

Cambian Tyldesley School

Shuttle Street, Tyldesley, Wigan, Manchester M29 8BS

Inspection date

4 October 2017

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(b), 2(2)(e), 2(2)(e)(iii) and 2(2)(h)

- At the previous inspection, these standards were not met because the curriculum plans and schemes of work did not contain enough detail to ensure that teachers were able to teach effectively. The schemes of work did not take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan. There was no whole-school, agreed approach to providing pupils with literacy and numeracy support. As a result, pupils did not achieve as well as they should.
- Leaders have reviewed and refined curriculum plans and schemes of work. These now take into account the ages, aptitudes and needs of all pupils. Pupils now have the opportunity to study ASDAN, BTEC and entry-level courses alongside English and mathematics. Leaders have introduced new systems to monitor pupils' progress and the quality of teaching. These include lesson observations and checks on the quality of pupils' work. Pupils are now making better progress in a range of subjects. Pupils are able to take advantage of a range of enrichment activities, including for art and photography, and visits to local facilities. These activities improve pupils' confidence. Pupils' speaking, listening, literacy and numeracy skills are appropriately developed.
- Pupils are now experiencing a more balanced and appropriate range of subjects and learning experiences. Pupils have visited a local careers event at a local college. Leaders employ an impartial careers adviser to work with pupils. Each pupil receives personalised advice and guidance, which encourages them to reach their potential. Staff support pupils in making their applications for college courses.
- These standards are now met.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d) and 3(g)

- At the previous inspection, these standards were not met because work was not matched sufficiently well to individual pupils' needs. Pupils did not receive the guidance they needed to improve their work or to understand the next steps in their learning. In addition, the standard of pupils' handwriting and presentation was often poor.
- Leaders monitor the quality of teaching and learning effectively. Leaders have higher

expectations of staff and pupils. The headteacher has invested in a range of equipment and resources to support more effective teaching. Specialist teachers, with appropriate skills and qualifications, deliver the curriculum. Pupils are motivated to engage with their learning. Pupils take good care with their written work. Teachers provide support and challenge to all pupils. This includes the most able pupils and those who need to catch up. Consequently, pupils are making better progress than in the past. Classroom visits showed pupils engaging well with their learning and taking pride in their work. It was evident that teachers plan learning opportunities that meet the needs of individual pupils well.

- These standards are now met.

Paragraph 4

- Leaders carry out a baseline assessment on each pupil in the school. The headteacher has developed an assessment system which allows leaders and teachers to follow pupils' progress and plan the next steps in learning. Leaders hold regular meetings with teachers to check on pupils' progress.
- This standard is now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(b), 5(b)(i), 5(b)(ii) and 5(b)(iii)

- At the time of the last inspection, pupils had limited opportunities to develop their self-knowledge, self-esteem and self-confidence. At that time, pupils' ability to distinguish right from wrong, and respect civil and criminal law was limited. Leaders were not encouraging pupils to take responsibility for their own behaviour.
- Leaders promote pupils' spiritual, moral, social and cultural development through a range of trips, visits and lessons. The personal, social and health education programme helps pupils to understand the difference between right and wrong. Pupils are given the opportunity to discuss their views and to share concerns. Relationships between teachers and pupils are strong. Pupils say that their self-confidence and self-esteem have improved while at the school.
- Leaders have raised expectations of behaviour. Pupils behave well in classrooms. Staff training has ensured a more consistent approach to managing behaviour in the school.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 9 and 9(b)

- At the time of the previous inspection, the behaviour policy was not implemented effectively. Leaders had not set out the sanctions that were to be used in the event of pupils' misbehaviour.
- Policies and procedures to improve behaviour have been reviewed and updated. Expectations of behaviour are now much higher.
- Pupils are given sufficient time to reflect on incidents which occur. They are helped to manage their behaviours and anxieties more effectively.
- Leaders keep a behaviour log that includes a record of any sanctions used and their

effect. This shows that incidents of poor behaviour have reduced. Leaders and staff thoroughly analyse incidents and concerns to identify patterns and possible triggers for pupils. Staff focus on the reinforcement of positive behaviour using a points-based rewards system.

- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the previous inspection, these standards were not met because not all the required standards for independent schools were met.
- Since the previous inspection, staffing and leadership have changed. The new headteacher has secured stability in staffing. She has galvanised her staff to work together as a team. The headteacher has worked very hard to ensure that the independent school standards are met.
- Safeguarding procedures are effective. The safeguarding policy was not available on the school's website. However, copies of the safeguarding policy are made available to parents on request. Leaders make sure that the single central record is kept up to date and that all required checks are in place. All staff have completed training in safeguarding. Staff have read the most up-to-date guidance, 'Keeping Children Safe in Education' (September 2016). They know what to do if they have any concerns about a pupil's welfare or safety.
- These standards are now met.

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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work and which provides for the matters specified in sub-paragraph (2), is drawn up and implemented effectively (paragraphs 2(1) and 2(1)(a)).
- Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraphs 2(1)(b) and 2(1)(b)(i)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraphs 2(2) and 2(2)(b)).
- Ensure that personal, social, health and economic education helps pupils fulfil their potential (paragraphs 2(2)(e) and 2(2)(e)(iii)).
- Ensure that all pupils have an opportunity to learn and make progress (paragraph 2(2)(h)).
- Ensure that the teaching at the school is effective; ensure that pupils acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)).
- Ensure that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- Ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d)).
- Ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- Ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
- Ensure that arrangements are made to enable pupils to develop their self-knowledge, self-esteem and self-confidence; enable pupils to distinguish right from wrong and respect civil and criminal law; and encourage pupils to accept responsibility for their own behaviour, show initiative and understand how they can positively contribute to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraphs 5, 5(b), 5(b)(i), 5(b)(ii) and 5(b)(iii)).

- Ensure that leaders promote good behaviour amongst pupils by ensuring that the written behaviour policy is implemented effectively (paragraphs 9 and 9(b)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

School details

Unique reference number	135557
DfE registration number	359/6009
Inspection number	10039950

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 status	Independent special school
Age range of pupils	11 to 19
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	0
Proprietor	Cambian Group
Chair	Anne Marie Carrie
Headteacher	Vicky Heaton
Annual fees (day pupils)	£41,500
Telephone number	01942 877660
Website	www.cambiangroup.com
Email address	education@cambiangroup.com
Date of previous standard inspection	15–17 November 2016

Information about this school

- Cambian Tyldesley School is registered as an independent special school for 34 boys and girls aged from 11 to 19 who have social, emotional and mental health difficulties.
- The school was taken over by Cambian in April 2014.
- The school was previously inspected in November 2016, when unmet independent school standards were identified.

- The headteacher took up post in November 2016.
- Nearly all pupils are placed by local authorities.
- Six pupils have a statement of special educational needs or an education, health and care plan.
- The school aims to 'develop a culture of high expectation where all pupils are encouraged to develop, academically, emotionally and socially'.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- In addition to checking the independent school standards identified by the Department for Education (DfE) in its commission for this inspection, the inspector checked that standards relating to leadership and management were met.
- This was the first progress monitoring inspection following the previous standard inspection which took place in November 2016.
- The DfE rejected the school's action plan following the previous inspection.
- The inspection was conducted without notice to the school.
- During the inspection, the inspector held meetings with the headteacher, pastoral manager, regional manager and director of education.
- The inspector carried out a tour of the site.
- Informal discussions were held with members of staff and pupils.
- The inspector observed teaching and learning and sampled pupils' work.
- The inspector looked at a range of documentary evidence, including the school's improvement plans, pupil progress tracking, assessment information and monitoring of teaching. He also looked at a range of safeguarding documents, including behaviour logs, case studies, the single central record and the safeguarding policy.

Inspection team

Ahmed Marikar, lead inspector

Her Majesty's Inspector

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