

# Cheltenham and Tewkesbury Alternative Provision School

St George's Centre, Alstone Lane, Cheltenham, GL51 8HH

**Inspection dates** 21–22 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- In this welcoming and calm school, pupils make good progress and achieve well.
- Teaching is good. Staff ensure lessons are interesting so that pupils enjoy their learning. Teachers and teaching assistants work together seamlessly to ensure good behaviour and progress.
- Pupils' behaviour is typically good in lessons, and around school. They are courteous and respectful of staff and each other. Pupils say they feel safe and that their concerns are addressed quickly.
- Leaders and managers have created a well-motivated and coherent team. Consequently teaching and pupils' achievement are improving.
- Programmes of study ensure pupils enjoy a wide range of interesting activities that support their learning, along with their good spiritual, moral, social and cultural development.
- The management committee, well supported by the local authority, have a good grasp of the provision, enabling them to hold the school to account effectively. The school is improving as a result.

### It is not yet an outstanding school because

- Sometimes the pace of pupils' learning is not good when some teaching fails to motivate pupils' fully. The marking of pupils' work does not always show them how they can improve their work to outstanding levels.
- The academic progress of pupils in the longer-term off-site provision is not consistently good because the programmes of study are not always relevant or stimulating enough for pupils.

## Information about this inspection

- The inspection was carried out by two additional inspectors.
- They observed eight lessons taught by eight different teachers, on the main site, at the short-term part-time off-site provision, and at the longer-term full-time off-site provision. They observed break and lunchtime arrangements both at the main site and at the longer-term off-site provision.
- The inspectors held meetings with the headteacher and groups of staff, including senior staff.
- They held meetings with members of the management committee, a representative of the local authority, and the executive headteacher.
- One inspector held a meeting with a group of pupils in the main site. The other inspector spoke to individual pupils at the two off site settings.
- 13 staff questionnaires were analysed.
- There were not enough responses to the Ofsted online questionnaire (Parent View) to show the results. However, the inspectors met a group of parents in the school, looked at the results of school-based questionnaires completed by parents, and examined letters sent to the school by parents.
- Inspectors observed the work of the school, and looked at documents concerning safeguarding, pupils' progress, behaviour, and attendance. They examined samples of pupils' work representing each key stage, and looked at records of progress. Inspectors examined the school's self evaluation documents, plans for future development and documents relating to staff management of performance, their training, and summaries of observations of the quality of teaching.

## Inspection team

Michael Farrell, Lead inspector

Additional Inspector

Lesley Voaden, Team inspector

Additional Inspector

## Full report

### Information about this school

- The Cheltenham and Tewkesbury Alternative Provision School educates pupils experiencing behavioural, emotional and social difficulties. Typically, pupils have been permanently excluded from other schools.
- The great majority of pupils are taught on the main site. A small number are taught part time, typically an afternoon a week, at a short-term off-site setting which provides 'enrichment' activities for pupils who, for the rest of the week, attend the main site. A very small number of pupils are taught at a full-time longer-term off-site provision.
- Currently there are no pupils under the age of 7 years attending the school.
- Many pupils start at the school at times other than the start of school terms and may stay for differing lengths of time.
- The school does not receive any Year 7 catch up funding.
- About 40% of pupils receive pupil premium funding which is additional government funding for pupils eligible for free school meals or who are looked after by the local authority. The proportion is well above average. Last year there were no pupils looked after by the local authority.
- Almost all pupils are from White British backgrounds and a very small number are from minority ethnic backgrounds.
- About 20% of pupils have a statement of special educational needs for behavioural, social and emotional difficulties. None of the pupils with statements of special educational needs have yet transferred to the new system of Education, Health and Care Plans.
- Since the previous inspection, the headteacher retired in September 2014 and the then deputy headteacher was appointed interim headteacher. In January 2014, the interim headteacher was appointed permanent headteacher, to commence in April 2015. Three senior teachers fulfil leadership roles.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it encourages pupils' outstanding progress by ensuring that:
  - the pace of lessons fully promotes pupils' maximum learning
  - marking of pupils' work always shows precisely how they can improve.
- Improve the academic progress of pupils in the longer-stay off-site provision by making their programmes of study more relevant and motivating.

