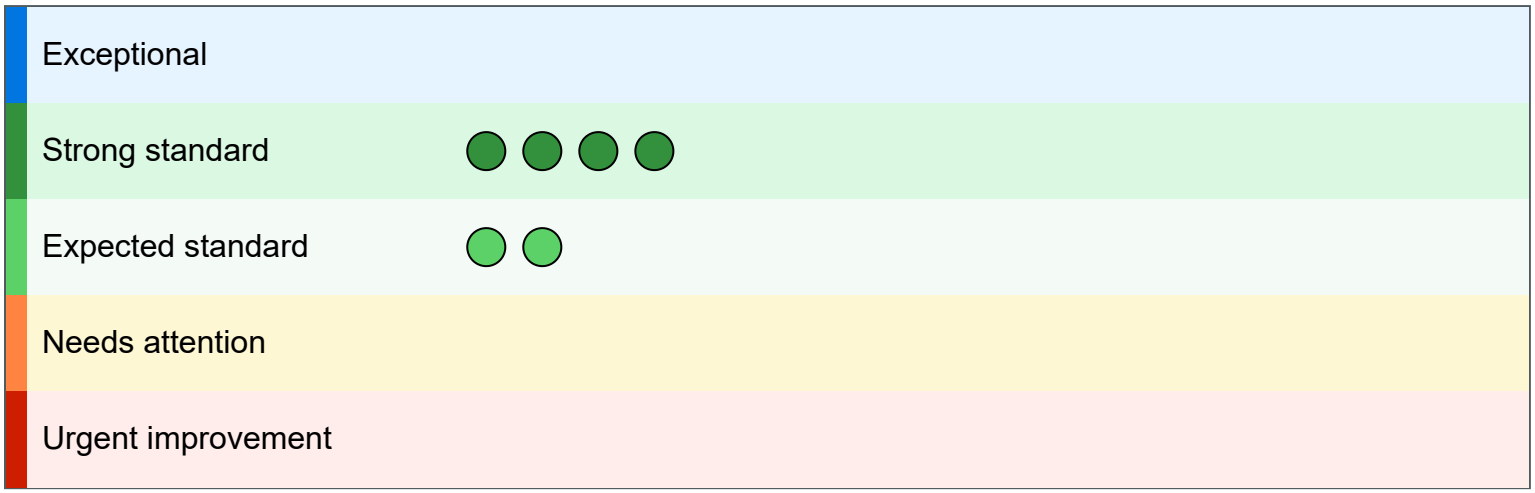
Abbey View

Address: Gloucester Road, Tewkesbury, Gloucestershire, GL20 5SW

Unique reference number (URN): 139660

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Attendance is a clear priority for leaders. Many pupils join the school with a history of significant absence and negative experiences of education. Leaders analyse attendance carefully, identify barriers quickly and work closely with pupils, families and external agencies to improve attendance. This includes practical support, such as the school's proactive approach to transport arrangements. As a result, nearly all pupils improve their attendance from previously low starting points and attend much more regularly than before joining the school. Attendance is viewed as a shared responsibility across the school community.

Relationships sit at the heart of the school's approach to behaviour. Staff know pupils very well. They create an environment where pupils feel safe, respected and understood. Well-established routines and carefully planned transition activities help pupils manage their emotions and engage positively with school life. Positive interactions between pupils and staff are commonplace. Pupils typically move around the school calmly and respectfully.

Leaders maintain high expectations while responding thoughtfully to individual needs. Leaders have an accurate understanding of behaviour patterns. This ensures that support is reviewed and adapted effectively. Bullying and discriminatory incidents are uncommon. Suspensions and physical interventions are infrequent and are used proportionately. Most pupils reconnect with education because of the positive, supportive culture established by leaders and staff.

