

Cambian Tyldesley School

Shuttle Street, Tyldesley, Wigan, Manchester M29 8BS

Inspection dates

6–8 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- A new senior leadership team has reinvigorated the school. The school now meets all the independent school standards and provides pupils with a good quality of education.
- Leaders have a detailed understanding of strengths and weaknesses of the school because of their frequent monitoring. They carefully evaluate the impact of teachers' actions on individual pupils' learning. On occasion, their sharp focus on individuals' learning is sometimes not translated into their strategic evaluation of the school's wider impact over time.
- Safeguarding and pastoral welfare lie at the heart of the school's ethos. Staff are well trained and vigilant in protecting pupils from risks. Teachers' and other adults' passionate commitment and excellent pastoral skills promote pupils' self-esteem and very positive behaviour extremely well.
- Governance of the school is a strength. Leaders are held closely to account by the proprietary company's knowledgeable and skilled regional representatives who also ensure that the company's directors are well informed about the school's performance.
- The curriculum provides pupils with a wide range of opportunities to learn and gain nationally accredited qualifications. Vocational experiences are carefully chosen to capitalise on pupils' interests and skills. Recently introduced subjects and more academically challenging courses have enhanced the breadth of the curriculum. However, at the time of the inspection there was little evidence to show the impact of these very recent initiatives.
- The quality of teaching is good. Pupils acquire knowledge and understanding effectively and make good progress from their starting points.
- Typically, teachers carefully plan activities that engage pupils in learning and provide appropriate levels of challenge. However, in a small range of subjects, some teachers lack the very secure subject knowledge required to promote pupils' deeper understanding.
- Pupils' attitudes to learning and conduct are exemplary. They improve considerably from when pupils start the school because of the high-quality support provided by staff.
- Pupils rapidly improve their rates of attendance because they value the education the school provides.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2015 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by further enhancing the strategic analysis and evaluation skills of senior leaders, so they make best use of the detailed information they hold about the school.
- Improve the outcomes for pupils by fully embedding the changes made to the curriculum to provide more opportunities for the most able pupils to attain higher qualifications.
- Improve the quality of teaching, learning and assessment by:
 - enhancing teachers' subject knowledge in subjects in which they are not experts to ensure that teaching in all subjects routinely promotes pupils' confidence and ability to apply skills to develop their knowledge and understanding at greater depth.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and leaders have ensured that all the independent school standards are met.
- Two years ago, the school was judged to be inadequate. Leaders' actions have revitalised staff and empowered them to bring about considerable improvement. Consequently, the school is a place of learning which is valued by its pupils and of which its leaders and staff are rightly proud.
- Leaders have a clear vision to provide an excellent education that meets the needs of the pupils who attend Tyldesley School. They know the school's strengths and weaknesses well because of their frequent checks on its performance. This is particularly the case in relation to the impact of their actions to meet the needs of individual pupils, and is exemplified in their detailed case studies. Leaders use this knowledge effectively to identify appropriate priorities for further development. However, on occasion, leaders' sharp focus on checking the impact of actions on individual pupils sometimes clouds their strategic evaluation of the broader impact of the school over time. Leaders are aware of this and taking appropriate action to enhance their strategic management skills. However, the impact of this training is still to be fully realised.
- Leaders ensure that they meet the requirement to provide information for parents, carers and others on request, including those required by the standards relating to the school's website. Detailed annual reports, and the school's contributions to the review of pupils' education, health and care plans, keep parents and local authorities well informed about pupils' academic and emotional progress. Well-established systems ensure that appropriate information about pupils is effectively shared with parents and care homes at the start and end of the school day.
- The feedback from local authority officers and other professionals who work with pupils attending the school affirms the positive impact that the school now has on pupils' emotional well-being and academic progress. This is exemplified in such comments as, 'The school's nurturing ethos has provided pupils with a stable and caring environment in which to learn and has consequently changed some pupils' trajectories away from criminality.'
- This is a caring school that effectively promotes British values. Leaders develop pupils' spiritual, moral, social and cultural understanding well through a range of activities. These include the election of pupil councillors who work with leaders to bring about improvements, for example by proposing enhancements to the outdoor recreational provision for pupils, including the replacement of worn-out goalposts. Pupils undertake a range of visits to develop their understanding of and contribution to the local community and British society. These include visits to museums, places of worship and to local homes for the elderly. Pupils also host visits from new police recruits and those officers who are retiring from the force, who return to see how the school buildings have changed from their previous use as a local police station.
- Teachers' continuing professional development is effective, valued by staff and closely linked to the priorities for the school. Teachers and teaching assistants receive high-quality induction to their roles from the proprietary company and the school leadership

