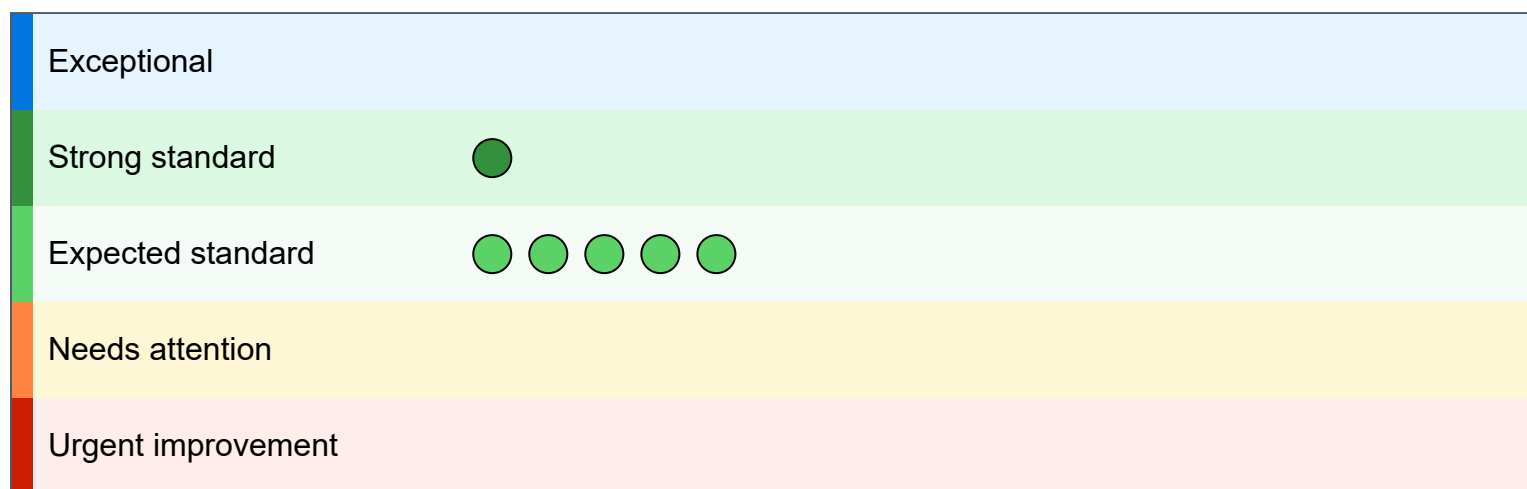


# Chances Mentoring

**Address:** Unit 3 Whitegate Business Centre, Jardine Way, Oldham, Lancashire, OL9 9JT

**Unique reference number (URN):** 151219

## Inspection report: 10 March 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

## Strong standard ●

### Inclusion

Strong standard ●

Leaders have created an inclusive culture at the school where all pupils are encouraged to participate well. Leaders set high expectations of pupils' learning. They stay true to the school's motto of 'Empower, Strive and Achieve' by addressing any barriers that pupils have to their learning. All pupils have an education, health and care (EHC) plan. Staff have received a wealth of training and support to develop their practice so that they can identify and meet the pupils' diverse and complex needs. This includes pupils who are known, or previously known, to children's social care, and those who are disadvantaged. Staff continually act as calm and positive role models for pupils.

Staff use a wide range of resources and adjustments to best match the way in which pupils learn. Leaders check on pupils' learning often to ensure that the support pupils receive is having a positive effect on their progress both academically and in their personal development. Staff understand the staged approach to supporting pupils and make good use of advice from external agencies to shape the support that they receive. The school uses pupils' EHC plans well to help to inform the way in which they work with pupils. The curriculum is adapted to meet the needs and aptitudes of each pupil.

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## Expected standard ●

### Achievement

Expected standard ●

Pupils who start at Chances Mentoring have often missed significant proportions of their education prior to joining the school. Despite this, leaders are highly proficient in identifying the areas of learning that pupils need to strengthen, as well as recognising pupils' interests that may inform their future career pathways. In doing so, leaders address gaps in pupils' learning and ensure that teaching enables them to progress well through the intended curriculum. This is consistent across year groups and key stages.

