

Inspection of an outstanding school: Adelaide School

Adelaide Street, Crewe, Cheshire CW1 3DT

Inspection dates:

14 and 15 May 2024

Outcome

Adelaide School continues to be an outstanding school.

The headteacher of this school is Sarah Barlow. This school is part of Manor Hall Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Redgate, and overseen by a board of trustees, chaired by John Fitchett.

What is it like to attend this school?

Pupils thrive at this school. They are exceptionally polite and well-mannered. The high quality of care that they receive supports them to overcome many of the barriers that have prevented them from succeeding in the past. Pupils are happy. They value the positive relationships that they enjoy with staff, who know them extremely well.

The school has the highest aspirations for pupils' achievements. Many of the pupils that attend this school have not been in education for an extended period of time. Pupils, all of whom have special educational needs and/or disabilities (SEND), achieve exceptionally well. Students in the sixth form benefit from a curriculum that is tailored skilfully to their individual needs. This allows them to flourish.

Pupils take great pride in living up to the high expectations that the school has of their behaviour. This is evident in pupils' respectful conduct throughout the school.

Pupils make the most of an impressive programme of activities that help them to increase their confidence. Students in the sixth form make a tangible contribution to the life of the school. For example, they organise activities such as 'Pride Sports Day.' Pupils become independent young people who are exceedingly well prepared for adulthood.

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

Trustees, the local advisory board and staff have established a school where everyone is welcomed and valued. They are exceptionally well informed about the performance of the school. Trustees and members of the local advisory board use this information diligently

to provide appropriate support and challenge. Together, they carry out their statutory duties effectively.

The school has designed a highly ambitious curriculum. It has thought carefully about the important knowledge and skills that pupils should learn. Pupils study a broad range of subjects in each key stage. The curriculum prepares pupils extremely well for each phase of their education. Pupils, including those in the sixth form, gain a suite of qualifications that set them up well for further education, apprenticeships or employment with training.

Staff have an intricate understanding of the curriculums that they teach. They make regular checks on what pupils know, remember and can do. Staff use this information expertly to support pupils to address any gaps or misconceptions that they may have in their learning. This means that pupils gain a deep body of subject knowledge and achieve remarkably well.

Staff are highly skilled at identifying and supporting pupils' additional needs. They draw extensively on the information in pupils' education, health and care (EHC) plans to design engaging and appropriate activities. This helps pupils to build their knowledge and skills securely over time.

The school prioritises the development of pupils' reading and spoken language skills. Pupils at the early stages of learning to read receive the help that they need to develop their phonics knowledge. They read from books that are well matched to the sounds that they already know. This helps pupils to become confident communicators and fluent readers. The school provides parents and carers with the help that they need to support their children's reading at home.

Pupils accurately recall themes from the books that they read. This further develops their understanding of the world, for example immigration, refugees and the many differences that exist between people.

The school ensures that pupils quickly develop exceptionally positive attitudes towards their learning. This is reflected in the pride that pupils take in their work. A small number of pupils receive highly effective support to help them manage their own behaviour. Most pupils attend regularly. Those pupils who do not, benefit from a personalised package of support from the school to successfully improve their attendance.

The school prioritises pupils' personal, social and emotional development. It provides them with an array of powerful experiences that help them to develop the self-belief and resilience that they need to tackle new challenges. Pupils learn how to look after their physical and mental health. Staff take great care to ensure that pupils have an age-appropriate understanding of healthy relationships. Pupils access a comprehensive programme of careers education and work experience placements.

The school and the trust ensure that staff benefit from an extensive package of training and trust network meetings. This has a positive impact on reducing staff workload. It also enables staff to carry out their roles with expertise and integrity. Staff appreciate the support that they receive for their well-being. Parents hold the school in extremely high

regard. They value the nuanced support that the school provides which helps their children to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2018.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140457
Local authority	Cheshire East
Inspection number	10268923
Type of school	Special
School category	Academy special converter
Age range of pupils	9 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	92
Of which, number on roll in the sixth form	13
Appropriate authority	Board of trustees
Chair of trust	John Fitchett
CEO of trust	Richard Redgate
Executive headteacher	Sarah Martin
Headteacher	Sarah Barlow
Website	www.adelaideschool.net
Dates of previous inspection	30 and 31 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of Manor Hall Academy Trust.
- All pupils at the school have an EHC plan.
- The school provides for pupils with social, emotional and mental health needs.
- The school makes use of one registered and one unregistered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time inspection judgement about the quality of a school's education provision.
- This was the first routine inspection that the school 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.
- The inspectors carried out deep dives in the following subjects: English including early reading, mathematics, and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector held meetings with the chair of the trust, the executive school improvement officer for the trust, and members of the local advisory board, including the chair. He also spoke to the school improvement partner, the local authority director of education and the head of service for SEND.
- Inspectors met with leaders to discuss SEND, the curriculum, assessment, pupils' behaviour and attitudes and the provision for pupils' personal development.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They considered responses to the staff survey. There were no responses to the pupil survey. Inspectors gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Stephen Ruddy

Ofsted Inspector

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