to meet leaders' expectations that pupils' work is sufficiently challenging and matches their individual needs closely. However, it is too early to see the full impact of this work.
- There is a commitment to ensuring that staff have the necessary skills and knowledge to provide effective support to pupils. As the school grows and new members of staff join, this work is ongoing. Through induction, and over time, staff receive relevant training relating to pupils' needs such as learning about autism and how to manage pupils' behaviour. Although staff find this helpful, leaders recognise that there is still work to do to secure confidence among the staff in managing the most challenging behaviour.
- Pupils receive effective support that closely matches their varied special educational needs. Leaders ensure that staff develop an appropriate individual education plan (IEP) for each pupil. The plans set out measureable targets for pupils and clear strategies to help them to achieve these goals. The reviews of IEPs show that almost all pupils have made good progress against their targets.
- The curriculum provides flexible pathways that enable each pupil to experience a broad range of subjects at the right level of challenge. Topics such as 'speed and motion' provide meaningful and interesting links across the curriculum. Detailed curriculum plans for each key stage and the sixth form show staff how to meet the very different needs of pupils while maintaining common themes. Older pupils are able to work towards a range of qualifications including basic skills in English and mathematics, GCSEs and BTEC National Diplomas in physical education, business studies and information technology. The school is likely to meet the relevant independent school standards if the age range of pupils is increased to seven to 19 years.
- Pupils' spiritual, moral, social and cultural development and their understanding of British values are well promoted. Special events such as 'charity week', a strong citizenship curriculum, and wider experiences such as undertaking voluntary work at the local church, underpin this learning. Pupils learn about mutual tolerance and respect through studies of the festivals of different religions, and study democracy in topics such as 'public

services'. Consequently, pupils are well prepared for life in modern Britain.

- Parents value the school. Two parents described it as 'fantastic'. Some spoke about how much they welcome the way that staff care about their child and take time to call to share positive messages. Indeed, staff make regular contact with parents to build effective working relationships and share and develop their knowledge of each pupil.

Governance

- The director of education for the Cambian Group shares the same commitment as school leaders to secure high standards of teaching and learning. Through regular visits, she has supported leaders to review the effectiveness of the school. As a result, leaders have an accurate understanding of the strengths and weaknesses of the school.
- The director of education provides effective challenge and support to leaders. For example, she checks that pupils are making sufficient progress. There are also thorough systems in place to ensure that safeguarding is robust.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders prioritise pupils' welfare. There is a culture of vigilance because leaders ensure that safeguarding is never far from anyone's mind. Staff receive regular updates, as well as training that includes pertinent issues such as radicalisation. The safeguarding policy meets current requirements and is published on the school's website. This sets out clear guidance for staff. Consequently, staff know what to do if they are worried about a pupil.
- The school works closely with parents and other professionals to help keep pupils safe. When pupils join, staff visit their homes, build relationships with families and provide extra support where and when it is most needed. Leaders also challenge other agencies to take action when necessary.

Quality of teaching, learning and assessment

Good

- Teaching enables pupils to make good progress from their very different starting points. This is because staff have a good knowledge of autism and provide appropriate support to individual pupils. For example, staff use a range of systems to support pupils' developing and varied communication needs through such means as sign language, visual timetables and 'objects of reference' that help pupils to associate an item with a particular activity.
- Pupils make good progress across the curriculum because teachers have good knowledge of the subjects that they teach. This is particularly the case for the most able pupils as teachers use this knowledge to provide challenging tasks that extend their learning. In a computing lesson, the teacher used his knowledge of computers to extend one pupil's vocabulary and understanding. He helped the pupil to understand the part of the computer known as the 'CPU', explaining that this was the central processing unit.
- Teachers use assessment well to improve pupils' learning. At the end of each activity, staff record carefully what each pupil has achieved as well as what they have found difficult. Teachers rightly use this to plan pupils' next steps. During lessons, teachers make regular checks on pupils' learning and use this to adjust their teaching. For example, in a music lesson, the teacher showed a pupil how to beat a complicated rhythm on a drum using the words 'ticky tocky' to help. The pupil faltered, so the teacher

demonstrated how to move each hand in turn. This enabled the pupil to keep to the rhythm and then play along to the song, 'Over the rainbow'.

- Staff build pupils' individual targets into lessons. Consequently, pupils make good progress against the targets in their IEPs. For example, staff use personalised strategies to help pupils stay focused or increase their work rate. In one lesson, the reluctant teacher bravely agreed to hold 'June' the jungle nymph stick insect while a pupil completed a task.
- Teachers have high expectations of what pupils can achieve. In a key stage 3 French lesson, the learning support assistant gently encouraged a reluctant pupil to join in with counting up to 10 by counting with him. As a result of these expectations, pupils are making good progress.
- Pupils now receive regular access to appropriate therapies. The therapists are now providing staff with helpful information about pupils' abilities and ways that they can be supported. As this provision is quite recent, the advice from therapists is not yet well embedded across the curriculum.
- Staff build very effective, warm relationships with pupils in small class groups. These help pupils to succeed and follow the clear expectations for their behaviour. However, when some pupils present with very challenging behaviour there are not always enough staff on hand to enable other pupils to continue quickly with their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Through trusting relationships, staff nurture pupils' personal development very well. Staff take the time to know pupils and find ways that they can help, for example, through supporting pupils to overcome a fear of dogs. Having learned that Ollie, the school dog, can be treated as a friend, such pupils are able to enjoy joining other pupils and staff to walk Ollie around the local park at lunchtime.
- Pupils are taught to learn and care for others in a range of ways. In the key stage 3 class, pupils have a new class pet. They take turns in taking Felicia, the hamster, home at the weekends and share the task of cleaning the cage, helping each other. Staff also show pupils how to treat others kindly through their own actions. Consequently, there are no exclusions and no recorded incidents of bullying or discrimination.
- There are lots of opportunities for pupils to develop their understanding of risk. For example, pupils learn to cross the road safely when out on visits and are taught about 'stranger danger' in their citizenship lessons.
- Pupils receive appropriate and impartial careers guidance. When pupils' education, health and care plans are reviewed, individual support and advice is provided. Students in the sixth form are starting work experience placements and have lessons in employability skills. Careers guidance is not yet embedded in the curriculum, although there are plans to extend this learning for all.

