

Inspection of Arc School Ansley

Ansley Lane, Ansley, Nuneaton, Warwickshire CV10 9ND

Inspection dates: 5 to 7 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

What is it like to attend this school?

Pupils value their school. They told inspectors that they feel safe and happy because staff know them well and take great care of them. They are adamant that bullying, 'just doesn't happen here.'

Many pupils have struggled in their previous schools. Some have missed a lot of education. Leaders make sure that gaps in pupils' learning are rapidly identified. Carefully designed support is put in place for each pupil to help them catch up, recognise their own potential and aspire to achieve it. As a result, they develop positive attitudes to learning and pride in their achievements.

Leaders expect pupils to behave well and support them to do so. Pupils know and understand how they can earn rewards for good behaviour. Over time, they are increasingly able to use agreed strategies to regulate their own behaviour.

Personal development is woven through everything leaders do. Pupils are able to learn about themselves and to understand their own reactions. They develop resilience and the social skills to help them interact successfully with others in the wider world. They are proud of the contributions they make to the local community.

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

Leaders have made sure that all pupils receive an ambitious, high-quality curriculum that meets their needs. Leaders do not rest on their laurels. They constantly consider how provision can be improved. Currently, they are developing an educational offer that brings together personal and academic development, with the therapeutic support pupils need to thrive. Although at an early stage, there are already signs of positive impact.

Leaders have made sure that pupils have a broad and balanced curriculum. All subjects have a carefully planned and sequenced curriculum. Pupils are helped to build on what they already know, and to remember more. All teachers have good subject knowledge within their own specialism. However, some staff teach subjects in which they lack expertise. In these cases, they do not always know the best ways to present learning.

At the heart of the curriculum is a drive to improve reading, especially for those who have missed out on earlier education. Leaders rapidly identify those who are at an early stage of learning to read and put appropriate support programmes in place. They have developed a reading community in which staff, parents and pupils can enjoy reading together. For instance, through 'Drop Everything and Read' and the Family Reading Club.

Every pupil has a behaviour support plan. Plans identify the barriers pupils face and the strategies they should use to regulate their behaviour. These include sensory

breaks and timeouts. Over time, pupils use these effectively to take responsibility for their own behaviour. However, occasionally they can have a negative impact on learning because there is insufficient consideration of when certain strategies should be used.

Assessment is rigorous. Teachers are skilled at using questioning to check pupils' understanding. They know the needs of each pupil very well and intervene quickly where there are misconceptions. They use appropriate strategies to help pupils respond positively. Teachers monitor personal progress as well as progress towards academic targets. Assessment always informs the next steps for each pupil.

Carefully planned careers education supports pupils to move onto the next stage of their lives. It helps them to make decisions about their future. Pupils visit local colleges and universities. They visit workplaces and employers visit the school to talk to them in assemblies.

Leaders have worked hard to ensure that most pupils' attendance has improved significantly. Leaders follow the 'securing education in schools' programme to support the very few pupils who are not attending well enough. Over time, this is having a positive impact.

Teachers value the range of training available to them. They say that leaders recognise potential and support them to undertake further qualifications if they wish to do so. Teachers say that leaders are considerate of their well-being and take workload into account. They say leaders have an open-door policy for staff and pupils alike which makes for a happy and supportive environment in which to work.

The proprietor makes sure that the school consistently meets the independent school standards. A wide range of reports and checks are in place as well as regular visits to the school by the regional director. These keep a focus on positive outcomes for pupils. School leaders are held to account effectively through monitoring of agreed strategy and priorities.

There is a strong focus on safeguarding. The policy takes account of the latest government guidance and is published on the website.

The school complies with schedule 10 of the Equality Act 2010. An accessibility plan is in place which considers how the premises, information and the curriculum can be improved for pupils with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a constant in all areas of the school's work. Leaders are assiduous in ensuring that any risks or concerns, no matter how small, are raised and recorded.

Records show that early help is put in place as soon as possible. Where referrals don't make the threshold, leaders put school support in place.

Teachers are well-trained and have a clear understanding of safeguarding procedures in the school.

Leaders have completed safer recruitment training and make sure that all appropriate checks on staff are completed and recorded appropriately.

Pupils are taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and proprietor)

- Not all teachers have the appropriate subject knowledge they need when teaching a subject which is not their specialism. This means that work is not always as well-matched to pupils' needs as it could be. Leaders should ensure that relevant support and training is put in place for these staff.
- Occasionally, pupils make use of strategies to regulate their behaviour in ways that interrupt their learning and that of others. Leaders should consider how pupils can be supported to select the strategies they use according to time and place.

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

School details

Unique reference number	141008
DfE registration number	937/6012
Local authority	Warwickshire
Inspection number	10229986
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	11 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	49
Number of part-time pupils	0
Proprietor	Kedleston Group
Chair	Paul Brosnan
Headteacher	Nyree Parker
Annual fees (day pupils)	£53,034
Telephone number	0167 6543 810
Website	https://kedlestongroup.com/ansley
Email address	arcansley@kedlestongroup.com
Date of previous inspection	22–24 May 2018

Information about this school

- Since the last inspection, a new headteacher and deputy headteacher have been appointed.
- The school is registered to provide full-time education for boys and girls aged 11 to 17.
- The Arc School Ansley is located in the village of Ansley, near Nuneaton in Warwickshire. It was registered as an independent school in June 2014 and is housed in purpose-built premises. The school was last inspected in May 2018 when it was judged to be good in all areas.
- Arc School Ansley is an independent special school within the Kedleston Group. The school provides education for pupils who are diagnosed with autistic spectrum disorders. All pupils have an education, health and care plan. Many have been excluded from their previous schools and some have missed a significant proportion of their education.
- The school currently uses one unregistered alternative provider.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the special educational needs coordinator and subject leaders. The lead inspector also spoke with those responsible for governance including the chair of the governing body and the regional director.
- Inspectors conducted deep dives in English, mathematics, science and personal, social and health education. Each deep dive included discussions with curriculum leaders, visits to lessons, discussions with teachers and a scrutiny of pupils' work. Inspectors met with pupils to discuss their learning in these subjects and more generally about their experiences in school.
- Inspectors met with staff to discuss the support they receive to develop their skills and knowledge and to manage their workload.

- Inspectors reviewed a range of documents including those relating to curriculum and assessment, school policies, governance and minutes of governors' meetings, development planning and self-assessment.
- The lead inspector scrutinised safeguarding documents, reviewed the school's processes for reporting concerns and checked recruitment procedures.
- Inspectors checked all the independent school standards, including those relating to the school premises.
- The lead inspector considered responses to Ofsted's parent, pupil and staff surveys.

Inspection team

Mel Ford, lead inspector

Her Majesty's Inspector

Wayne Simner

Her Majesty's Inspector

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