team. Staff are strongly encouraged to develop and enhance their knowledge and skills. Consequently, some teaching assistants have completed the training necessary to qualify as teachers and fulfil that role in the school. Staff meet regularly to share their learning during daily briefings. However, leaders' analysis of the long-term impact of training on pupils' outcomes is sometimes more limited.

- The school provides pupils with a broad and balanced curriculum that meets the requirements of the standards. The curriculum is carefully designed to meet the academic, social and emotional needs of pupils, including on the rare occasions when pupils stay into the sixth form. It provides pupils with opportunities to develop their knowledge and understanding of personal, social, health and economic education (PSHE), alongside the basic skills required in literacy and numeracy. As a result, pupils effectively access learning in a range of other subjects and regularly achieve nationally accredited academic qualifications. New subjects, recently added to the curriculum, provide pupils with opportunities to study a broad range of subjects at a higher level, for example in business studies and history.
- The curriculum provides pupils with carefully considered vocational experiences, including where possible access to a range of work experiences, which capitalise on their interest and abilities. A small number of carefully selected and suitably checked alternative education providers are used to provide some pupils with appropriate specialist training and experiences in horticulture, vehicle maintenance or construction. Consequently, pupils are well prepared for their next stage of education or employment.
- Pupils participate in a range of on-site and off-site physical education activities, including boxing and trampolining, which develop their social skills, alongside promoting their physical development. Leaders have ensured that pupils have access to suitable changing and showering facilities on the school site.
- The school does not receive any additional pupil premium or special educational needs funding from those local authorities placing pupils in the school.
- Although the school is registered for sixth-form education, typically only one or two pupils attend in this age range. This is because leaders are attuned to the most appropriate courses to meet older learners' needs and effectively promote suitable education pathways in further education or apprentice employment.
- Leaders keep up-to-date records and logs of events within the school, including those that record incidents of serious behaviour. These logs record incidents and their outcomes in detail. They are regularly evaluated by senior leaders, and effectively shared with senior managers within the proprietary company in weekly key performance indicator reports and during their site visits.

Governance

- The governance of the school is effective and has ensured that all the independent school standards are met.
- The proprietary company has a well-established and effective accountability structure in place to ensure that the school leaders are closely held to account for the impact of their work.
- Knowledgeable and skilled regional managers from the proprietary company frequently receive detailed information about the school's performance and regularly visit to check

that it is accurate. These regional officers subsequently keep directors of the company regularly updated about the school's performance. Directors also visit the school to check that the information they receive reflects a true picture of the school. Consequently, senior directors of the proprietary company have a secure understanding about the school's development and progress since the last inspection and the current priorities for development.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and the proprietary company, including their regional managers, have ensured that safeguarding arrangements are fit for purpose and are followed meticulously. Leaders ensure that the statutory checks on the suitability of staff to work with pupils, including those members of staff who are employed by other organisations or who work in other schools in the company, are completed before they commence work in the school.
- Leaders' actions ensure that the school is a safe environment in which pupils can learn. Appropriate systems are in place for pupils to relinquish and safely store unauthorised items such as their phones. Carefully controlled site access ensures that pupils remain safe during their time in school.
- Staff have up-to-date knowledge of safeguarding procedures because of the frequent training that they receive. They are vigilant about the potential risks that pupils may face and share any concerns effectively and appropriately. Leaders share information with parents and appropriate authorities effectively to ensure pupils' safety.
- The proprietary company has ensured that the school's safeguarding policy is published on the school website. Appropriate monitoring and filtering arrangements are in place for the school's internet connection. Well-established and effective practices provide pupils with appropriate and safe access to technology and information held online.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of their pupils. Typically, teachers use their assessment of pupils to plan carefully activities that are appropriately challenging and that systematically build upon pupils' prior knowledge and understanding. Consequently, pupils, including the few that are in the sixth form, routinely follow well-crafted individualised learning plans, to ensure that they make swift progress in their learning.
- Teachers generally have good subject knowledge, particularly in their specialist subjects or areas of vocational experience. For example, music teaching strongly promotes pupils' technical understanding of notation and the structure of rhythms because of the technical knowledge and expertise of the teacher. However, on some occasions, particularly when teaching subjects which are not their subject specialisms, teachers' subject knowledge is not as strong. As a result, misconceptions occur, and some work set for pupils is too easy or too hard. Consequently, on occasion, this limits pupils' development of knowledge and understanding at a greater depth.
- The teaching of mathematics is of high quality. Teachers use their secure subject knowledge to carefully plan activities which develop systematically pupils' knowledge and

