

Cambian Tyldesley School

Shuttle Street, Tyldesley, Wigan, Manchester M29 8BS

Inspection dates

26 March 2019

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

Paragraph 2(1)(a), 2(1)(b), 2(1)(b)(i)

- Leaders have devised a written curriculum policy which includes a sufficiently broad range of subjects. The curriculum is designed to enable pupils to acquire literacy, numeracy, speaking and listening skills appropriate to their needs and abilities. Leaders ensure that the curriculum provides pupils with opportunities to cover a range of subjects, including English, mathematics, the creative curriculum, science, design and technology and personal, social and health education (PSHE).
- Detailed schemes of work and medium-term plans underpin the curriculum. Leaders are committed to ensuring that the curriculum on offer for pupils is individualised, creative and flexible, and allows for the needs of each pupil to be met.

Paragraphs 3(a), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(j), 4

- Leaders' plans for the spiritual, moral, social and cultural development of pupils provide many opportunities to actively promote tolerance and mutual respect for others, regardless of differences. The PSHE programme covers diversity, identity and belonging.
- The schemes of work for PSHE are comprehensive and cover appropriate topics, such as e-safety, healthy lifestyles, sex and relationship education, and mental and emotional well-being. All topics are able to be adapted to meet the academic, personal and developmental needs of each pupil.
- Leaders provide a suite of accredited courses for older pupils, such as functional skills, BTEC National Diploma and GCSE qualifications.
- Examples of lesson planning show that teachers deliver well-planned lessons, appropriate to the needs and prior learning of pupils. A wide range of stimulating and interesting resources are available to enhance pupils' learning.
- Leaders devise a bespoke programme tailored to each pupil's individual needs, aptitudes and interests. Leaders make good use of the time during each pupil's induction into the school to devise and implement suitable plans. These individual learning plans are informed by baseline and diagnostic testing, discussions with the

pupils and their parents and carers, and any other information available. For example, some current pupils study drama, dance and drumming.

- The assessment policy is detailed and clear. Pupils' progress towards individual targets is clearly tracked and evidenced. Leaders analyse this information to identify pupils not making expected progress and put interventions swiftly into place.
- School staff provide frequent updates to parents about pupils' progress. They make sure that parents are aware of any issues, as well as successes.
- The school does not discriminate against any pupil as set out in part 6 of the 2010 Equality Act. Staff and pupils told the inspector that everyone at this school is valued equally. They agree that no one is treated differently because of their faith, sexuality or gender.
- The standards which were checked in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- All pupils attending this school are vulnerable. Leaders are aware of this and the subsequent need to ensure that the safeguarding of their pupils is of the highest priority.
- The school has a suitable safeguarding policy. This takes account of current statutory guidance. All staff receive comprehensive safeguarding training as part of their induction and at regular intervals through the year.
- The school's curriculum plans include opportunities for pupils to be taught about potential risks, including peer-on-peer abuse, knife crime and alcohol abuse. Pupils learn how to keep themselves safe and what to do if they are worried about anything.
- Leaders carry out routine checks to reassure themselves that pupils who attend alternative provision are well cared for and safe.
- The school publishes its safeguarding policy on its website. Moreover, all policies, including safeguarding, are made available to parents as hard copies, on request.
- Leaders carry out thorough checks to reassure themselves that all staff, coaches and volunteers are suitable to work with children. They are aware of their responsibilities to report any concerns about adults to the appropriate authorities.

Paragraph 9(a), 9(b), 9(c)

- The school has a suitable behaviour policy. This takes account of the needs of the pupils.
- Senior leaders ensure that all incidents are recorded and reported in line with the school's procedures. Leaders make sure that they keep a record of any sanctions imposed.
- Leaders adhere to the school's exclusion policy. They make sure that any exclusions issued are appropriate, given the behaviour and the individual pupil's needs. Leaders make sure that all exclusions are followed up by a reintegration meeting with the pupil and their parents. This meeting is used to reflect on the issues that led to the

exclusion and support the pupil to make a success of their return to school.

