

Inspection of ALP Nuneaton

Holman Way, Nuneaton CV11 4PN

Inspection dates: 7 to 9 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

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

What is it like to attend this school?

Leaders provide high-quality care for pupils at ALP Nuneaton. Many pupils have complex needs. Staff understand these needs very well. Adults place pupils' well-being at the heart of everything they do. Relationships between staff and pupils are very positive. There is a collective belief that all pupils can achieve and be successful. Leaders are determined to ensure that pupils have positive experiences. They take into account each pupil's individual needs. As a result, pupils flourish and thrive.

Leaders think carefully about the school's curriculum offer to make sure that it is broad and balanced. They provide pupils with a rich variety of lessons and activities to enable them to become well-rounded learners. Teachers carefully select these activities to meet the needs and interests of each child.

All staff are passionate about making a difference to pupils' lives. The school is a warm and welcoming place with a personalised approach to each child's education. There is a spirit of positivity from the moment pupils arrive on site. They are personally welcomed into the building. Pupils feel safe in school. They know that staff will listen to their concerns and deal quickly with bullying if it should ever occur.

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

Leaders have designed an ambitious curriculum that is well suited to pupils' needs. All pupils study mathematics and English along with a range of other subjects, such as physical education, science and personal, social and health education (PSHE). Many pupils also learn life skills to help them prepare for the future. Leaders have adopted curriculum plans that set out the key information that pupils are expected to know and remember in each subject. These plans ensure that pupils build their knowledge logically, step by step. As a result, pupils know and remember more over time.

Each pupil has an education, health and care (EHC) plan. Leaders carefully review these plans before pupils join the school. As part of this review, leaders consider a range of information about pupils' past experiences. They also work with pupils to find out what they already know and can do. This work provides staff with detailed information about pupils' abilities. They use this information well to decide individual start points in the curriculum. This means that pupils learn a curriculum that is well suited to their needs.

Staff are expert in helping pupils with special educational needs and/or disabilities. They skilfully use a range of strategies to support pupils in lessons. They understand how to adapt the curriculum and they break tasks down into small activities. Many lessons are delivered individually, one to one. These strategies help pupils to access and learn the curriculum well. However, some staff do not have a deep understanding of all the subjects that they teach. This means that there is a

variation in the way that some subjects are taught. Sometimes, staff do not choose learning activities that make the best use of time in lessons.

Pupils who are learning to read benefit from daily phonics lessons. Staff provide targeted support for pupils who are at different stages of learning to read. Pupils enjoy reading to adults and are eager to talk about stories and characters. Although reading is still a challenge for many, the school's approach is helping pupils to become better readers.

Leaders place great emphasis on pupils' personal development. Pupils have PSHE lessons twice each week. These lessons cover many subjects and prepare pupils for life in modern Britain. They understand healthy relationships and the importance of respect for people who are different to them. Pupils look forward to these lessons and enjoy sharing their opinions. Leaders have also introduced activities to broaden pupils' experiences and interests. For example, secondary-age pupils go fishing each week. This has made a difference in some pupils' lives. They talk about fishing with great enthusiasm. They are knowledgeable about the equipment, skills and tactics involved in fishing.

All pupils receive impartial information to help them reflect on their future careers. Secondary-age pupils take part in enterprise projects that show them how to work like entrepreneurs. Some have visited local businesses to learn more about commercial enterprise. The school's career adviser helps pupils make plans for moving to colleges, apprenticeships or employment.

Sometimes, pupils display challenging behaviours that disrupt their learning. Adults know how to manage these situations well. Staff are patient and consistent in their approach to helping pupils adjust their choices and actions. This approach is proving successful. The more time that pupils spend at the school, the better they become at behaving positively.

Proprietors and governors work well with school leaders. They have ensured that the independent school standards are met. They fulfil their statutory duties. For example, they have checked that the school's curriculum teaches pupils appropriately about relationships, sex and health education. In addition, the proprietors actively work with school leaders to promote staff well-being. This work has helped to create a happy and vibrant school where staff morale is high.

Leaders have ensured that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare and safety are of the utmost importance to everybody. Staff receive regular safeguarding training. This training provides them with a thorough understanding of their role in keeping pupils safe. They are alert to any signs that a

pupil needs help and act quickly to provide support when necessary. Leaders are strong advocates for pupils. They have good partnerships with families and outside support agencies. In addition, adults teach pupils how to keep themselves safe both in school and outside.

Leaders make careful checks on the suitability of adults who work or volunteer at the school. They have ensured that the school's safeguarding policy takes into account the latest government requirements. The policy is published on the school's website.

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

- There is some variation in staff subject knowledge. This means that some staff do not choose activities that help pupils learn as well as they might. Leaders should ensure that all staff receive development opportunities so that they become more expert in the subjects that they teach.

How can I feed back my views?

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

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

School details

Unique reference number	148051
DfE registration number	937/6031
Local authority	Warwickshire
Inspection number	10192413
Type of school	Independent special school
School category	Independent school
Age range of pupils	6 to 19
Of which, number on roll in the sixth form	0
Gender of pupils	Mixed
Number of pupils on the school roll	11
Proprietor	ALP Schools Ltd
Chair	Gemma Gosden
Headteacher	Bradley Rowley
Annual fees (day pupils)	£46,659 to £61,132
Telephone number	0203 137 3630
Website	www.alpnuneaton.co.uk
Email address	bradley.rowley@alpschools.org

Information about this school

- A new headteacher started in September 2021.
- This is the school's first standard inspection. The school opened on 14 January 2021.
- Four different local authorities place pupils at the school.
- The school provides education for pupils with social and emotional difficulties. Pupils who attend the school usually have EHC plans.
- There are currently no sixth-form students on roll at the school.
- The school does not use any alternative provision.

Information about this inspection

Inspectors 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.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the head of schools, headteacher, teachers and teaching assistants.
- The lead inspector met the managing director, who represented the proprietorial board.
- Inspectors did deep dives in these subjects: reading, mathematics, English and PSHE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and looked at samples of pupils' work.
- The lead inspector reviewed the school's safeguarding policy along with a range of safeguarding information. This work included scrutiny of the school's single central record of checks made on adults. Inspectors checked staff's safeguarding training and spoke to staff about safeguarding procedures.
- Inspectors looked at a range of documents, including policies, curriculum plans, health and safety records, school action plans and the school's self-evaluation.
- Inspectors reviewed responses to Ofsted's staff questionnaire.
- The lead inspector toured the school premises to check that it meets the requirements of the independent school standards.

Inspection team

Jonathan Leonard, lead inspector

Her Majesty's Inspector

Emma Gater

Her Majesty's Inspector

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