

Inspection of Cambian Tyldesley School

Shuttle Street, Tyldesley, Wigan, Manchester M29 8BS

Inspection dates: 23 to 25 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils enjoy attending this school. They appreciate the help they receive from staff which enables them to achieve well. Pupils work hard in lessons and to meet the high expectations of their teachers and school leaders. They study a wide range of subjects. Pupils have opportunities to achieve nationally accredited qualifications by the time they leave the school.

Pupils feel safe in school. They typically behave well and show respect for each other and staff. Pupils know that staff are trustworthy adults with whom they can share any worries or concerns. They are confident that staff will act quickly to stop any bullying that might happen.

Pupils enjoy participating in vocational studies about areas of work that they are interested in, such as construction. They feel prepared to continue their studies at mainstream colleges or find employment when they leave the school.

Pupils benefit from a range of activities that help enrich their knowledge of fundamental British values. These include visits to museums, and attendance at cultural events. Pupils also participate in a range of sporting activities that help to build their self-esteem, resilience and knowledge of healthy lifestyles.

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

All pupils attending the school have special educational needs and/or disabilities (SEND). The school curriculum is ambitious for all pupils, including those in the sixth form. It enables pupils to achieve well by the time they leave the school. Curriculum subjects are suitably planned to meet the needs and interests of all pupils.

Pupils, including those in the sixth form, are well prepared for the next steps in education, training or employment. They succeed in gaining places to further their education in mainstream colleges or secure apprenticeships. This is because the curriculum in nearly all subjects builds on what pupils already know and can do. However, a small number of subject plans do not identify the key pieces of knowledge that pupils need to know. This means that some learning activities do not routinely help them to know and remember the important information that they need.

In nearly all subjects, teachers routinely check that pupils understand what they have been taught. Teachers use this information effectively to inform their planning. However, sometimes teachers check only that activities have been completed and not what pupils have been learned.

Leaders share information about pupils' needs appropriately. Staff use this information to make suitable adjustments to their teaching to ensure that all pupils learn well. Leaders have an appropriate plan in place to ensure the curriculum and

school building are accessible to those with disabilities. This means the school meets the requirements of the Equality Act 2010.

Pupils learn to love reading. This is because teachers in all subjects strongly promote and model their own enjoyment of reading. Each morning staff spend time reading and discussing books and the daily papers together with pupils. This helps pupils to develop their vocabulary. However, not all staff are knowledgeable about how to use phonics to help pupils improve their reading fluency.

Pupils work with local charities to help support those who are vulnerable. Pupils' personal development also benefits from opportunities to undertake residential trips. Pupils receive impartial careers advice and guidance which enables them to make informed choices about their next steps in education, employment or training. Leaders go the extra mile to ensure that pupils who are leaving the locality can visit colleges near to where they will live.

Pupils' positive attitudes to learning help them to concentrate well during lessons. However, on occasion, pupils can struggle to manage their emotions and disrupt the learning of others. Skilled staff deal effectively with these outbursts to help pupils to swiftly re-engage in their learning.

Attendance and admission registers are well maintained and adhere to the most up-to-date regulations. Leaders monitor pupils' attendance carefully to identify any emerging trends. Pupils usually attend well. Some pupils' special educational needs and/or disabilities mean that they find attending school a traumatic experience. Leaders ensure that they get appropriate support such as personal tuition away from the school in a safe environment. This helps these pupils to continue to learn.

Leaders have a secure understanding of the independent school standards. They know the school's strengths and weaknesses well. The proprietor body has ensured that all the independent school standards are met. Members make sure that the school buildings are maintained to an acceptable and safe standard. The proprietor body ensures that the school's safeguarding and relationship and sex education policies are published on the school website. The proprietor body is well informed about what the school does well and where it needs to improve by the regional officers that they employ. The proprietor body uses this information to hold leaders closely to account for the impact of their actions.

Staff feel strongly supported by leaders and are proud to work in the school. Leaders consider staff welfare and well-being when planning improvements to the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge on how to identify safeguarding concerns, which they keep up to date through regular training. Staff are vigilant and share any concerns

they have with leaders using well-established procedures. Leaders know how to follow up any concerns that are raised with them, including those that are shared by the alternative providers used by the school. Leaders work well with other agencies to help ensure pupils get the support they need and are protected from harm.

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

- In a small number of subjects, the curriculum plans do not carefully sequence the key pieces of knowledge that pupils need to be taught. As a result, in these subjects, teachers do not routinely check that pupils retain the key knowledge they need to know and pupils do not achieve as well as they should. Leaders must ensure that all curriculum plans clearly outline the key pieces of knowledge that pupils must learn and that teachers regularly check that pupils are retaining this knowledge.
- Some teachers and teaching assistants have not had opportunities to attend training to keep their subject knowledge up to date. As a result, they are unaware of recent developments in pedagogy and research in the subjects that they teach. Leaders should ensure that all staff receive training to further develop their subject knowledge.

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	135557
DfE registration number	359/6009
Local authority	Wigan
Inspection number	10209101
Type of school	Independent school
School category	Independent special school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	21
Of which, number on roll in the sixth form	5
Number of part-time pupils	0
Proprietor	Caretech Holdings plc
Chair	Kicha Mitchell
Headteacher	Jemma Westby
Annual fees (day pupils)	£42,000 to £64,000
Telephone number	01942 877660
Website	www.cambianguroup.com/cambianguroup.aspx
Email address	jemma.westby@cambianguroup.com
Date of previous inspection	6 to 8 November 2018

Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection.
- The school uses four alternative education providers.

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 standard 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 of the school.
- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors spoke with a representative of the proprietor body. Inspectors also spoke with the headteacher, and other senior staff. The lead inspector toured the school site to evaluate compliance with the independent school standards. Inspectors also visited some of the alternative providers working with the school.
- The lead inspector held telephone conversations with representatives of some of the local authorities placing pupils at the school, and some parents or carers of pupils.
- Inspectors conducted deep dives in these subjects: English, mathematics, physical education and personal, social, health and economic education. For each deep dive, an inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke with teachers and spoke with some pupils about their learning. Inspectors looked at pupils' work and listened to pupils reading. Inspectors also scrutinised curriculum planning from other subjects.
- Inspectors reviewed a range of documentation related to the work of the school, and scrutinised documentation relating to safeguarding.
- Inspectors considered the responses to Ofsted Parent View. There were no responses to the pupil or staff online questionnaires.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Phill Walmsley

Ofsted Inspector

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