

Inspection of Cambian Beverley School

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

Inspection dates: 30 April to 2 May 2024

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?

Leaders have significantly improved the standard of education experienced by pupils at Cambian Beverley School. Pupils behave well and are safeguarded effectively. They benefit from a range of carefully designed wider personal development experiences. These opportunities build pupils' character and confidence well.

All pupils attending the school have special educational needs and/or disabilities (SEND). Most pupils have previously experienced a disrupted education. The school provides pupils with an ambitious education and supportive care that meets their education, health and care (EHC) plans well. This ensures that pupils are well prepared for their next steps in education, training or employment.

As a result of the school's work, most pupils demonstrate improved attitudes to education. Many pupils attend school more regularly than their previous school. New pupils settle quickly into school life and begin learning again. The school develops pupils' positive attitudes to learning well. Pupils value the work of the school. They recognise the clear difference that the school is making to their lives.

Pupils are well behaved in and around the school. Pupils and staff develop highly secure relationships. Adults help pupils when they have any worries or concerns. As a result, pupils feel safe and supported in school.

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

Staff follow well-sequenced curriculums. The curriculum maps are thoughtfully tailored to meet pupils' SEND, and individual needs. The maps provide plenty of detail for staff to deliver lessons to both primary and secondary age pupils effectively. Most lessons are ambitious. Staff use rich language to support pupils' development of key concepts. Learning outcomes are clearly identified. Lessons revisit prior learning to ensure knowledge sticks. Staff use creative teaching approaches to ensure pupils learn well. They engage pupils in lessons successfully.

Reading is an important part of school life. All pupils are expected to read frequently. Staff provide personalised support when pupils need help to develop their reading or phonics knowledge. They deliver individual phonics support using a range of resources to ensure pupils progress well. Leaders have recognised that the school does not have a systematic synthetic phonics programme in place to consistently support pupils who are in the early stages of learning to read.

Pupils engage with learning well. They are pleased to show visitors their work and describe what they are learning. Pupils' behaviour in and around school is managed effectively. As a result, pupils behave in a calm and orderly way. Leaders have procedures in place to check on behavioural patterns and manage incidents of negative behaviour. Staff celebrate pupils who behave well. They swiftly reward pupils when they make the right choices and/or are kind towards others. Pupils and

staff have strong and positive relationships. These relationships are based on mutual respect.

Improving pupils' attendance is an ongoing priority for the school. Leaders analyse pupils' attendance patterns closely. Most pupils attend more regularly during their time at the school. However, a small number of pupils do not attend school often enough. They miss vital learning, despite the school's attempts to engage them and their families. This negatively impacts on the quality of their education, learning and wider development.

Pupils experience a wide personal development offer. It is supported by comprehensive 'participation' and 'life skills' curriculums. Pupils have a voice in their broader development. This development includes sporting, cultural and community activities. Leaders sensitively plan for the differing needs of pupils. For example, younger pupils learn age-appropriate relationships education.

Pupils describe their learning across a range of personal development topics. They have a well-developed understanding of radicalisation and extremism. They know how to keep themselves safe while online and how to spot the signs of grooming. Pupils learn British values that include debate and democracy. Spiritual, moral, social and cultural lessons prepare pupils for life in modern Britain well. Pupils learn to celebrate other people's differences and support local families in times of need.

External speakers visit the school to support personal, social and health education (PSHE) lessons. They help pupils to develop an awareness and understanding of local issues, including county lines. 'Prison, me, no way' experiences encourage pupils to talk about the consequences of crime and the implications of a prison sentence on people's lives.

A range of external providers visit pupils to ensure they are prepared for their next steps into education, training or employment. Pupils visit college open days and apprenticeship fairs to support them to make informed decisions about their futures. The school provides pupils with independent careers advice. Pupils have opportunities to access work placements and visit employers. They are supported well to prepare for college and work.

Staff are upbeat. Many are new to the school since the last standard inspection. They speak highly of pupils' improved attitudes and behaviour after they join the school. Their workload is manageable. Governors have an accurate view of the school. They are ambitious for pupils that attend the school. The proprietor closely monitors the school to ensure that the independent school standards (the standards) and the school's duties under the Equality Act 2010 are met consistently. He has ensured that the school has focussed its energy in responding to, and correcting, the issues highlighted in the previous standard inspection.

Safeguarding

The arrangements for safeguarding are effective.

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

- The school does not have a systematic synthetic phonics programme in place. This means that some pupils in the earlier stages of reading do not develop the knowledge and skills they need to become fluent readers. The school should ensure that a systematic synthetic phonics programme is implemented fully, and that staff have the knowledge and skills to teach phonics effectively.
- A small number of pupils are persistently absent from school. They miss essential learning which negatively impacts their education and wider development. The school should reinvigorate its work with pupils and their families to overcome any barriers to regular attendance.

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

Unique reference number	133429
DfE registration number	811/6012
Local authority	East Riding of Yorkshire
Inspection number	10321496
Type of school	Other independent special school
School category	Independent school
Age range of pupils	9 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	13
Number of part-time pupils	0
Proprietor	Cambian Childcare Ltd
Chair	Steve O'Gara
Headteacher	Suzanne Mulligan
Annual fees (day pupils)	£54,415
Telephone number	01482 307833
Website	www.cambianguroup.com/specialist-education/our-schools/semh-schools/cambian-beverley-school
Email address	suzanne.mulligan@cambianguroup.com
Date of previous inspection	24 to 26 May 2022

Information about this school

- Cambian Beverley School is an independent special school for pupils aged between 9 and 18 years. At the time of this inspection, the school had no post-16 students on roll.
- Most pupils have a primary need of social, emotional and mental health. Some pupils have further needs, such as autism. All pupils who attend the school have an EHC plan.
- The school is part of Cambian Childcare Ltd. The proprietor group runs over 20 other specialist residential and day schools and colleges across the United Kingdom.
- The school uses one registered alternative education provider and two unregistered alternative education providers.
- The school has a standard fee of £54,415 and an enhanced fee of £80,915. The enhanced fee includes teaching assistant support.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, the special educational needs leader, curriculum leaders, teachers and support staff.
- The lead inspector met with a representative of the proprietor and the chair of the governing body.
- Inspectors undertook a tour of the school and visited classrooms, social areas and other facilities. The lead inspector checked the school buildings and grounds against the standards.
- Inspectors carried out deep dives in these subjects: English (including reading), mathematics and PSHE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised school documents relating to the standards.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors reviewed a range of school documents, including the school's self-evaluation and development plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included free-text responses to Ofsted Parent View.

Inspection team

David Mills, lead inspector

His Majesty's Inspector

Stephanie Innes-Taylor

His Majesty's Inspector

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