All pupils have special educational needs and/or disabilities. Some have also had involvement with social care or are disadvantaged. Despite these barriers, pupils are well prepared socially, academically and in their personal development for their next steps in education, employment or training. For example, in the vocational subjects of construction and hair and beauty, pupils learn about the workplace. They achieve a range of entry-level awards and some successfully study for GCSE qualifications where appropriate.

### Attendance and behaviour

Expected standard ●

Leaders work well with parents and carers to set high expectations of pupils' attendance at school. Staff are skilled at making pupils feel welcome and feel secure. As pupils settle into the school, leaders secure a dramatic improvement in their attendance. The relationships that pupils have with staff ensure that they have positive attitudes towards their education. As a result, most pupils attend well.

Pupils behave well across the school. Leaders have created an orderly environment that encourages pupils to be calm and respectful of others. Each pupil is understood as an individual and staff know when and how to intervene if there are any signs of negative behaviours. Although the school has adaptations in place for individual pupils, staff consistently apply the school's behaviour policy well to set boundaries and provide positive support for pupils. Pupils increasingly develop the skills and self-discipline that they need to manage their own behaviour. The school's promotion of respect for others ensures that there is no discriminatory behaviour or abuse at the school. Where pupils' behaviour sometimes slips, staff are on hand to ensure that this is dealt with swiftly and effectively. Pupils feel safe from the harmful effects of bullying because of the attention and care of staff.

## **Curriculum and teaching**

**Expected standard** 

Leaders have a clear and accurate understanding of the quality of education at the school. They make astute decisions about key aspects of school improvement. For example, they have established a coherent and appropriately ambitious curriculum that enables pupils to acquire the knowledge they need in preparation for their next steps in education. More significantly, leaders have strengthened staff expertise so that they can skilfully adjust their approach so that pupils access a relevant curriculum. As a result, staff are responsive to pupils' changing needs as they move through their education.

Leaders develop the subject knowledge of staff so that they deliver the curriculum consistently well in all subjects and year groups. They have established secure arrangements that enable pupils to rapidly gain the basic knowledge they need in English and mathematics, despite many pupils having missed substantial periods of education prior to joining the school.

The initial checks that staff make on pupils' achievement ensure that gaps in knowledge are identified quickly and addressed effectively. However, in some subjects, the ongoing checks on pupils' progress do not provide the information that staff need to be able to pinpoint any recent learning that pupils have forgotten. This means that staff sometimes move on to more complex work without ensuring that pupils have remembered what came before. As such, pupils' recall of key knowledge is better in some subjects than others.

## **Leadership and governance**

**Expected standard** 

Leaders, including the proprietor, have established a positive and cohesive working environment for both staff and pupils. The proprietor has ensured that pupils study a relevant and purposeful curriculum that reflects the school's vision for improving pupils' lives. Leaders and staff consistently encourage pupils to be the best version of themselves.

The proprietor and senior leaders have a clear and accurate understanding of the school's effectiveness, including its strengths and the areas that require further development. The proprietor ensures that all statutory duties are met well. Leaders are held rigorously to account for the quality of provision through both internal and external quality assurance processes. This scrutiny focuses on how effectively the school continues to meet the independent school standards over time.

Leaders are continually mindful of pupils' special educational needs and/or disabilities, as well as any other vulnerabilities or barriers they may face. They take pupils' views seriously and incorporate them as a significant factor in school development. As a result, the school sustains improvements that are in the best interests of pupils. The proprietor and leaders have ensured that the school has the capacity to build on the secure foundations already established.

Staff benefit from a well-planned programme of professional development that is closely matched to their roles. Many staff have the opportunity to study for national professional qualifications. Staff speak highly of the development available to them. They also appreciate the way leaders consider staff workload when making decisions about school improvement.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have established an appropriate programme for personal development that instils in pupils a strong understanding of right and wrong. Pupils' moral development is enhanced through the study of different scenarios which pupils debate to understand how to respond to different situations. Pupils are encouraged to understand and respect the values and viewpoints of others. The personal, social, health and economic curriculum is designed to be highly relevant to pupils' everyday experiences. It ensures that pupils develop a secure understanding of how to assess risks, particularly those in the workplace. Pupils know how to keep themselves safe, including when online.