understanding across a wide range of mathematical topics. Teachers make good use of links to everyday mathematical situations to consolidate pupils' learning and allow them to practise their skills in solving problems.

- Reading and writing are taught effectively across the school. As a result, pupils read effectively and apply well these skills to access a range of learning because of the good quality of teaching they receive.
- The school has a library of books which reflect pupils' interests and the focus of their literacy studies. Teachers promote the love of reading effectively through scheduled times for reading, and by making effective use of opportunities to promote reading in other subjects.
- The work in pupils' books shows that most teachers systematically plan sequences of activities to develop pupils' knowledge and skills, and that they provide sufficient opportunities for pupils to consolidate and apply these.
- At the core of all teaching is the aim of supporting pupils to overcome the barriers to learning produced by their considerable social and emotional needs. Teachers and teaching assistants do this particularly well. As a result, pupils' self-esteem and confidence in their own abilities flourish in an atmosphere of mutual respect. Sometimes, however, pupils are overcome by their emotions and can present some considerable challenges to staff. Staff swiftly and effectively apply their training and skills to de-escalate these emotional outbursts and minimise their impact on pupils' learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils triumph over their considerable barriers to learning, particularly those relating to their emotional and mental health needs. This is because of the careful nurturing, supportive ethos and good quality of teaching provided by teachers and other adults working in the school. As a result, pupils reinvigorate their engagement in education and develop excellent attitudes to learning.
- Pupils value the excellent information and guidance they receive about their future career choices. This advice is presented in an impartial manner by a suitably qualified and experienced careers consultant, who frequently visits the school to meet with pupils and deliver information activities. Additionally, the high-quality careers advice and guidance provided by the school is further enhanced through frequent opportunities for pupils to visit local colleges and employer careers events. Leaders also foster pupils' higher aspirations through visits to university departments and open day events. All pupils have access where appropriate to carefully chosen work experiences that are closely linked to pupils' own interests and take account of their abilities, skills and knowledge. As a result, nearly all pupils leave the school to continue in education, employment or training.
- Pupils value their excellent relationships with staff and recognise they have their interests at heart. Pupils routinely told inspectors verbally and in writing of their pride in the school and what it had done for them. This was exemplified in such comments as, 'I cannot fault this school and the way teachers recognise our different learning styles' and 'Tyldesley school has changed me [for the better] from the sort of person I used to be. [One] who

didn't care.'

- The personal, social and health education programme strongly develops pupils' understanding of healthy lifestyles and diversity. Pupils confidently discuss and promote the rights of people who have protected characteristics, including those relating to gender and sexuality, because they have been taught well and developed a sensitivity to such matters.
- Pupils know how to keep safe in school and in the community because of the high-quality teaching that they receive from both teachers and visiting experts, such as local fire and police officers. Pupils have a secure understanding about how to keep safe while using technology because online safety is an intrinsic part of the school's curriculum.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct around the school is typically exemplary. Pupils new to the school quickly settle because of well-established routines and the fair and respectful implementation of school rules. Pupils show respect and tolerance for each other and for staff and visitors. For example, pupils routinely held doors open for adults and often offered the inspector the more comfortable chairs during meetings or visits to classrooms.
- Pupils strongly and swiftly develop their self-regulation skills relating to their behaviour because of the high-quality guidance and support they receive. As a result, pupils initiate their own actions to head off an emotional crisis, for example taking a short time-out with a teaching assistant before quickly returning to lessons.
- Pupils say they feel safe in school and demonstrate an understanding of the different types of bullying. Pupils who spoke with the inspector found it difficult to recollect or identify acts of bullying and were confident that if it did occur, staff would do all they could to prevent it from continuing.
- The overwhelming majority of pupils join the school with considerable gaps in their education or prolonged absences from school, often due to exclusion. However, pupils soon make rapid and considerable improvement and attend well. Absences are typically for genuine reasons, such as illness or an emotional crisis. All pupils who are unable to attend school are provided with appropriate additional support and homework materials, to minimise the impact of their absence on their learning. Exclusions are extremely rare in the school and for appropriate reasons.

