

Inspection of Cambian Red Rose School

Inspection dates: 3–5 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Outstanding**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils do well at Cambian Red Rose School. For many, it is the first time in their schooling that they feel cared for and valued. The dedicated staff place the pupils at the heart of all that they do. Staff have a relentless determination to raise pupils' aspirations.

Pupils said that this school is 'like a family, a second home'. Staff make pupils feel welcome from the moment that they join the school. Over time, pupils learn how to moderate their previously extreme behaviours. Pupils learn how to behave respectfully to those around them. They are happy and build self-esteem so that they can make positive friendships with others. Bullying is rare, but pupils are confident that staff would deal fairly if this were to happen.

Pupils experience a culture of high expectations. This includes emotionally, socially and academically. Older pupils appreciate how staff have helped them over the years. This is both in their personal development and with their work.

Leaders ensure that teachers broaden pupils' horizons. For example, pupils enjoy memorable residential trips. In addition, staff encourage them to think about, and plan, how they can gain meaningful employment in the future. Pupils learn how to make a positive contribution to society.

What does the school do well and what does it need to do better?

The headteacher has introduced a therapeutic approach to all aspects of learning and school life. Leaders provide an inspiring curriculum to meet the personal and academic needs of pupils. Many pupils have had significant gaps in their schooling. When pupils join this school, leaders plan bespoke activities to build pupils' confidence. This helps them to settle into a new school environment.

Teachers plan learning which develops pupils' skills and knowledge in a logical way. They work with teaching assistants to anticipate the support that individuals may need. In English, new key stage 3 pupils are initially reluctant to write. Staff show excerpts from films and use drama and role play. This helps pupils to become familiar with characters and plots in books. Although pupils enjoy learning set texts, some do not read for pleasure in their own time.

Pupils make strong progress in mathematics. They develop confidence and skills in their work. There is a consistent approach to teaching mathematics across the school. Teachers show pupils how important mathematical skills are in everyday life. Pupils enjoy learning about science. This is because teachers put scientific knowledge into context. For example, in a science lesson, key stage 3 pupils demonstrated their interest in the local debate about fracking.

Pupils enjoy art and design. They learn a range of techniques and explore different artists. They are then able to express themselves and their feelings through their

own art work. The high-quality work that pupils produce is currently on display at an embassy in London.

Pupils generally behave well. In lessons, pupils listen to their teachers and follow instructions, so everyone can learn. Staff manage the occasional outbursts effectively. Pupils move sensibly around the school. They are polite and friendly to visitors. Pupils build resilience for learning and for life generally through enjoyable outdoor educational learning. Last year, several pupils relished the challenge of kayaking along the Ardèche in France.

High priority is given to staff well-being. Each week, there is one period on the timetable devoted to 'head space'. Teachers can choose to use this time for research or other activities. Staff also meet with teachers from other schools to share ideas.

The proprietor makes sure that the school meets the independent school standards. An accessibility plan is in place. The building is well maintained, and the staff have the resources that they need. Pupils have a place to go if they feel poorly. Ample space outside enables pupils to relax in between lessons.

The curriculum develops pupils' understanding of British values. Pupils show respect for those with different faiths and cultures. Every week, each year group discusses and records a podcast on current affairs. For example, Year 10 pupils recently debated the impact of racist abuse hurled at members of the England football team. Pupils appreciate that people have different views and opinions. They were clear that discrimination is not acceptable.

Leaders ensure that teachers make sure that pupils of different abilities and with special educational needs and/or disabilities learn well. There are strong relationships with school staff and external agencies. Pupils receive the tailored support that they need to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. Staff know pupils exceptionally well. Staff are highly skilled in how to check for signs that a pupil may be at risk. Leaders check that staff who work in school and at alternative provision are suitable to work with pupils.

Staff teach pupils about how to manage the risks that they might face in their everyday lives. Through the curriculum and working with other professionals, pupils learn how to stay safe, including when using technology. Pupils know that they can speak to an adult in school if they have concerns. Pupils feel safe in school.

What does the school need to do to improve? (Information for the school and proprietor)

- Teachers use a range of books across subjects to encourage pupils to read. Leaders need to provide more opportunities for pupils to develop a love of reading for pleasure beyond the requirements of the curriculum. This will encourage pupils to continue with their learning in the future.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

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|--------------------------------------------|------------------------------------------------------------------------------------------------------|
| Unique reference number | 141864 |
| DfE registration number | 888/6059 |
| Local authority | Lancashire |
| Inspection number | 10112081 |
| Type of school | Other Independent Special School |
| School category | Independent school |
| Age range of pupils | 5 to 18 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 26 |
| Number of part-time pupils | 0 |
| Proprietor | The Cambian Group |
| Chair | Chris Strong |
| Headteacher | Tony Wray |
| Annual fees (day pupils) | £41,500 |
| Telephone number | 01772 281140 |
| Website | www.cambiangroup.com/cambiangroup.a.spx |
| Email address | education@cambiangroup.com |
| Date of previous inspection | 28–30 March 2017 |

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The headteacher has appointed several new staff.
- A new chair of the governing body has also been appointed.
- Currently, the pupils in this school are in key stage 3 and key stage 4.
- There are three alternative providers being used. They are Cast North West, Preston Vocational Centre and Red Box Training.
- The previous standard inspection took place on 28–30 March 2017.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher.
- English, art and design, science and mathematics were considered as part of this inspection. Inspection activities included discussions with leaders, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils about their learning.
- A tour was made of the school.
- The lead inspector had a telephone conversation with the chair. A meeting was held with the regional leader of The Cambian Group.
- We checked the school's safeguarding policies and procedures and the school's single central record. We met with leaders, staff and pupils to check how effective safeguarding is in the school.
- We held telephone conversations with two parents. We also spoke to teachers at alternative provision.
- The lead inspector met with a representative from a local authority.
- We considered the 11 responses to Ofsted's survey of staff.
- We examined a range of documents. These included the school's policies, attendance analysis and schemes of work.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

John Shutt

Ofsted Inspector

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