Inclusion

Strong standard

Leaders have established a highly personalised approach to inclusion that reflects an accurate understanding of pupils' often complex and changing needs. Many pupils arrive with disrupted education, unidentified special educational needs and/or disabilities, or significant barriers to learning and wellbeing. Leaders identify these needs swiftly through comprehensive induction processes, engagement with families and information gathered from professionals. As a result, staff understand pupils' starting points very well and use this knowledge to support pupils' participation in school life.

The inclusion of pupil, parent and carer views in detailed pupil plans and reviews helps pupils develop a sense of belonging within the school community. Leaders and staff carefully check pupils' progress and adapt provision as circumstances change. Bespoke interventions are used thoughtfully to reduce barriers to learning. Advice from external professionals is implemented effectively to support pupils who require specialist help.

Leaders ensure that pupils do not miss essential learning when absent and that planned support remains closely connected to classroom learning. Pupils who remain at the provision for longer periods continue to receive tailored support that helps them achieve, belong and thrive. The school's inclusive culture and graduated approach have a sustained and positive impact on pupils' experiences and outcomes

Leadership and governance

Strong standard

Leaders have a clear understanding of the school's context and the significant barriers that many pupils have experienced before joining the provision. They have taken decisive action to improve the school through substantial changes to policies, procedures and educational provision. These changes have increased pupils' engagement with education, improved attendance and supported pupils to develop confidence and belonging. Leaders evaluate the impact of their work carefully and have an accurate understanding of priorities for further improvement.

Trustees provide informed challenge and support. They actively seek external expertise to strengthen governance and ensure that strategic decisions are taken in pupils' best interests. The partnership with a multi-academy trust provides ongoing challenge and independent evaluation, adding depth and sustainability to the school's improvement journey. Trustees and leaders remain focused on securing the very best outcomes for pupils while maintaining a strong commitment to staff wellbeing.

The school works effectively with a wide range of professionals and agencies. Partners speak positively about the contribution leaders make to supporting pupils and influencing wider practice. Staff feel valued and supported, noting the accessibility of senior leaders and the quality of professional development opportunities available to them. Parents and carers are highly appreciative of the care and support their children receive. They value the way staff take time to understand individual circumstances. Collectively, leaders and trustees have established a culture of high expectations, care and continual improvement that is having a positive impact on pupils' experiences and outcomes

Personal development and wellbeing

Strong standard

Leaders have created a carefully considered programme that places pupils' personal development and wellbeing at the centre of the school's work. The curriculum reflects the reality that many pupils arrive with significant social, emotional and educational barriers. Personal development is integrated throughout school life rather than delivered as a separate initiative. Leaders and staff ensure that pupils learn the knowledge, skills and behaviours they need to re-engage with education and wider society.

The personal, social, health and economic curriculum is coherent and thoughtfully sequenced. Pupils learn about online safety, physical and mental wellbeing and personal responsibility. Through the highly effective relationship and sex education curriculum, pupils learn the importance of healthy relationships, consent and respect for others. Skilled staff provide extensive and highly bespoke pastoral support, drawing on specialist advice when necessary. Pupils report that they feel safe, valued and supported. They can recall important learning about issues that matter to them and understand how to seek help from appropriate professionals when needed.

A wide range of enrichment opportunities broadens pupils' experiences and helps them develop confidence, pride and independence. Activities such as charity fundraising events, visits and the school's 'family fun' programme expose pupils to experiences that many have previously missed. This helps to ensure that pupils are well prepared for adulthood and

independent living. Leaders systematically track pupils' participation and the impact of this enrichment offer to ensure that all pupils benefit.

Careers advice supports pupils to make informed decisions about future education, employment and training. The impact of this work is evident in pupils' increasing confidence, the success of reintegration into mainstream education and the positive aspirations pupils hold for their futures. Opportunities for in-house or community work experience, coupled with the vocational curriculum, prepare pupils well for their next steps.

Expected standard

Achievement

Expected standard

Pupils join the school with widely varying starting points, often following significant educational disruption. Leaders prioritise the development of resilience, confidence, communication and independence as the foundations for future learning. This approach enables pupils to re-engage with education and begin rebuilding the knowledge and skills necessary for success.