Through the guidance of staff, pupils learn to cooperate with one another and to resolve differences of opinion constructively. Leaders have ensured that there is a comprehensive programme in place to generally prepare pupils for their next steps in education. The school's careers programme is effective. It helps pupils understand what it means to be a productive member of a community. However, pupils' recall of some equalities and fundamental British values is not as strong as it is in some other aspects of pupils' personal development. This means that pupils do not have the same depth of knowledge about diversity and the values underpinning British society as they otherwise could. In contrast, pupils have a strong understanding of what constitutes an appropriate relationship. They speak maturely about, and accurately recall, the key elements of the school's relationships and sex education curriculum.

Each pupil's individual character is nurtured well. Through activities such as charity work, visits to places of interest and engagement with visitors to the school, pupils gain a positive understanding of what it means to contribute to society. Wider opportunities enhance pupils' appreciation of cultural diversity and heritage as well as encouraging their engagement with creative and artistic experiences. The school also prepares pupils effectively for adulthood. This includes developing pupils' independence.

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

Pupils at Chances Mentoring gain a strong sense of belonging because staff make them feel valued, included and safe. Staff quickly get to know pupils, which helps them tailor the school's educational offer to pupils' needs and aspirations.

Pupils get along well with staff and enjoy learning. This is reflected in significant improvements in attendance for most pupils. Staff gently coach pupils to manage their own behaviour increasingly well. Pupils maintain friendships with their peers and have positive attitudes towards school. Staff deal swiftly with any rare instances of bullying so that issues do not escalate.

Teachers help to fill gaps in pupils' understanding that have arisen due to previously low attendance in other settings. There is a clear focus on equipping pupils with the knowledge they need for their next steps in their education. The encouragement and support of staff ensure that pupils become successful learners. Leaders are adept at understanding pupils' special educational needs and/or disabilities. They identify pupils' barriers to learning well, including those who have been known to social care or who are disadvantaged. Staff ensure that pupils are enabled to access the curriculum and make positive progress through it to achieve well.

Pupils are included in all aspects of school life, such as the range of sporting activities on offer at lunchtimes. They benefit from wider opportunities that reinforce the curriculum, including visiting speakers who help pupils understand how to manage risk and keep themselves safe. Pupils also enjoy a range of trips, such as visits to museums and careers events. They are proud to represent their school at sporting tournaments such as for football and curling. The school takes every opportunity to help pupils become positive members of society so that they are prepared well for life in modern Britain.

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## **Next steps**

- Leaders should ensure that pupils gain an even deeper understanding of the fundamental British values and equalities to further improve their preparation for life in modern Britain.
  - In some subjects, leaders should ensure that teachers make greater use of assessment to identify what key knowledge pupils remember to further inform teaching and learning.
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## **About this inspection**

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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

Inspectors spoke with the proprietor, headteacher, other leaders and a range of staff and pupils during the inspection.

The name of the proprietor is Chances Mentoring Limited. The name of the chair of the proprietor body is Callum Siddall.

The fees currently charged are £40,000 to £60,000.

The school's email address is info@chancesmentoring.com.

The inspectors confirmed the following information about the school:

All pupils have education, health and care plans for social, emotional and mental health needs. Many also have other diagnoses, including autistic spectrum disorder.

The school does not use any alternative provision.

The school is registered to admit up to 60 pupils.

Headteacher : Bethany Peak

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## Independent school standards

Independent school standards are either met or not met for each category.

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### 1. Quality of education provided

Standards met

All standards have been met.

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### 2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

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### 3. Welfare, health and safety of pupils

Standards met

All standards have been met.

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### 4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

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## 5. Premises of and accommodation at schools

Standards met

All standards have been met.

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## 6. Provision of information

Standards met

All standards have been met.

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## 7. Manner in which complaints are handled

Standards met

All standards have been met.

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## 8. Quality of leadership in and management of schools

Standards met

All standards have been met.

### Lead inspector:

Steve Bentham, His Majesty's Inspector

### Team inspector:

Tim Vaughan, His Majesty's Inspector

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 10 March 2026

### Total pupils

20

### School capacity

# 60

**Pupils with an education, health and care (EHC) plan**

# 20

**Pupils with special educational needs (SEN) support**

# 0

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## **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.

### **Insufficient evidence**

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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