

School report

The information contained within this draft report should not be shared or published under any circumstances. Ofsted will consider the sharing of information in any manner a serious breach of confidentiality and will take appropriate action if necessary.



Inspection of Amberleigh Therapeutic School

The Oaks, Redhill, Telford, Shropshire, TF2 9NZ

Inspection dates: 8–10 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

Does the school meet the independent school standards?	Yes
--	------------

What is it like to attend this school?

Pupils are well looked after. Pupils are nurtured well because the number of pupils in classes is low. Pupils enjoy coming to school. They arrive on time and they are ready to learn. They often work hard because teachers have high expectations of them. Pupils are proud of their work.

Pupils generally behave well. They are polite to staff and one another. Pupils and staff eat together at lunchtime. They develop warm supportive relationships. There is a positive atmosphere in the school in lessons and at breaktimes. The school is a happy place to be. The school does not tolerate bullying. Teachers resolve any problems straight away. Pupils feel safe at school.

Leaders and all staff expect pupils to do well. Pupils leave the school with the basic skills they need to succeed in the future. Pupils who left the school last year moved on to appropriate courses at local colleges.

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

This school has improved since the last inspection. Leaders have taken appropriate action to improve pupils' learning. New teachers have joined the school. They set high expectations. This has had a positive effect on pupils' and post-16 students' learning experiences.

Leaders have carefully considered the curriculum to make sure it is fit for purpose and meets pupils' individual needs. Most of the curriculum is logically planned. This means pupils achieve well. All the pupils have special educational needs and/or disabilities (SEND). The majority have an education, health and care (EHC) plan. Teachers plan and deliver personalised learning for pupils. Teachers know pupils well. They use what they know about pupils to make learning relevant, exciting and fun.

Some subjects are at an early stage of development. For example, in humanities and personal, social, health and economic (PSHE) education the curriculum is not yet planned so that pupils build on what they already know. It is clear, however, that leaders and teachers are taking appropriate action to develop these areas further. The curriculum plans address relevant themes such as healthy relationships, diversity, substance abuse and keeping safe. Some pupils struggle to remember key facts and need opportunities to revisit them.

The school's plans show a wide range of opportunities to support pupils' personal development. Over time, pupils learn about different cultures through visits to places of worship such as a Gurdwara. Pupils currently at school have limited cultural knowledge as they have not yet accessed all these opportunities.

Plans in English, science, and physical education (PE) show exactly what pupils need to learn in the order they need to learn it. Pupils learn well and remember what they

have done and need to do as a result. For example, in English, pupils learn a range of descriptive vocabulary before they write an opening paragraph to bring a character to life. In science, pupils learn about joints within the body. They make models to learn how the joints move. In PE they then practise moving the joints so that they understand how exercise impacts on the body.

Leaders have recently reviewed their approach to the teaching of reading. They make sure that reluctant readers willingly engage in reading activities. Pupils like choosing the books they read as a class. Pupils engage well in reading sessions and in reading appropriate texts. However, pupils have not yet had access to a full range of authors and genres.

Pupils generally behave well. The school's behaviour policy is clear, understood and followed by all. Where relationships are more positive between teachers and pupils, there is a positive effect on behaviour and attitudes to learning. Where relationships are not as strong, pupils do not respond as quickly to teacher requests.

The school offers appropriate opportunities for students who are over 16. These students attend vocational learning in the community including outdoor experiences and the opportunity to learn about car mechanics. Pupils in all year groups have careers advice. They are well prepared for their next stage of education or employment and training.

Leaders and the proprietor have taken decisive action since the last inspection. They have developed a better understanding of the independent school standards and have ensured that they are all met. Sequences of lessons are well planned and delivered as a result. Consequently, pupils and students do well and are well prepared for what they want to do next. The school also meets the requirements of schedule 10 of the Equality Act 2010. Staff development is a key strength. Teachers and all staff access a range of learning to support their own development.

Safeguarding

The arrangements for safeguarding are effective. All staff take their responsibilities seriously. The safeguarding policy is clear and underpinned by current legislation. It is available on the school's website and in hard copy. The designated leaders are appropriately trained. All staff know how to recognise the signs of abuse and neglect. They report concerns if they are worried about a child. Pupils learn how to keep themselves safe. They know about online safety and associated risks. Pupils are protected from bullying. They say it is not tolerated. They are confident that staff would resolve any problems quickly and effectively.

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

- Some pupils struggle to make links in their learning and to remember key aspects. This is particularly the case in humanities, PSHE education and in developing pupils' cultural understanding. Further work is needed to make sure that pupils' learning is organised in a way that enables them to build on what they already know and can do.
- Pupils do not read a wide range of authors and genre. There is more to do to build on the reading curriculum so that pupils read widely. Pupils do not always have regular access to a variety of themes and authors, matched to their reading abilities so that they can fully understand the texts. The access to a greater variety of texts should have the potential to improve their access to vocabulary and help them to develop a love of reading.

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 Ofsted Parent View information 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're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	138875
DfE registration number	893/6030
Local authority	Shropshire
Inspection number	10103981
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	7
Number of part-time pupils	0
Proprietor	Kevin Gallagher
Chair	Kevin Gallagher
Headteacher	Michelle Maguire
Annual fees (day pupils)	£39,420 - £46,720
Telephone number	01952 619144
Website	www.amberleighcare.co.uk
Email address	michelle.maguire@amberleighcare.co.uk
Date of previous inspection	3–5 October 2017

Information about this school

- All pupils have SEND including autism spectrum disorder, related conditions and attachment disorders. Most pupils have an EHC plan.
- The school's last full inspection was in October 2017. The school was judged inadequate with several unmet independent school standards. A subsequent monitoring inspection took place in November 2018. All standards were met during the monitoring inspection.
- The school does not use alternative provision. Pupils take part in outdoor experiences at Lower Bush Rural Skills Project. They can also attend mechanics workshops at Telford Drive.
- Due to the very small number of post-16 students, a separate judgement about this provision has not been made.

Information about this inspection

We 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.

- Inspectors worked with the proprietor, the director of education and the special educational needs coordinator throughout the inspection.
- The inspectors considered English, PSHE education, humanities and PE in more detail. This included looking at curriculum planning with subject leaders and teachers and visits to lessons. Inspectors talked to pupils about their experiences in lessons. Inspectors reviewed work in pupils' books in other subjects including science, mathematics, food technology and information and communication technology (ICT).
- Meetings were held with the designated safeguarding leads. Inspectors reviewed the school's safeguarding policy and spoke with several staff about their understanding of safeguarding. The lead inspector scrutinised staff training records and reviewed key documentation. The checks on staff's suitability to work with children and the recording of these checks were scrutinised.
- Inspectors reviewed key policies including those related to behaviour, anti-bullying, attendance, complaints and the curriculum. Inspectors met with pupils across all year groups to gather their views of behaviour, their learning, safety and their experiences of school.

Inspection team

Melanie Callaghan-Lewis, lead inspector Ofsted Inspector

Bev Petch Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019