

Inspection of Meadow View Learning Centre

150 Chorley Road, Withnell, Chorley, Lancashire PR6 8BN

Inspection dates: 27 to 29 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Meadow View Learning Centre is an inspiring school. It is a place where everyone is valued. Pupils thrive in the nurturing and positive atmosphere. They value the immensely caring and supportive relationships that they have with each other and with staff. Pupils at the school flourish socially and academically.

Staff have exceptionally high expectations of, and are highly ambitious for, every pupil. Pupils, all of whom have special educational needs and/or disabilities (SEND), achieve extremely well.

Some of the pupils at the school have struggled with their behaviour and attendance in previous settings. The school has high expectations in these areas and pupils rise to these expectations with pride. At this school, over time, pupils' behaviour and attendance improve dramatically. This is shown in the exemplary behaviour and attitudes of pupils.

The school provides pupils with access to a wealth of activities and wider development opportunities. Some of these, such as boxing and canoeing, help to promote social skills and team building. Other experiences are designed to prepare pupils well for independent adult life, for example, learning how to catch a bus or open a bank account.

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

The school's curriculum is highly ambitious. It is designed with care to ensure that it is highly personalised for each pupil. All pupils in the school have SEND. If pupils arrive at the school with additional undiagnosed needs, the school is proactive in identifying, assessing and supporting those needs. There is a robust transition programme in place which ensures that staff have an accurate picture of each pupil's academic profile. The school then uses this to create a bespoke curriculum which considers pupils' precise needs. Staff have thought carefully about how learning will build over time for each pupil. Teachers expertly break down learning into precise, achievable goals for each pupil.

Teachers use assessment information well to inform and shape future teaching. The school places no limits on pupils' achievement. There is a suite of aspirational qualifications available to pupils to study for. These equip pupils well for their next steps in education, training or employment.

Pupils enjoy reading. They read daily, both in school, and again to carers at home. There is a wide variety of books for pupils to choose from. The school considers pupils' interests when new books are selected. The school wants pupils to see books as special and so gifts books to pupils on important occasions.

The school has a detailed understanding of the support that pupils need to become confident and fluent readers. Pupils who are at the early stages of learning to read

receive the support that they need. This helps these pupils to access learning successfully across the school's curriculum.

The school is a purposeful and calm place. Pupils' behaviour around the school is exemplary. Staff effectively model positive interactions to pupils. This helps pupils learn how to be supportive and kind to each other. During the inspection, pupils encouraged each other to join in with conversations and praised each other for the answers that were given to questions. The school has a strong focus on rewards and praise. Pupils feel proud of the points they earn. The points can be exchanged for rewards or pupils can save them up to earn experiences. Pupils excitedly talked about having chosen to do indoor skydiving or diving with sharks.

The school places a high importance on delivering an inspirational programme for pupils' personal development. The school ensures that pupils have opportunities to develop a range of personal and social skills that will help them to become well-rounded and responsible adults. Pupils are taught about how to look after their physical and mental health. Pupils value the differences that exist between people. They celebrate the differences that there are between them as a group. They talk passionately about their awareness of the protected characteristics.

The school prioritises access to careers education, information, advice and guidance for all pupils. The school has forged strong links with local businesses. This gives pupils valuable information and ideas about the next stage of their education or employment.

The proprietor and school leaders are highly committed to providing a broad and ambitious educational experience to pupils. They ensure that the independent school standards ('the standards') are met consistently and securely. The school complies with schedule 10 of the Equalities Act 2010.

Staff are very positive about the consideration that is given to their well-being by leaders. Communication is given a high priority. Staff are proud to work at the school and reported that they see it as a privilege to work here.

Safeguarding

The arrangements for safeguarding are effective.

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	138868
DfE registration number	888/6045
Local authority	Lancashire
Inspection number	10299219
Type of school	Other independent special school
School category	Independent school
Age range of pupils	8 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	None
Proprietor	Witherslack Group Ltd.
Chair	Billy Smallwood
Headteacher	Darius Robinson
Annual fees (day pupils)	£96,383
Telephone number	0800 3047244
Website	www.witherslackgroup.co.uk
Email address	darius.robinson@witherslackgroup.co.uk
Date of previous inspection	18 to 20 June 2019

Information about this school

- The previous inspection was 18 to 20 June 2019.
- Meadow View Learning Centre is registered to admit up to nine pupils aged between 8 and 18 years. Pupils attending school at the time of the inspection were between the ages of 12 and 17 years.
- The school caters for pupils with a diagnosis of autism. Pupils may also have social, emotional and mental health needs or a diagnosis of attention deficit hyperactivity disorder.
- Most pupils who attend the school have an education, health and care (EHC) plan. However, it is not a requirement for admission to have an EHC plan.
- All pupils are children looked after and live in care homes owned by the Witherslack Group.
- The school uses one registered alternative provider.
- The governance of the school takes the form of a school board chaired by a director from the Witherslack Group.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, the chair of the board, the chief operating officer, and a range of staff.
- Inspectors reviewed a wide range of documentation. This included information relating to the standards, the school's curriculum and leaders' improvement priorities.
- 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.
- The lead inspector spoke with some carers to gather their views.

- The lead inspector spoke to staff to gather their views.
- There were no responses to Ofsted’s online pupil survey. Inspectors spoke with pupils about their learning and experiences at school.
- Inspectors observed pupils’ behaviour in lessons and around the school.
- Inspectors carried out deep dives in English, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector made a tour of the school premises.

Inspection team

Rebecca Sharples, lead inspector

His Majesty’s Inspector

Andy Cunningham

His Majesty’s Inspector

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