

# Inspection of Cambian Bletchley Park School

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

---

Inspection dates: 22 to 24 November 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	<b>Yes</b>

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

Pupils achieve well because leaders personalise the curriculum to meet each pupil's specific needs and aspirations. Staff use appropriate approaches to develop pupils' communication and numeracy. Pupils study a range of subjects in a supportive and caring environment. In the sixth form, students learn important skills and knowledge to enable them to live as independently as possible. All pupils gain qualifications.

Bullying is almost non-existent because pupils are supervised by staff closely. Nevertheless, pupils are taught about the dangers of bullying and the importance of making and maintaining positive relationships. Leaders make sure that staff are trained in the right techniques to manage pupils' behaviour. Some pupils have significant behavioural needs that are managed effectively by staff, although some adults have more expertise than others.

Leaders invest in pupils' wider development. In addition to attending a number of lunchtime clubs, pupils make frequent trips out of school to apply and extend what they are learning. For example, staff take pupils to shops, to the local park and to visit museums. Some pupils have space in their timetables to develop specific interests, such as cooking. Leaders have recently introduced a new personal development programme that is already helping pupils to nourish their talents further.

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

The curriculum that pupils study is ambitious and full. Its broad scope combines the national curriculum with the targets in pupils' individual education, health and care plans. Leaders carefully select content to make sure that pupils' knowledge and skills grow progressively over time. Pupils achieve a range of qualifications linked to their particular needs, including in subjects such as English, mathematics, science, horticulture, and personal, social, health and economic (PSHE) education. Teachers have the right subject knowledge because of the training provided or organised by leaders. Sixth-form students are prepared well for life beyond school.

While pupils generally learn to read well, there is scope for this to improve further. Leaders have introduced a new approach to teaching phonics that is increasing pupils' achievement, including in the sixth form. Pupils practise becoming more fluent and confident readers using appropriate books selected by teachers. However, sometimes pupils choose books for themselves that are too difficult, or are given written material to support their learning in lessons that they cannot read. Also, teachers are not maximising the links between pupils' reading and how they are learning to write. Teachers' checks on pupils' learning are not as precise for reading as they are for other subjects.

The vast majority of pupils have positive attitudes to their education, including sixth-form students. They are respectful of adults and each other. Many pupils are able to concentrate very well and apply themselves to their work. Some like working

together and listening to each other's ideas. Most pupils attend regularly. All pupils have a trusted adult they can talk to about any worries they might have. Leaders track and analyse behaviour closely, adjusting support for pupils effectively when needed. However, governors do not have a comprehensive view of this important aspect of the school's work.

Pupils are prepared well for life in modern Britain. They learn about what is right and wrong. The student parliament makes decisions that affect school life, such as in the selection of lunchtime clubs and activities that some pupils attend. Pupils are involved in fundraising for charity and engage with important events, such as Remembrance Day and the Queen's Platinum Jubilee. They develop an understanding about people from different backgrounds and faiths, learning that racism and discrimination are not acceptable. Pupils get tailored guidance about careers and their future lives, including participating in work experience when relevant. This is strongest in the sixth form.

Leaders have very high expectations of pupils, including those students in the sixth form. They have a relentless desire to make the school as effective as possible. Leaders' and governors' understanding of the school's priorities is accurate, although governors do not probe deeply enough into how effective leaders' actions are to improve the school. Morale is high among staff because of the transparency and ability of leaders to maintain a strong ethos of teamwork. Staff are very positive about how leaders consider their well-being, but some do not think that leaders take workload into account enough when introducing new approaches.

Governors' oversight of many aspects of the school's work, for example the quality of education and safeguarding, is very strong. Their knowledge of how leaders manage staff workload and well-being, however, is not as incisive. Governors, on behalf of the proprietor, make sure that all of the independent school standards are met. They also ensure that the school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is a high priority. Staff are well trained and have an up-to-date knowledge of safeguarding, including those staff who are new to the school. They know how to identify any concerns and report these with appropriate urgency. Leaders make sure that pupils get the right help and support, including from any external agencies. Leaders carry out the right checks to make sure that staff are suitable to work with children and young people.

Pupils learn about how to keep themselves and others safe. Online safety is a particular focus. Leaders make sure that any potential risks to pupils' safety are carefully considered and addressed.

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

- Not all aspects of pupils' learning in reading are equally strong. These include the links between pupils' reading and writing, the accessibility of what they are given to read at times and the precision of teachers' assessments so that pupils' next steps are identified. Leaders should continue to embed the new approach to teaching reading so that pupils achieve even more highly, including in the sixth form.
- Governors do not have comprehensive oversight of all aspects of the school's work. This means that they are not able to challenge and support leaders fully effectively. Governors should ensure that they scrutinise the school's work around pupils' behaviour and leaders' progress towards school improvement priorities. They should also sharpen their understanding of how leaders manage staff workload and well-being.

## **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

<b>Unique reference number</b>	142322
<b>DfE registration number</b>	826/6015
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10214663
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	7 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Of which, number on roll in the sixth form</b>	15
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	CareTech Ltd
<b>Chair</b>	Chris Strong
<b>Headteacher</b>	Laura Sharman
<b>Annual fees (day pupils)</b>	£83,043
<b>Telephone number</b>	01908 048380
<b>Website</b>	<a href="http://www.cambianguroup.com/specialist-education/our-schools/autism-schools/bletchley-park-school">www.cambianguroup.com/specialist-education/our-schools/autism-schools/bletchley-park-school</a>
<b>Email address</b>	<a href="mailto:laura.sharman@cambianguroup.com">laura.sharman@cambianguroup.com</a>
<b>Date of previous inspection</b>	4 to 6 December 2018

## Information about this school

- All pupils are pupils with special educational needs and/or disabilities. The main area of need is autism spectrum disorder. All pupils have an education, health and care plan.
- Many pupils have missed periods of time in education.
- The school does not currently use any alternative provision.
- Cambian Bletchley Park is run by the Cambian Group, which is owned by CareTech Ltd.
- The school has its own governing board that provides governance for the school on behalf of the proprietorial body.
- The school is registered for up to 60 pupils.

## 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.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other leaders, including the special educational needs coordinator.
- The regional educational lead for Cambian, also the chair of the governing board, met with the inspector. The inspector looked at minutes of governing board meetings from the last year.
- Deep dives were carried out by the inspector in English, mathematics and PSHE education. For each deep dive, the inspector looked at curriculum plans, spoke with leaders, reviewed pupils' work, talked to staff and visited lessons.
- The views of staff were gathered through Ofsted's survey and by meeting and talking with staff.
- The inspector took into account parents' and carers' responses to Ofsted Parent View and met with a parent. He also met with the social worker for one of the pupils.
- Pupils' behaviour was observed in lessons and around the school. The inspector spoke to a range of pupils.

- The inspector looked at a wide range of documentation, including the school's plans for improvement and a range of policies. This helped the lead inspector to evaluate the school's compliance with the independent school standards.
- To inspect safeguarding, the inspector talked to leaders, pupils, a governor and staff. Records of the school's recruitment checks on staff to make sure that they are suitable to work with pupils were reviewed. Inspectors scrutinised the school's policies relating to safeguarding, along with the school's records of safeguarding concerns.

### **Inspection team**

Matthew Haynes, lead inspector

His Majesty's 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023