Outcomes for pupils

Good

- All pupils attending the school are disadvantaged by their social, emotional and mental health needs. They commonly enter the school with considerable gaps in their knowledge and understanding, with levels of attainment below those expected for their age. Pupils leave the school reading well, with the ability to communicate in writing and with a positive work ethic.
- Pupils make good academic progress from their starting points because of the quality of teaching they receive. As a result, they frequently attain standards that allow them to continue in their education beyond school, and achieve nationally accredited qualifications in mathematics, English and a range of other subjects, including vocational studies. Some

pupils make such good progress that they attain pass grades in GCSE subjects.

- Leaders make good use of national accreditation to support learners' engagement in education and reflect their interests. Consequently, pupils who are new to the school follow a carefully constructed curriculum that promotes the skills required for them to attain basic qualifications in literacy, numeracy and PSHE. These are strongly celebrated and consolidate and effectively promote pupils' self-esteem. As result, pupils eagerly engage in more difficult learning to achieve higher qualifications.
- The school's biggest success is the impact it has on promoting the positive outcomes for pupils' behaviour and attitudes to learning, which prepare them well to continue their learning and enter the world of work. Pupils enter the school with a high level of disaffection with education and often present challenging behaviour. Quickly, pupils develop emotional stability and a love of learning that is reflected in their frequent attendance, excellent conduct and their eagerness to engage in learning. As a result, the overwhelming majority of pupils continue in education, training or employment when leaving the school.
- Pupils complete work experience, where appropriate, that links closely to their personal interests and builds upon vocational studies in school, including work in local hair salons, and other local businesses.

School details

Unique reference number	135557
DfE registration number	359/6009
Inspection number	10053729

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	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	19
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 877 660
Website	www.cambiangroup.com/cambiangroup.aspx
Email address	education@cambiangroup.com
Date of previous 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. Very small numbers of pupils have attended the school in the sixth form.
- The school was taken over by Cambian in April 2014.
- The school was inspected in November 2016, when unmet independent school standards were identified. At a subsequent monitoring inspection in October 2017, the school met all of the previously identified unmet standards.
- The headteacher took up post in November 2016.

- Nearly all pupils are placed by local authorities and have 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'.
- The school uses two alternative providers to enrich the opportunities for pupils, Red Box Training, Bolton and Apple Cast North West, Wigan.

Information about this inspection

- This inspection was conducted with one day's notice to the school.
- The inspector observed learning throughout the school, checked the school's compliance with the independent school standards and looked at samples of pupils' work across a range of subjects. The inspector spoke with pupils about their work and school life.
- The inspector held meetings with leaders, regional managers of the proprietary company, teachers and other adults working in the school. The inspector held telephone conversations with officers of local authorities who have placed children in the school, specialist therapeutic practitioners who work with pupils attending the school and a director of the proprietary company.
- The inspector scrutinised an extensive range of school documentation, including policies, planning, documentation relating to the leadership and management of the school and information about the progress, behaviour and attendance of pupils in the school. He scrutinised the school's records and systems to check the suitability of adults to work in the school.
- The inspector considered the information from a meeting with a local authority social worker placing a pupil in the school, and the written responses to the staff questionnaire.
- There were no responses to the online parent questionnaire, Parent View.
- There were no responses to the online pupils' questionnaire.
- The inspector made a thorough tour of the school and visited an alternative provider currently used by the school.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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