Behaviour

- The behaviour of pupils is good.
- Individual pupils' records show that they have had fewer incidents of poor behaviour as they have settled into school. This is because there are clear expectations of behaviour.

Staff guide pupils well to help them to learn to follow the school rules.

- At lunchtimes, staff provide activities to promote good behaviour. For example, one group of pupils with limited language enjoyed playing parachute games with staff. During this activity, one pupil stepped out to make way for another pupil who had been reluctant to take part. Staff used praise very well to encourage the pupils to take turns, use words and be gentle with others.
- Staff work extremely well together to manage pupils with particularly challenging behaviour. However, leaders know that some new staff lack confidence in this area and there is a need to reduce the impact of challenging behaviour.
- Pupils' attendance is well above the national average for special schools. Leaders work closely with families to reduce absence and promote good attendance.

Outcomes for pupils

Good

- Pupils have joined the school at different times of the school year with very different needs and abilities. From their varied starting points, they are making good progress across the curriculum.
- The most able pupils have the highest rates of progress. The large majority of these pupils are making rapid progress in a wide range of subjects. This is because leaders have set high expectations for these pupils and, consequently, staff set them challenging activities and extend their learning very well.
- Most pupils are making good progress against the targets that staff set in their IEPs. Most targets have been met. Staff set pupils appropriate goals and ensure that they receive the right amount of challenge and support to achieve them.
- Pupils who can read, read fluently and with growing confidence. There are ample opportunities for these pupils to practise reading, build their vocabularies and develop their understanding of what they read.
- The curriculum supports pupils to acquire skills for life particularly well, including ensuring that pupils are ready to learn. Pupils benefit from dedicated citizenship lessons, opportunities in other subjects and through day-to-day activities. Across the school, all pupils are making better-than-expected progress in this aspect of learning.
- Rates of progress in speaking and listening are not consistent. This is because, until recently, the provision of speech and language therapy was not fully in place.
- Occasionally, some pupils' learning is interrupted because staff have to take time to support others with challenging behaviour. As a result, the proportion of pupils making more than expected progress is not yet consistently high.

School details

Unique reference number	142322
DfE registration number	826/6015
Inspection number	10012899

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	Other independent special school
School category	Independent school
Age range of pupils	9–17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	12
Of which, number on roll in sixth form	2
Number of part-time pupils	1
Proprietor	Ann Marie Carrie
Executive Headteacher	Lise Sugden
Annual fees (day pupils)	£65,000–£83,000
Telephone number	01908 048380
Website	http://www.cambiangroup.com/ourservices/service/home.aspx?Id=191&s=14
Email address	bletchleyschool@cambiangroup.com
Date of previous inspection	Not previously inspected

Information about this school

- Cambian Bletchley Park School opened in September and has places for up to 60 pupils. Over the past year, the number of pupils has grown steadily. There are currently 12 pupils, half of these have been at the school for less than six months.

- This was the first inspection of the school since it has opened. The school was first registered with the Department for Education (DfE) in August 2015. Recently, the DfE agreed to a temporary extension of the age range from 11 to 17 years to nine to 17 years.
- All of the pupils have statements of special educational needs, or education, health and care plans. Almost all pupils have been diagnosed with autistic spectrum conditions. Many have challenging behaviours and/or communication difficulties and require a high level of support. Some have had gaps in their education or have been excluded from other schools.
- The school does not use any alternative provision.
- The vast majority of pupils' placements are funded by one of three local authorities. None of the pupils are known to be disadvantaged and eligible for the pupil premium funding.
- The aim of the school is 'ensuring progress for every individual'.
- The school is part of the Cambian Group, which owns more than 40 schools and colleges across the country. There is currently no governing body, leaders are held to account by the director of education for the Cambian Group.
- The executive headteacher leads another school in the group, Cambian Potterspury Lodge School. The head of education is responsible for the day-to-day running of the school when the executive headteacher is not at Bletchley.

Information about this inspection

- The inspector visited lessons in all key stages and spoke informally to pupils. One observation was carried out jointly with the executive headteacher. Pupils' work was also scrutinised.
- The inspectors met with senior leaders, two staff members and a therapist. A meeting was held with the director of education for the Cambian Group. The lead inspector spoke on the telephone with a special educational needs placement officer from a local authority.
- There was one response, and no written comments, to Ofsted's online, Parent View, survey. The inspectors met with a parent and spoke to two others on the telephone.
- The inspector examined a wide range of documents. This included the school's improvement planning, information about the curriculum, safeguarding documents, records of behaviour incidents, individual education plans and records relating to pupils' achievement.
- At the request of the Department for Education, the inspector also considered the school's application to increase the age range to seven to 19 years.
- As there are currently only two students in the sixth form, there is no report about this aspect of the school's provision.

Inspection team

Caroline Dulon, lead inspector

Her Majesty's Inspector

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