

# Inspection of Cambian Beverley School

Units 19–20, Priory Road Industrial Estate, Beverley HU17 0EW

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Inspection dates: 24 to 26 May 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Approaches to managing behaviour do not support pupils' well-being and safety. Staff and leaders have low expectations of pupils' behaviour. They accept pupils' frequent use of foul language. Staff do not deal effectively with situations when pupils become dysregulated or struggle to control their emotions. Poor behaviour then escalates. It can become violent and aggressive. Staff and pupils have been injured as a result.

A number of pupils attend the school on a part-time basis, and some are educated at home full time. In most cases, this is because the school cannot meet their behavioural needs. As a general rule, pupils do not engage with the home learning tasks and activities that staff provide. This has a negative effect on pupils' academic progress and their access to personal development programmes.

When pupils are in school, staff work very closely with them. This means that bullying between pupils is extremely rare. Staff spend time talking to pupils about their concerns and worries. Some parents and carers praised how hard staff try to support pupils.

Pupils attending school go on trips and visits as part of an effective personal development programme. Pupils also enjoy taking part in art therapy.

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

The school is not meeting the needs of its pupils well enough. The atmosphere in school is unruly and does not support pupils' learning and well-being.

Over the past year, teachers have developed the curriculum. However, curriculum developments have focused more on mathematics, science and English than on other subjects. Plans for English, mathematics and science show that content choices are too challenging for pupils. They do not take account of the gaps in understanding pupils have when they join the school. For instance, the books pupils read in English are challenging, but pupils do not understand these ambitious texts. Across other subjects in the curriculum, the content that pupils learn on a daily basis is very different from the topics outlined in plans. Pupils are not learning what is intended.

Approximately half of the pupils are learning remotely. The curriculum for remote education does not connect well enough with the existing curriculum in mathematics, science and English. Furthermore, there is insufficient focus on other subjects in the remote education curriculum. Often, pupils do not engage with remote learning. Remote education does not enable them to know more and remember more.

With the exception of provision in science and mathematics, pupils with special educational needs and/or disabilities (SEND) are not supported well. Many pupils

with SEND struggle to retain information. Assessment lacks precision. It does not enable staff to identify what pupils know and understand well.

Reading is not taught well enough across the school. There are pockets where the teaching of reading is better. However, leaders have not ensured that there is a systematic approach to support pupils in learning to read. Not all staff have expertise in the teaching of reading. This means that pupils do not learn to read fluently.

Leaders have introduced some new approaches to help manage pupils' behaviour. New ways of working are not having the desired effect. This is because staff have not had the training nor the support needed to implement new behaviour management strategies. The number of serious incidents rose in the spring term of 2022, including aggressive behaviour towards staff and other pupils. Exclusions have also risen. There is an up-to-date behaviour policy. However, it is not suitable for the additional learning needs that pupils have in this setting. Leaders and proprietors have made some new appointments to strengthen the team that assists pupils in managing their behaviour. These appointments are very new and therefore not having a positive impact on behaviour across the setting.

Leaders and staff have designed an effective programme to develop life skills and pupils' wider knowledge of the world. This includes a series of carefully planned 'themed days' that provide pupils with insights into religions and cultures from across the world. Themed days successfully combine spiritual, moral, social and cultural learning. However, those accessing education remotely do not benefit consistently from these opportunities.

Some pupils receive effective independent careers advice, as well as trips to visit local colleges. The personal development programme includes guidance about how to have healthy relationships, in line with the school's relationships and sex education policy. This guidance places a strong focus on issues relating to consent.

School leaders regularly report to the proprietorial body on whether the school is meeting the independent school standards and the requirements of the Equality Act 2010. Leaders' reports include useful data relating to behaviour and other aspects of the school's work. However, members of the proprietorial body have been too accepting of the information that leaders provide in these reports. As a result, the proprietorial body's view of the school has been too positive and not accurate enough. At the time of the inspection, directors on the proprietorial body were not fully aware of the extent and impact of pupils' poor behaviour. This includes how pupils' poor behaviour was affecting the well-being of pupils and staff, as well as increasing staff workload. The proprietorial body has recently put together detailed plans to tackle these weaknesses. These plans are in their infancy.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Weaknesses in managing pupils who are in crisis mean that staff and pupils are not safe. Pupils' aggressive behaviour adversely affects some pupils' well-being.

Leaders have not ensured that pupils' safeguarding records are complete and up to date. Some pupils' records are not well organised. Leaders' records of the checks on pupils who are learning remotely are not well organised. Designated safeguarding leads cannot assure themselves that pupils are safe when learning remotely.

Leaders with safeguarding responsibilities do not have a deep understanding of the additional safeguarding risks for pupils with SEND. For example, they allow some pupils with additional behavioural needs to go off site at lunchtime unsupervised. Individual risk assessments suggest that these pupils would not be safe without supervision.

