

Cambian New Elizabethan School

Quarry Bank, Hartlebury DY11 7TE

Inspection date

4 October 2022

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 3, 3(a), 3(c), 3(e)

- At the time of the previous inspection, leaders had not ensured that the curriculum was clearly sequenced. Teachers were unclear about the knowledge pupils needed to learn and how this would build on what they had learned before. As a result, learning was not well connected, and pupils were not achieving as well as they should.
- In the school's action plan, leaders proposed to review the curriculum and create subject action plans based on the findings of the review. Leaders intended to agree on the curriculum goals that they wanted pupils to achieve in each subject and the specific curriculum content to be taught. Leaders also planned to ensure that curriculum content was well sequenced.
- Leaders have begun a root and branch review of the curriculum and have identified aspects of teaching and learning that they want to improve further. For example, they identified that teachers' questioning was a relative weakness and have started to address this. Leaders have begun to implement some initiatives to tackle weaknesses, although the pace of change has not been fast enough.
- Since the last inspection, leaders' focus has been on improving the English curriculum. However, this work has not gathered the necessary momentum to effect enough whole-school change. It has stalled partly due to awaiting the appointment of a permanent English subject leader.
- Leaders have started to bring about some initial changes to the mathematics and science curriculums, although the development of the curriculum beyond the core subjects is limited. This means that there are several subjects where the curriculum is not sequenced in a way that contributes strongly to pupils' learning.
- Despite being one of leaders' key actions in their school improvement plan, subject leaders have not yet developed any subject action plans, although the English action plan is in the embryonic stage of development. Leaders have made some internal staff

changes to capitalise on teachers' areas of curriculum strength and expertise. This is contributing positively to teaching and learning.

- Leaders have not taken sufficient action to address the issues related to the teaching of early reading and phonics. A new commercial scheme has been purchased and training is planned, but it has not been implemented. This means that pupils do not receive the best support they need to address their gaps in phonics.
- Leaders have recently introduced a new system of assessment. This has enabled teachers to have a clearer idea about the essential knowledge and skills that pupils need to learn. Leaders have identified a risk that the new assessment system, if not carefully implemented, may inadvertently drive the curriculum. They are aware of this and have taken steps to ensure that this does not happen.
- The previously unmet requirements in this part remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b) and Part 6 (32)(1)(c)

- The school has an appropriate safeguarding policy that is published on the school's website. The policy takes account of the Secretary of State's most recent statutory guidance.
- Leaders ensure that the school's safeguarding policy is implemented effectively. Pupils are taught how to keep themselves safe. They can describe what they have learned and know how to apply their learning. The school's procedures for identifying and reporting safeguarding concerns are robust. Leaders ensure that staff keep up to date with their safeguarding training so they can spot any signs that a pupil may be at risk of harm. When a concern is raised, leaders take prompt action to get the right help for the pupil. Leaders have appropriate procedures in place to manage any allegations made against adults.
- The recruitment of staff follows the principles of safer recruitment. However, there were a few minor omissions on the single central record where the date of a check had not been recorded (although the check had been made). These issues were resolved before the end of the inspection.
- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the last inspection, the proprietor and leaders had not ensured that all the independent school standards were being met consistently and continually. There were weaknesses in curriculum design, staff's subject knowledge, the teaching of phonics and the quality of learning support for pupils. Leaders put in place an action plan to address the weaknesses.
- Leaders have taken steps to address some of the shortcomings identified at the last inspection, although improvements to the quality of the curriculum and the teaching of phonics are not being implemented quickly enough. Staff's subject knowledge has improved in some subjects, but inconsistencies remain. This means that the unmet independent school standards identified at the last inspection have not been fully

addressed. Leaders' efforts have been stalled, to some extent, by significant staffing upheaval.

- Leaders' reorganisation of support staff has meant that teaching assistants have developed their teaching skills and are more involved in planning pupils' learning. They are making an increasingly stronger contribution to helping pupils to learn and make progress.
- Since the last inspection, leadership capacity has been strengthened with the appointment of a new deputy headteacher. This has helped leaders to begin to develop more effective systems to monitor and evaluate the quality of education. Early career teachers are now offered a more comprehensive induction programme to develop their knowledge.
- Middle leaders for English, mathematics and science are beginning to develop a greater understanding of curriculum progression across the phases and key stages. They are thinking about key curriculum content that pupils need so they can build knowledge and understanding. However, the curriculum structure has not been finalised. There has been little development in other subjects.
- Leaders have appointed a significant number of new teachers and support staff since the last inspection. Leaders have worked hard to set out their expectations and provide guidance to enable new starters to settle in and understand the school's aims. Staff are supportive of leaders' direction of travel and demonstrate a commitment to help the school improve.
- The proprietor has recently provided some external support for leaders to help them review their school improvement plans and the actions they have taken so far. Leaders have already started to take on board this external advice and make some changes to their curriculum design.
- The previously unmet requirements in this part remain unmet.

Schedule 10 of the Equality Act 2010

- The school has a suitable accessibility plan that fulfils the requirements of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	117030
DfE registration number	885/6021
Inspection number	10252917

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 special school
Age range of pupils	7 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	45
Of which, number on roll in sixth form	7
Number of part-time pupils	0
Proprietor	Farouq Sheikh
Chair	Farouq Sheikh
Headteacher	Sara Ferguson
Annual fees (day pupils)	£66,300 to £103,851
Telephone number	01299 250258
Website	http://www.cambianguroup.com/ourservices/service/home/tabid/106/id/147/s/28/xmps/1816/default.aspx
Email address	sara.ferguson@cambianguroup.com
Date of previous standard inspection	5 to 7 April 2022

Information about this school

- The previous standard inspection took place between 5 and 7 April 2022.
- Cambian New Elizabethan School is an independent special day school. All pupils on roll have an education, health and care plan. The school caters mainly for pupils with a

diagnosis of autism spectrum disorder, and pupils with social, emotional and mental health needs.

- The school uses one unregistered alternative provider.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first progress monitoring inspection following the full standard inspection that took place between 5 and 7 April 2022. The Department for Education (DfE) required the school to prepare an action plan – this was statutory. Ofsted evaluated this action plan on 11 August 2022. The DfE accepted the school's action plan on 7 September 2022.
- This inspection was conducted without notice.
- The inspector met with the headteacher, two deputy headteachers and other middle leaders. He carried out inspection activity to check compliance with the independent school standards. The inspector met with a range of staff, talked to pupils about their learning and well-being, visited a sample of lessons to see pupils learning in the lower and upper phases, and looked at samples of pupils' work and curriculum plans. The inspector listened to pupils read.
- The inspector held meetings with leaders responsible for safeguarding, and reviewed policies and records relating to safeguarding. He also considered information published on the school's website.

Inspection team

Tim Hill, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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