

Advanced Education - Meadows

c/o Advanced Education, The Tyldesley School, Shuttle Street, Tyldesley, Manchester, M29 8BS

Inspection dates	10–11 June 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	No judgement made	-
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This is a good school

- Pupils make good progress and achieve well from their different starting points, in English and mathematics.
- Teaching prepares pupils well for the next steps in their learning, including the most able.
- Pupils behave well at all times during the school day.
- The school ensures that pupils are kept safe and pupils and staff agree that they are safe.
- The school's good number of subjects meets pupils' needs and interests well. There is a wide range of opportunities to gain qualifications.
- Local authorities who place pupils at the school are very positive about the way the school ensures that pupils' needs are well supported.
- The good actions of leaders, including middle leaders, are bringing about continuing improvements, including in teachers' subject knowledge, which are raising standards and also achievement.

It is not yet an outstanding school because

- At times, pupils' levels of attendance dip and learning is sometimes missed.
- The information collected by staff and leaders on pupils' performance is not analysed as fully as it should be in order to have the best understanding of how well pupils are doing.
- Teachers' planning for learning does not always ensure that activities are sufficiently challenging so that pupils can make outstanding progress in the key subjects.
- Leaders do not check the quality of teaching carefully enough to be certain about how well individual staff are performing.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- No teaching was observed taking place during the inspection. There were no pupils on roll at the time of the inspection, but the inspection went ahead as it had already been deferred twice. The purpose of the inspection was to check the school's compliance with the independent school standards required for continued registration and to report on the extent to which the school is ready to educate and safeguard pupils.
- Meetings were held with leaders and staff. The inspector also spoke with pupils who had attended the school previously. One meeting was held with the Quality Improvement Manager (North). Telephone conversations took place with a placing authority representative, a Director of Education and a previous headteacher.
- The inspector took into account the responses from three staff questionnaires. There were not enough responses to the Ofsted online questionnaire (Parent View) to make a meaningful analysis.
- A number of school documents were examined. These included the school's prospectus, information about pupils' progress, pupils' work, the school's own evaluation of its performance. Records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Full report

Information about this school

- Meadows is a very small, day, special school which caters primarily for pupils who reside in accommodation owned by the proprietor.
- The school is registered to take a small number of pupils. It provides education for boys and girls aged 11 to 18 years who have significant behavioural, emotional and social difficulties.
- The school was previously inspected in December 2010.
- No pupils are disabled or have a statement of special educational needs.
- Since the last inspection there have been several changes of proprietor.
- Since the last inspection there has been a change of leadership in the school. The current headteacher joined in February 2014.

What does the school need to do to improve further?

- Improve pupils' achievement so that it is outstanding by:
 - increasing the skills of staff to be able to analyse information about pupils' performance, so that they know precisely how well pupils are doing
 - ensuring that work set for pupils provides the best challenge for their level of skill.
- Improve levels of attendance to ensure that no opportunities for learning are missed by pupils.
- Ensure that leaders check the standards of teaching in the school effectively in order to know how well each member of staff is performing at all times.

Inspection judgements

Achievement of pupils

Good

- Pupils join the school at different times in the year and at different stages in their schooling. They start with skills that are typically well below those of others of similar age. Staff help them to settle quickly into their lessons which ensures that they can learn and achieve well over their time in school. All pupils including those with different special educational needs achieve equally well.
- Pupils undertake a short period of assessment when they start at the school in order to determine their levels of skill in different subjects such as English, mathematics and science. Former pupils and the placing authority representative spoken to commented on how well the school uses these assessments to provide different subjects which are relevant to pupils' interests and abilities.
- Pupils work on a one-to-one basis with teachers. Former pupils commented on how this improved their learning because they could ask questions and get answers quickly. This is an effective way to meet their needs, such as behaviour, and as a result, they are able to do well in their schooling.
- Although levels of attainment by the end of Year 11 are below those of others in schools nationally, pupils gain GCSEs in English, mathematics, science and biology. As a result, they achieve well from their different starting points.
- The most able pupils achieve well because they are provided with additional work in order to help them progress even further. For example, pupils can also study additional subjects such as physical education, information and communication technology, art and design and food technology.
- Pupils' reading skills are developed well and this helps them to take part fully in activities and complete the tasks provided. Pupils are encouraged to read after the school day and activities are provided for them to do so, such as through homework tasks, in order to improve their skills.
- Pupils are well prepared for the next steps in their learning. Former pupils indicated how their gains in learning have helped boost their confidence as well as their skills. As a result, pupils participate successfully in further education opportunities such as placements at college.