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

### **(Information for the school and proprietor)**

- Safeguarding is not effective. Safeguarding records for some pupils, including pupils who have been referred to the local authority, are incomplete and kept in a disorganised manner. Checks on the welfare of pupils learning remotely are not thorough. Staff responsible for safeguarding do not know enough about the additional risks that pupils with SEND face and how to minimise these. Leaders and the proprietorial body should urgently improve these different aspects of safeguarding, including the procedures for recording, reporting on and managing safeguarding concerns by:
  - ensuring that records for each pupil are complete and well organised
  - making sure that they check and assure the quality of pupils' records
  - conducting appropriate welfare checks for those pupils who are learning remotely, and recording and monitoring these records carefully
  - providing training about understanding and minimising risks for pupils with social, emotional and mental health (SEMH) needs for designated leaders in school.
- There has been an escalation in violent and aggressive behaviour in the school. This has led to an increase in the number of pupils being educated at home, both part time and full time. Leaders need to review the strategies they use for managing pupils' behaviour and the policies that underpin these approaches. Policies and procedures should better meet pupils' needs. Leaders should ensure that all staff are trained appropriately and are able to implement the new behaviour management strategies effectively. Leaders should take urgent action so that pupils' behaviour improves swiftly.
- The curriculum is not effective. There is a disconnect between what leaders intend pupils to learn and pupils' daily learning. In foundation subjects, the curriculum lacks detail. Leaders need to develop the curriculum, including the remote education curriculum, so that:

- the remote education curriculum is more closely associated with the curriculum pupils learn when they are in school
  - pupils develop the basic knowledge and skills they need to access more challenging curriculum content
  - pupils gain new subject-specific knowledge and skills across the foundation subjects.
- Approaches to the teaching of reading vary. Staff do not have the skills or expertise to teach older pupils to read fluently. Leaders should introduce a suitable reading programme to meet pupils' needs. They should ensure that staff have the training they need to deliver the programme well.
- Teaching and assessment do not support pupils' additional needs well enough. Assessment does not identify ongoing gaps in pupils' knowledge. Teaching does not emphasise the important content that pupils need to acquire. Leaders should ensure that staff receive training in the best methods for assessing ongoing gaps in pupils' understanding. They should also make sure that staff receive training in how to support pupils to remember important subject content over longer periods of time.
- The proprietorial body is too accepting of information that leaders provide. Members do not have an accurate view of the school. They have not addressed some weaknesses in the school with enough urgency. This has led to a number of independent school standards not being met. The proprietorial body now has plans in place to make the necessary improvements. The proprietorial body should ensure that plans are fully implemented and carefully monitored so that the independent school standards are consistently met.

## How can I feed back my views?

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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

<b>Unique reference number</b>	133429
<b>DfE registration number</b>	811/6012
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10220886
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	9 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	13
<b>Number of part-time pupils</b>	4
<b>Proprietor</b>	CareTech PLC
<b>Headteacher</b>	Ann Edwards
<b>Annual fees (day pupils)</b>	£48,000
<b>Telephone number</b>	01482 307830
<b>Website</b>	<a href="http://www.cambiangroup.com">www.cambiangroup.com</a>
<b>Email address</b>	<a href="mailto:annmarie.edwards@cambiangroup.com">annmarie.edwards@cambiangroup.com</a>
<b>Date of previous inspection</b>	15 to 17 May 2018

## Information about this school

- The school is owned by Cambian Childcare Ltd (Cambian). In 2018, CareTech PLC acquired Cambian. This change is not shown on the government website, 'Get Information about Schools'. Documentation and job titles refer to Cambian rather than CareTech PLC.
- The school currently has a headteacher and no other senior leaders on site.
- The school caters for pupils with SEMH needs and challenging behaviour. The school is registered to admit up to 16 pupils from age eight to 18. The current pupils are aged 11 to 16.
- All pupils have an education, health and care (EHC) plan.
- There are currently four pupils attending school on a part-time basis and three learning from home full time.
- The school does not use alternative provision.
- Since the previous inspection, there has been a change of headteacher.
- The governance of the school is overseen by the board of directors for the Cambian Group. The director of operations for SEMH takes responsibility for the school.
- The school was previously inspected in May 2018. It received a judgement of good in all areas except for personal development, behaviour and welfare, which was graded requires improvement. It was judged good overall.

## 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Meetings were held both together and separately with the director of operations for Cambian and an experienced teacher based at the school. Inspectors met with the pastoral coordinator at the school. They also met with the regional educational coordinator from Cambian. Inspectors met with staff, including support staff.
- Inspectors held online meetings with the director of education from Cambian and the director of quality and standards.

- Inspectors spoke separately with a group of boys and a group of girls. They also spoke informally with pupils.
- Inspectors carried out deep dives in English (including for pupils in the early stages of reading), mathematics, computing and science. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed documentation relating to the school's curriculum, along with the school's own self-evaluation and its development plans. Inspectors also sampled EHC plans for four pupils, as well as internal plans detailing the individual support these pupils require.
- Inspectors made telephone calls to three parents.
- The single central record was checked, along with staff files. Two meetings were held with the deputy designated safeguarding lead. An inspector also reviewed records of safeguarding training, concerns and referrals.

### **Inspection team**

Sarah Hubbard, lead inspector

Her Majesty's Inspector

David Penny

Ofsted Inspector



## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if—
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work—
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan;
    - (2) For the purposes of paragraph (2)(1)(a), the matters are—
      - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
      - 2(2)(h) that all pupils have the opportunity to learn and make progress;
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that—
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
  - 9(b) the policy is implemented effectively;

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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