Most pupils make secure progress from their starting points. This is particularly evident in pupils' personal, social and emotional development. Pupils also make academic progress. Many secure qualifications where appropriate, and, in many cases, return successfully to their mainstream schools.

Disadvantaged pupils, pupils with special educational needs and/or disabilities and those who have experienced educational and life trauma make suitable progress from their individual starting points. Achievement in some academic subjects is less consistent than that seen in personal development. Leaders recognise that greater consistency in classroom practice will help more pupils build secure knowledge and achieve increasingly well across the curriculum.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is intended to meet the needs of pupils with social, emotional and mental health needs. The curriculum recognises that many pupils arrive with significant gaps in learning, disrupted educational experiences and low confidence as learners. The curriculum is carefully sequenced and supported by a range of interventions that target the development of pupils' essential curriculum knowledge and personal development.

In many lessons, teachers use their subject knowledge effectively and build positive relationships that encourage pupils to engage with learning. While the impact of curriculum and teaching developments is not yet evident across all areas of the school, leaders have accurately identified and are taking action to improve consistency. Learning activities are generally appropriate and achievable. Where teaching is adapted successfully to match pupils' starting points and identified needs, pupils develop secure knowledge and improve

their confidence in learning. This is particularly evident in support programmes that frequently revisit prior learning.

Leaders prioritise pupils' learning to speak clearly and read fluently. The sharp focus on these skills helps ensure that pupils are confident in expressing their needs and learning the wider curriculum. This prepares pupils well for the next stage of their education, employment or training.

What it's like to be a pupil at this school

Many pupils arrive at Abbey View School having experienced disrupted education and a fractured relationship with learning. Pupils quickly become part of a school community where they are very well known as individuals. Staff invest considerable time in understanding pupils' experiences, needs and aspirations. As a result, pupils develop a sense of belonging and trust. Working relationships between pupils and staff are warm, respectful and consistent. Pupils speak positively about the support they receive and value being part of a school where they feel safe, listened to and understood.

The school places pupils' personal, social and emotional development at the heart of its work. Through carefully planned personal development experiences and enrichment activities, pupils broaden their horizons and develop confidence, independence and resilience. They learn how to keep themselves safe, build healthy relationships and make informed decisions about their futures. Many pupils who previously disengaged from education begin to enjoy learning again and become more willing to participate in lessons and school life.

Pupils benefit from clear routines and high expectations, alongside an approach that helps them recognise and manage their emotions and actions successfully. They move around the school calmly, interact positively with one another and treat staff with courtesy and respect. Bullying and discriminatory behaviour are uncommon and are dealt with appropriately when they occur. Pupils know that staff will help them if they have concerns. Most pupils improve their attendance considerably from very low starting points because their attitudes to school improve. They feel valued from the moment they arrive. Pupils typically leave Abbey View well prepared for the next stage of their education, employment or training and hopeful for the future.

Next steps

- Leaders need to continue refining the school's systems and processes for checking and reviewing the impact of their work, while supporting staff in implementing them with rigour to embed and further improve the quality of education for all pupils.

About this inspection

This school is part of CCT Learning 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, Debra Rutley, and overseen by a board of trustees, chaired by Jonathan Clamp.

The CEO is provided under an off-payroll arrangement with a multi-academy trust.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously serves as HMI.

Inspectors spoke with the principal, senior leaders, the CEO, trustees, including the chair of trustees and representatives from the local authority, virtual school and a partner school during the inspection.

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.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone significant change to leadership and staffing since the last inspection.

Principal: Victoria Jones

Lead inspector:
Marie Thomas, His Majesty's Inspector

Team inspector:
Mike Thomas, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

School capacity

42

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2022 leavers (revised)	S	93%	S
2021 leavers (revised)	S	94%	S

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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