Quality of teaching

Insufficient evidence

- There was insufficient evidence for the inspector to make a judgement in this regard. It was not possible to observe any lessons because there are currently no pupils on roll.

Behaviour and safety of pupils

Good

- The behaviour of pupils is good. They have many opportunities to discuss and share their ideas with staff during lessons. Pupils' good behaviour is reflected in the sensible and responsible manner in which they take part in discussions.
- Former pupils said that they enjoyed coming to school and, as a result, their attendance quickly improved from their starting points to similar levels as those in other schools. On rare occasions though, they missed their lessons which reduced their opportunities to learn as well as they could.
- The school's work to keep pupils safe and secure is good. Staff, former pupils and the placing authority representative spoken to agree with this view. Former pupils said that they felt safe in school because staff kept a close lookout for them during the school day.
- Pupils learn about other cultures and faiths as part of their religious education programme.

They have opportunities in personal, social and health education to consider how they can live in a modern society and show a clear understanding of what is right and wrong. As a result, this enhances their social, moral, spiritual and cultural understanding and ensures they are well prepared for their next stages of education or employment.

- There have been no permanent or fixed term exclusions since the last inspection. Pupils have positive attitudes to their learning and respond well to requests made by staff during lessons and, as a result, this enhances their achievements because they get on well with their teachers.

Leadership and management

Good

- Although there has been a change of headteacher since the last inspection, leaders have made a number of good improvements to the subject knowledge and teaching skills of staff. For example, they have introduced a clear system for marking pupils' work, which is evident in pupils' records, that ensures that staff provide accurate feedback to pupils on what they have or have not learned well.
- Leaders have established a positive learning ethos in which teaching and good behaviour can flourish.
- Leaders, including the proprietor, ensure that staff are set challenging targets for improvement based on their plans for improving the school, which staff confirm. Targets are clearly linked to the performance of pupils and, as a result, standards of teaching have been rising.
- Leaders have developed a wide range of subjects for pupils to study. They have ensured that these can be completed at different levels so that, for example, pupils who are more able can access increasingly challenging tasks and activities suited to their skills.
- Leaders expect that staff provide monthly reports on pupils' performance which ensures that they have a broad understanding of how well pupils are doing. However, not all the staff and leaders have the necessary skills to analyse the information they gather in order to be very clear about how much progress pupils are making.
- Leaders ensure that staff receive appropriate training in order to provide pupils with suitable learning activities in the wide range of subjects studied. However, pupils' progress is held back when the planning of activities does not fully take into account the regular monitoring and marking which shows what pupils have already learned or what they have not understood. Consequently, the activities provided are not always challenging enough for pupils to make the best progress they are capable of.
- School records demonstrate that the standard of teaching, as recorded by leaders, has improved well since the last inspection. However, leaders do not have enough records of the monitoring of teaching in the school to be sure that pupils are being taught consistently well in all of their subjects and by all of the teachers.
- A representative from a placing authority commented very favourably on the improvements made by young people they had placed at the school. They recognise how well the staff have supported pupils' different needs and how well leaders provide programmes of learning that pupils enjoy and find interesting.
- The leaders and proprietor have ensured that safeguarding meets requirements.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	128189
Inspection number	422714
DfE registration number	354/6063

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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	Special school for students with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	11–18
Gender of pupils	Mixed
Number of pupils on the school roll	0
Number of part time pupils	0
Proprietor	Cambian Group
Chair	Mike Ore
Headteacher	Garfield Binns
Date of previous school inspection	8 December 2010

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

