

Inspection of Cambian Bletchley Park School

Whaddon Way, Bletchley, Milton Keynes, Buckinghamshire MK3 7EB

Inspection dates: 23 to 25 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 are well cared for and supported in this nurturing and inclusive school. Many arrive having had negative educational experiences. Pupils are often reluctant to work alongside others, including both peers and staff, when they join the school. This changes quickly due to the school's expert therapeutic and pastoral support. Within a short time, pupils begin to develop the social and interaction skills they need to successfully take part in group activities. Staff build strong, positive relationships with pupils, based on mutual respect and trust. This makes pupils feel happy.

Staff understand and meet pupils' medical, educational and care needs very well. From the start, they take time to get to know each pupil as an individual. This includes understanding how each pupil communicates their choices, preferences and needs. Pupils benefit from the school's total communication approach, which is used in every area of learning. This helps pupils to build a range of tools and strategies to express their views and wishes with growing independence.

The school has designed a calm, well-structured sensory environment. As a result, pupils are usually settled and ready to learn. When they become dysregulated, skilled and caring staff respond quickly and effectively. Pupils are supported to recover, re-engage, and feel safe, valued, and understood.

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

The school has an ambitious curriculum that meets the needs of its pupils. Staff use each pupil's education, health and care (EHC) plan to build a personalised learning path. They focus on what each pupil needs to meet their special educational needs and/or disabilities (SEND) while also integrating a broad and balanced curriculum. This approach helps pupils to build the confidence and knowledge needed to be ready for life after school.

There are a small number of subjects in the wider curriculum that are in the process of being refined. In these areas, the knowledge pupils need to learn is not as clear. This hampers pupils' learning in these subjects.

When pupils join the school, robust checks to identify any gaps in their English, mathematics, communication, and interaction skills are completed. The school uses this information well to create learning plans that fit each pupil's needs well. This is most clearly seen in the provision for teaching pupils how to read. The school uses a phonics programme to carefully meet the specific needs of pupils and the way that they learn best. Staff are skilled phonics teachers. They use well-designed materials and matched books for pupils to help them to read with increasing confidence. Consequently, pupils are supported to learn to read very well.

Teachers and support staff are skilled SEND professionals. They have very secure knowledge about autism and severe learning difficulties. They are caring and quick

to respond to pupils' needs. Their work is helped by the school's therapy team. All pupils get support from occupational and speech therapists. This is in addition to other therapeutic support where needed, such as physiotherapists or psychologists. Comprehensive plans outline each pupil's needs and the best ways to help them. These plans are followed well in class, helping pupils succeed and feel supported.

Pupils, including those who are over 16 years old, are taught matched to their communication and learning needs. This helps to ensure that the right support is provided to each group. The school recognises that older pupils require additional help to prepare for their next stage. It provides a preparation for adulthood programme that starts in Year 9. This programme helps pupils to build personal and communication skills needed for life beyond school. Older pupils benefit from many activities that match their personal goals. These help them move on to their next setting with success and confidence.

The school is a calm and positive environment in which to learn. Pupils' behaviour is exceptional, and their ability to co- and self-regulate grows during their time at the school. Pupils trust staff and accept help when they are upset or dysregulated. This means that periods of dysregulation are short and well managed by staff. Pupils love to learn. In every class, they are eager and focused. They work well together and encourage each other to join activities. Pupils also help shape their school by taking on mentor roles. Older pupils support their younger peers, helping them to develop their social and communication skills. This teamwork builds a caring community, where everyone feels valued.

The school employs creative ways for pupils to learn about the world. This includes learning about different religions and cultures through lessons and sensory experiences. Pupils' voices are very important. Each week, pupils share their views on a current topic, whether about school or the wider world. This helps pupils become global citizens, who know why their opinions matter. It also builds their confidence in speaking up and sharing ideas.

Careers support is personal and starts early. From Year 9, every pupil gets careers advice and guidance tailored to their needs. The school provides some work experience opportunities for pupils. However, these do not include options to suit all interests. Some pupils miss chances to explore and grow their work skills and talents fully.

The proprietor provides effective support. It knows the school context and staff well. It uses this knowledge to challenge and help the school precisely. Staff are proud to work at this school. They value the training and mentoring that helps them be experts in their roles. This strong leadership helps keep the school a place where pupils and staff can succeed.

The proprietor ensures that the school meets all of the independent school standards ('the standards'), including 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)

- In some subject curriculums, the important knowledge that pupils should learn is not made clear. This means that pupils do not build their knowledge securely on what they already know and can do. The school should ensure that all subject curriculums identify the important knowledge that pupils should learn for these subjects.
- Opportunities for pupils to access a wide range of work experience are limited. This hinders pupils in developing employability skills as well as they could. The school should review and further develop these opportunities, so that pupils are provided with meaningful ways to build these vital skills and be as well prepared as possible for life beyond school.

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

Unique reference number	142322
DfE registration number	826/6015
Local authority	Milton Keynes
Inspection number	10391771
Type of school	Other Independent Special School
School category	Independent 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	55
Of which, number on roll in the sixth form	12
Number of part-time pupils	0
Proprietor	Cambian Autism Services LTD
Chair	Andrew Sutherland
Headteacher	Laura Sharman
Annual fees (day pupils)	£126,723.41
Telephone number	01908048380
Website	https://www.cambianguroup.com/specialist-education/our-schools/autism-schools/bletchley-park-school/
Email address	Laura.sharman@cambianguroup.com
Dates of previous inspection	22 to 24 November 2022

Information about this school

- Cambian Bletchley Park is an independent special school, which caters for autistic pupils. Pupils typically have severe learning difficulties, including communication and interaction difficulties, and other related conditions or diagnoses. All pupils have an EHC plan. Currently, the school admits pupils from 10 different local authorities.
- The school is part of Cambian Autism Services LTD, which is owned by CareTech. Cambian has 22 schools and colleges across England. This school operates from Whaddon Way, Bletchley, Milton Keynes, Buckinghamshire MK3 7EB.
- The school is not currently using any alternative provision.

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 evaluation about the quality of a school's education provision.
- Inspectors discussed the ongoing impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other members of the leadership team.
- The lead inspector met with the chair of the proprietor body and one other member of the governing body.
- The inspectors carried out deep dives in the following areas: early reading, mathematics, art and personal, social, health and economics education. Inspectors held discussions about the curriculum, spoke to teachers, communicated with some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons. They also communicated with pupils in lessons and around the school.
- The lead inspector considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from governing body meetings.
- The lead inspector evaluated whether the school were meeting the independent school standards by meeting with leaders, reviewing documents and completing a site visit.

- Inspectors considered parents' and carers' responses to Ofsted Parent View. They also took account of the views of staff through conversations and the responses to the online staff survey.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

Jessie Linsley

His Majesty's Inspector

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