

# Inspection of Cambian Red Rose School

Meadow Lane, Bamber Bridge, Preston PR5 8LN

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Inspection dates: 14 to 16 May 2024

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils, who all have special educational needs and/or disabilities (SEND), enjoy their time at Cambian Red Rose school. They form strong relationships with staff who support them when they arrive. As many pupils have had a disjointed experience of education prior to joining the school, this is essential. Staff support pupils well to manage their behaviour. They help pupils to understand how to respond to different situations. Pupils' behaviour typically improves over the time that they spend at the school. Lessons are not interrupted by any off-task behaviour. Overall, pupils learn in a positive, encouraging environment.

The school wants the very best for its pupils. Staff ensure that they get to know pupils' individual needs when they join the school. This helps them to understand where pupils could have gaps in their learning. Staff tailor the support that pupils receive to meet their individual learning needs. In many subjects, the school is successful in doing so. Pupils achieve well from their starting points.

Pupils enjoy a range of opportunities to develop their life skills. This includes taking part in the Duke of Edinburgh experience. Many pupils are initially nervous when they start at the school. Staff support pupils well and pupils go on to develop many skills. In addition, pupils get the opportunity to learn about different career pathways which support them to make effective choices about their future.

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

The school's curriculum is ambitious and pupils study a wide range of subjects. In many subjects, the school has thought about what pupils should learn and when the content should be taught. In these subjects, teachers deliver the curriculum well. They use strategies which support pupils to learn successfully. Teachers often use the school's assessment approaches well to check on pupils' previous learning. They use this understanding effectively to work out what pupils next steps are. Pupils are increasingly accessing formal qualifications such as ASDAN or GCSEs. This helps them to be well prepared for the next stage in their education, training or employment.

However, despite many subjects being well thought through, there are still some areas of the curriculum which are underdeveloped. In these subjects, teachers are sometimes unsure of what pupils should already know. This affects how well they support pupils to build on their previous learning. In addition, teachers do not use assessment strategies as effectively as they do in other subjects, to identify what pupils know and remember from lessons. This means that common errors in these curriculum areas are not addressed as successfully as they are in other subjects. This affects both the quality of pupils' work and how well pupils' build up their knowledge of different topics.

Overall, the school places a high focus on reading. Pupils have access to an ever-increasing range of literature. Pupils in key stage 2 have access to a well-structured

phonics programme. Staff are increasingly skilled in delivering this programme. Pupils are supported to develop their confidence and fluency in reading by accessing books which link to the sounds that they know. However, a few pupils still require some support with phonics in key stage 3. The phonics programme in key stage 3 is not as well thought through as it is in key stage 2.

Pupils behave well. They know what the rules and routines are in school and typically follow them. The school is focussed on ensuring that pupils attend school as often as they should. It works with pupils to develop positive attitudes towards school and their studies. The school achieves success because it supports pupils to understand the value of education and the positive impact that this can have on their future success.

The school provides pupils with a wide range of experiences, trips and visits to support their wider development. Pupils learn about what makes a positive and negative relationship. Through different visits, they develop an understanding and appreciation of different faiths, religions and beliefs. The outdoor education programme offered to pupils is strong. Pupils enjoy numerous local and overseas opportunities to develop their confidence and resilience. The school provides pupils with opportunities to learn about budgeting and financial management. For example, they learn how to budget for various meals which they may cook when living independently.

The school supports staff with their workload and wellbeing. Staff reported that the school helps them to support and guide pupils with complex behaviour through tailored training and supervision. This helps staff to concentrate on delivering lessons as they have the necessary skills to manage pupils' behaviour effectively.

The proprietor body and the school are reflective and well informed. The independent school standards (the standards) are consistently met. The proprietor body and school ensure that the premises are well maintained with adequate facilities to support pupils. They provide parents and carers with the necessary information that they need about their child.

The proprietor body seek to gauge the impact of all decision making on pupils' achievement. They have effective systems in place to hold the school to account. The school is compliant with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- A few areas of the curriculum, including phonics, are not as well thought through as they could be. This means that, in these areas, teachers do not consistently

deliver the curriculum in a way that supports pupils to build up their knowledge securely over time. The school should ensure that it reviews these curriculums so that pupils learn new content in a logical order.

- Assessment strategies are not used effectively by teachers in a minority of subjects. This means that they do not fully understand what pupils have retained from their previous learning. In some instances, pupils' errors are not routinely addressed and therefore reoccur. The school should ensure that assessment strategies are effectively used in these subjects to identify what pupils have retained and to ensure that pupils' errors are addressed more consistently.

## **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.

## School details

<b>Unique reference number</b>	141864
<b>DfE registration number</b>	888/6059
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10322502
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	23
<b>Proprietor</b>	Cambian Childcare Ltd
<b>Chair</b>	Farouq Sheikh
<b>Headteacher</b>	Simon Ashurst
<b>Annual fees (day pupils)</b>	£57,136 - £84,961
<b>Telephone number</b>	01772 281140
<b>Website</b>	<a href="http://www.cambiangroup.com/specialist-education/our-schools/semh-schools/cambian-red-rose-school">www.cambiangroup.com/specialist-education/our-schools/semh-schools/cambian-red-rose-school</a>
<b>Email address</b>	<a href="mailto:admin@cambiangroup.com">admin@cambiangroup.com</a>
<b>Dates of previous inspection</b>	3 to 5 December 2019

## Information about this school

- A new headteacher, deputy headteacher and several staff have been appointed since the previous inspection.
- All pupils who attend the school have an education, health and care plan. The school caters for pupils who have social, emotional and mental health needs. Some pupils have a diagnosis of autism.
- The school uses three registered alternative providers.
- The school is registered to admit up to 30 pupils.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the director of education and a representative of the proprietor body.
- Inspectors carried out deep dives in these subjects: English (including early reading), mathematics and history. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers and looked at samples of pupils' work.
- The lead inspector listened to a few pupils read to a familiar adult.
- Inspectors observed pupils' behaviour at lunchtimes and as pupils moved around the school building. They scrutinised leaders' records of pupils' behaviour.
- Inspectors spoke with groups of pupils about their experiences at the school. They spoke with staff about their workload and well-being.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of the school, staff and pupils and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- Inspectors examined school policies and other documents to check the school's compliance with the standards and other requirements. These included minutes

from the management body; information on pupils' progress; the school's evaluation of its own performance and its development plan. Behaviour and attendance records were also scrutinised.

- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors took account of the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- As part of their checks on the standards, inspectors toured the school premises, accompanied by the headteacher.

### **Inspection team**

Stuart Perkins, lead inspector

His Majesty's Inspector

Cleo Cunningham

Ofsted Inspector

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