

Cambian New Elizabethan School

Quarry Bank, Hartlebury DY11 7TE

Inspection date

12 November 2024

Overall outcome

The school meets 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)(b), 2(1)(b)(i)

- At the time of the last standard inspection in January 2024, the school had developed a broad and ambitious curriculum. However, further work was required to ensure that the knowledge and skills to be learned in all subjects was clearly identified. Importantly, all pupils at the school have education, health and care (EHC) plans, but the school had not thought carefully enough about how the planned curriculum would take account of pupils' needs.
- The school has taken rapid action to revise all subject schemes of work. These now meet the requirements set out in the new progression documents, which show what pupils should learn and in what order for each subject. The skills and knowledge to be developed are clearly identified and the needs of pupils carefully mapped across, so that EHC plan targets are an integral part of learning for all pupils.
- The school has made a significant investment in staff recruitment and training to ensure that the revised curriculum approach is delivered more consistently. This means staff now check that every child in every lesson is being supported to make progress. Regular checks by senior leaders identify where further support may be needed.
- These independent school standards ('the standards') are now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(g), 3(h)

- At the previous inspection, pupils were not well supported to develop their ability to think and learn for themselves. Some pupils lacked motivation because their needs were not understood well enough and lessons were not designed with these in mind. The checks teachers made were not being used effectively to ensure that gaps and misconceptions were identified quickly. As a result, pupils were not always given the help that they needed to move on in their learning.
- The school has prioritised the development of a clear and effective assessment framework that places the needs of pupils at its heart. This sets out how, and when, teachers will check pupils' progress. The school has placed the emphasis on 'in-the-

moment' feedback for every child based on their identified needs. There has been supportive training for all teachers and teaching assistants. In line with the school's action plan, this has focused on developing a clearer understanding of how EHC plans have informed pupils' individual learning plans and how these are integrated into subject learning.

- The school has introduced an online programme to support identification of both academic and social and emotional needs. Leaders share with subject teachers records of progress and any further support needed. This ensures that up-to-date information is used to adapt learning. Consequently, pupils are learning more and remembering more.
- Staff are now better equipped to recognise pupils' needs that underlie behaviour incidents. As a result, they are using strategies to de-escalate behaviour more effectively. Pupils are enjoying their learning more and making better progress as a result.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraphs 7, 7a, 7b, 32(1)(c)

- At the previous inspection there was an appropriate safeguarding and child protection policy in place that took appropriate account of all relevant legislation and government guidance. Staff were suitably trained and well versed in how to raise a concern. However, occasionally, safeguarding logs were not updated in a timely way and sometimes records did not show the actions that had been taken.
- The safeguarding and child protection policy remains appropriate. A new recording system has been introduced and all staff have received training on how to use it. They know the level of detail required for when they report. This system is now well established. Records are timely, detailed and routinely record all actions taken and their outcomes.
- The school has ensured that the appropriate checks on new staff are made before they commence their employment at the school.
- These standards remain met.

Paragraph 9, 9b

- At the previous inspection, the behaviour policy was not being implemented consistently enough. This meant that pupils were not always supported to manage their own behaviour.
- The behaviour policy has been revised and staff training provided. Pupils contribute to their own assessments to help them understand what might trigger unacceptable behaviour and how they can either avoid or manage those behaviours. Pupils respond well to the new rewards system as it is linked to their needs. This helps them to see the positive impact when they are successful in managing their feelings and emotions. This has had a significant impact on reducing behaviour incidents that disrupt learning.
- These standards are now met.

Part 8. Quality of leadership in and management of schools

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

- The school's action plan identified appropriate actions to address the areas for improvement from the last inspection. These improvements have now been secured. Leaders have developed a culture of continuous improvement that supports their future plans.
- At the time of the previous inspection, the senior leadership team was in flux and roles and responsibilities were not well defined. As a result, not all independent school standards were met. This has been addressed. There has been a rapid and focused review of all aspects of the school's work. Staff have been provided with the right training and resources to support the new ways of working and pupils are experiencing the benefits. The current leadership team has the skills, knowledge and abilities to meet their responsibilities and to ensure that the independent school standards can be met consistently.
- At the previous inspection, the school was not actively promoting the well-being of pupils because pupils were not learning how to manage their behaviour and emotions. Pupils are now supported well to develop their understanding of, and ability to manage, these aspects of daily lives.
- These standards are now met.

Compliance with regulatory requirements

The school meets 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. 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.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if
 - 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(b) fosters in pupil's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3 (c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - (b) the policy is implemented effectively; and

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.
- 34(1)(c) actively promote the well-being of pupils.

School details

Unique reference number	117030
DfE registration number	885/6021
Inspection number	10351949

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 category	Independent day school
Age range of pupils	7 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	45
Number of part-time pupils	0
Proprietor	CareTech Community Services Ltd
Chair	Andrew Sutherland
Headteacher	Carrie McConomy
Annual fees (day pupils)	£66,300 to £131,651
Telephone number	01299 250258
Website	www.cambiangroup.com
Email address	info@caretech-uk.com
Dates of previous standard inspection	23 to 25 January 2024

Information about this school

- Since the last standard inspection in January 2024, a new headteacher has been appointed.
- Cambian New Elizabethan School is an independent special day school. All pupils have an EHC plan. The school caters mainly for pupils with a diagnosis of autism.
- All pupils are placed at the school by local authorities.
- The school uses one unregistered alternative provision.

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 first progress monitoring inspection since the school's standard inspection in January 2024.
- Following the standard inspection, the Department for Education (DfE) issued a statutory notice requiring the school to prepare an action plan.
- Ofsted evaluated the action plan on 2 May 2024. The DfE accepted the school's action plan with modifications on 15 May 2024.
- This inspection was carried out without notice.
- The lead inspector met with the proprietor's representative, the regional director for education, the headteacher, the deputy headteacher, the assistant headteacher, the operational manager and the intervention leader.
- The lead inspector also spoke with teachers, teaching assistants and pupils, both formally and informally.
- The lead inspector visited lessons and observed breaktimes and movement between lessons.
- The lead inspector reviewed a range of documentation, including policies, curriculum plans, assessment arrangements, individual learning plans and behaviour plans.
- The inspection also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers.

Inspection team

Mel Ford, lead inspector

His Majesty's Inspector

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