## Inspection judgements

### The leadership and management are good

- The headteacher and senior staff convey ambition and high expectations of pupils' achievement. The staff work as a cohesive team.
- Middle leaders' effective and enthusiastic approach to their roles has brought about improvements. For example checks on pupils' work and discussions with teachers have led to improvements in pupils' skills in mental mathematics.
- The school has a welcoming and open atmosphere. It promotes equality of opportunity and good relations very well and any form of discrimination is not tolerated.
- Teaching is conscientiously monitored and is improving. This improvement is helped by strong systems of managing the performance of staff and well-chosen opportunities for continuing training.
- Accurate self-evaluation draws on a wide range of information. The school carefully checks and records pupils' progress, taking action if any are at risk of slipping behind.
- Pupils' spiritual, moral, social and cultural development is promoted well for example, through close links with the local church and partnerships with charities and the local community.
- Parents are kept very well informed of their child's progress. The school works tirelessly to support families in partnership with other services. One parent stated that the headteacher is 'easy to talk to'. Another wrote, 'My son has excelled while he has been here.'
- The local authority provides very good support and guidance. It works closely with school leaders and the management committee, for example to check the quality of the school's work and plan further developments.
- Pupil premium funding is used effectively, for example to increase one-to-one tuition and mentoring which is improving the achievement of these pupils by helping them focus better on their work and increasing their confidence in learning.
- Sports funding is used effectively, for example on equipment for swimming, which has enhanced enjoyment and increased participation in this area.
- Staff are suitably trained to identify pupils at risk of harm and rigorous systems support them.
- Safeguarding arrangements meet current requirements.
- Relevant and stimulating programmes of study are well matched to the varying needs of the pupils educated on the main site and at the shorter term off-site provision. This contributes strongly to pupils' academic progress and their good behaviour and helps prepare pupils well for life in modern Britain. Good support and careers advice help pupils to make informed decisions about the future.
- For pupils in the longer-term off-site provision, monitoring has identified that the programmes of study are not always relevant and motivating enough. This results in their progress not always being good. Careful checks on the attendance and behaviour of pupils attending off-site provision are leading to better attendance and improved behaviour.

#### ■ The governance of the school:

- The management committee has lost several members in the previous year for legitimate and unavoidable reasons. They have therefore been stretched at times. However, the remaining members have maintained their good support. The committee is building numbers again and the local authority has provided good support through these changes. Members have an accurate view of the achievement of pupils through receiving reports and reviewing performance information. They use this information to challenge leaders to ensure pupils make good progress. Members use information from a range of first hand monitoring activities to gain a clear view of how teaching is improving. They are involved in checks on the headteacher's performance and keep clear oversight of the management of staff so that good teaching is rewarded and any underperformance is addressed. Members know what additional funding the school receives, how it is used, and the impact it is having. For example they have checked that pupil premium funding has been effectively used to enhance one-to-one tuition leading to improvements in pupils' achievement. More widely, they ensure that finances are used well.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. This applies to the main site and to both off-site provisions. Pupils'

consistently positive attitudes to learning have a strong impact on their learning and progress.

- Pupils' behaviour improves over time as they realise the school gives them the chance to make a new start to their education and achieve their potential. Pupils arrive at lessons on time and ready to work so that learning starts promptly. They recognise the importance of good behaviour.
- They respond well to staff guidance because they highly respect the staff and consequently lessons run smoothly. Pupils attend regularly. Their attendance is improving because they respond well to the smaller group sizes and the individual attention they receive.
- Behaviour around school is typically good. At lunchtimes staff and pupils eat and chat together happily. The school reports that behaviour outside, for example when visiting the local swimming pool, is consistently good.
- Pupils take pride in their work and the school building, keeping it clean and tidy. Lunch times at both the main site and the longer-term off-site provision are settled and sociable occasions. Pupils are animated in expressing their high regard for staff, one saying typically, that they 'do a great job'.
- Sometimes behaviour is particularly good, as at morning break, when the courtesy of pupils to staff and to each other was commendable. Pupils, parents and staff agree with inspectors that pupils' behaviour is good.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe and the views of parents and staff echo this.
- Pupils are aware of different types of bullying, including that involving social media, and say that it is rare. Occasionally pupils say that name calling might involve a comment about someone's appearance if a pupil is upset.
- They know that they can talk to their mentor or another member of staff if bullying does occur and that the situation will be properly dealt with. As one pupil remarked, any conflict 'gets dealt with very quickly'.
- Pupils are able to explain how to keep safe in different circumstances, for example when using the internet, and can clearly explain the steps the school takes to ensure that they stay safe.