- Senior leaders analyse information about incidents so that they can identify any emerging patterns and trends. Leaders make sure that they respond swiftly to any emerging issues.
- The proprietary group keeps a close eye on the frequency and severity of behaviour incidents. It offers suitable support and challenge to the leaders and staff to make sure that pupils improve their behaviour over the time they attend the school.
- Leaders make occasional use of part-time timetables for some pupils. Leaders make sure that there is a clear and justifiable rationale for implementing a part-time timetable. They ensure that parents are involved in the planning and review of these arrangements. These arrangements are time-limited and closely monitored, for example phased admission for pupils joining the school after long periods out of school.
- Most pupils make considerable improvements to their behaviour during their time at the school as a result of the support and help they receive from staff.
- Leaders ensure that they monitor the behaviour and attendance of those pupils who attend alternative provision closely.

Paragraph 10

- The school has an up-to-date anti-bullying policy, which sets out clearly the school's approach to dealing with any concerns.
- Staff vigilance, good relationships and clear messages to pupils mean that there have been few bullying incidents recently. Pupils are well informed about what bullying is and how to deal with it, including peer-on-peer abuse. Weekly one-to-one meetings between each pupil and their key worker provide a forum to discuss any concerns.

Paragraph 14

- There is sufficient staffing to ensure that pupils are closely supervised throughout the school day.
- The headteacher has reviewed the arrangements for pupils arriving and leaving the school premises. She has put in place additional control measures to reduce further the risk of pupils absconding at these transition points in the school day.

Paragraph 16, 16(a), 16(b)

- The school's risk assessment policy is up to date. Risk assessments are used as working documents. They are regularly reviewed, amended and updated as appropriate. Relevant risks are identified, and appropriate control measures are put in place.
- Individual risk assessments for pupils are reviewed following any serious incident. Leaders ensure that suitable plans are put in place to reduce the risk of a similar incident occurring again.
- Staff have appropriate training, including in physical intervention, to manage pupils' challenging behaviours.
- The standards which were checked in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(a), 34(1)(b), 34(1)(c)

- The headteacher, proprietary group and senior leaders demonstrate a good knowledge and understanding of the independent school standards. Plans are in place to ensure continuous developments and improvements to promote the continued behaviour and safety of all pupils.
- Policies and procedures for safeguarding and health and safety are appropriate for the age range and needs of pupils at the school. Due to the vulnerable nature of pupils, leaders focus on the individual needs of pupils and all aspects of safeguarding have a high priority. Staff ensure that pupils are closely supervised. Leaders actively promote the well-being and safety of pupils.
- The standards which were checked in this part are 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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	135557
DfE registration number	359/6009
Inspection number	10100726

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 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	27
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
Email address	education@cambiangroup.com
Date of previous standard inspection	6–8 November 2018

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 inspected in November 2018, when all the independent school standards were met.
- The number of pupils on roll has increased since the previous inspection.

- Nearly all pupils are placed at the school by local authorities and have an education, health and care plan for their social, emotional and mental health difficulties.
- 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 emergency inspection was carried out at the request of the registration authority for independent schools. The inspection was carried out because of concerns about the behaviour and safety of pupils at the school. These concerns were triggered by complaints regarding pupils' behaviour. This inspection was unannounced, which means that the inspector arrived at the school without previously notifying the school.
- The inspector met with the headteacher and senior leaders. The inspector also spoke with a representative of the proprietary group.
- The inspector spoke with a group of staff, a parent and a pupil. The inspector also spoke to the local area designated officer for Wigan.
- The inspector toured the school, accompanied by the headteacher.
- The inspector scrutinised available documents to check whether the school meets the relevant independent school standards and their requirements. These included the school's curriculum plans, safeguarding policy and other policies concerning health and safety.
- The inspector scrutinised samples of pupils' work, timetables, learning and behaviour plans.
- The inspector also reviewed the school's website, which contains the required information in relation to the standards checked.

Inspection team

Pippa Jackson Maitland, lead inspector

Her Majesty's Inspector

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