### The quality of teaching

is good

- Pupils respond well to teachers' positive approaches in literacy, reading and mathematics. Classrooms are tidy, and attractive displays enhance learning.
- Teaching is good over time, leading to most pupils making good progress and achieving well in English, mathematics and a range of other subjects.
- Teachers consistently convey high expectations of behaviour and achievement and pupils respond positively to the well-planned and interesting activities.
- Lessons are carefully planned so that new learning builds securely on what the pupils already know and understand. Teachers use a range of effective strategies to support pupils' learning and to help ensure pupils' individual needs are met.
- Teachers use questioning skilfully to identify precisely what pupils do and do not understand. Lessons are adjusted as a result to accelerate pupils' achievement. Pupils have trust in the staff, and they are confident to tell staff when they do not understand.
- Behaviour is well managed through warm relationships. Teachers use the school's systems of rewards and sanctions consistently and with scrupulous fairness, which pupils recognise and value.
- Skilled teaching assistants are very well used and work closely with teachers, making a marked contribution to pupils' good achievement in different subjects and to their good behaviour.
- Pupils are motivated and achieve well when activities are relevant and of interest to them. Key Stage 3 pupils apply themselves well to the task when preparing job applications. Tasks to develop pupils' computer skills through preparing and presenting information about various animals captivate pupils' interest. Older pupils are successful in mathematics when they are promoted to know how to tackle the task through the teachers' skilful questioning of their levels of understanding.
- The best marking shows pupils what they should do next in order to improve, but this is inconsistent and, where it is not as evident, pupils' progress is not yet good. The pace of lessons is not always adjusted enough for pupils' different requirements so that they sometimes lose concentration. Pupils therefore make good, rather than outstanding, progress.

**The achievement of pupils**

is good

- Pupils' attainment when they enter the school is low. One reason for this is previously missed schooling.
- In Key Stage 2 pupils make good progress and achieve well in a range of subjects. For example, they achieve well in listening and following guidance because this is often a specific focus of lessons. In Key Stages 3 and 4 most pupils make good progress and achieve well in English and mathematics and in a range of other subjects, including art, design and technology and food preparation.
- Pupils make good progress in a range of subjects so that they are well prepared to move on to the next stage of their schooling or go on to work or further training and education. Some individual pupils make very strong progress when teachers provide activities that capture the pupil's particular individual interests.
- Older pupils make good progress in using and learning about digital photography due to the encouragement and very positive relationships between staff and pupils. Primary-aged pupils develop 'core skills' well through an art lessons because of the enormous patience of the teacher to carefully guide pupils to remember, listen and respond suitably.
- Pupils read often, both fiction and non-fiction, so that they grow in confidence and competence in reading. Family members are supported as necessary to help them listen to their children read which helps pupils' confidence in reading aloud.
- Different groups of pupils achieve well, including boys and girls and those with the support of a statement of special educational needs. Support staff are very skilled at helping all groups of pupils to focus their attention on their work.
- Those receiving pupil premium funding achieve similarly to other pupils because of individually tailored work and extra one-to-one tuition. There are no gaps between the attainment of pupils receiving pupil premium and that of others in the school or nationally.
- The comparatively most able pupils achieve well because work is accurately pitched to challenge their learning. As a result, they readily tackle challenging activities with growing confidence.
- Older pupils gain a suitable range of examination qualifications, which are well chosen to meet their interests and abilities and include GCSEs and vocational qualifications. Their achievements in these examinations reflect good achievement from the pupils' different starting points. The school does not enter pupils for GCSE early.
- Pupils educated at the short-term off-site provision make good progress because they are motivated by and interested in the activities provided.
- Pupils taught in the longer-term off-site provision make good progress in emotional and social development. They do not progress as well as other pupils in their academic learning on occasions. Dips in the achievement of individual pupils occur because the programmes of study do not always engage them sufficiently in their learning needs.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135329
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	447988

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charmian Shepherd
<b>Headteacher</b>	Ian Mudge
<b>Date of previous school inspection</b>	1–2 December 2011
<b>Telephone number</b>	01242581519
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