

TILT Education

Address: The Bungalow, Cardway, Business Park, Linley Lane, Alsager, Cheshire, ST7 2UX

Unique reference number (URN): 151616

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 ●

Achievement

Strong standard ●

Pupils experience success at TILT Education typically for the first time in their education journey. Most pupils join the school with turbulent previous experiences of education. They thrive at this school because staff strike a careful balance between nurturing emotions and increasing academic expectations. Through this approach, pupils learn that only their best effort is good enough. They develop positive attitudes to learning where previously they struggled with disengagement.

Leaders carefully evaluate pupils' learning both in their academic studies and their wider development. They recognise that pupils need carefully targeted support to be able to understand their emotions. This is carefully interwoven with clear and high expectations for pupils' academic development. This is seen in the high quality work that pupils produce. Consequently, pupils achieve very well in all aspects of their development from their typically low starting points. They leave the school well prepared for their next steps. This includes having an ambition for their future.

Attendance and behaviour

Strong standard ●

Before attending this school, for most pupils, regular attendance was a significant barrier to learning. All pupils' attendance significantly improves at this school. Leaders have an in-depth understanding of the factors that may impact each pupil being able to attend every day. They work closely with parents and carers and other professionals to reduce any barriers that exist to attending school regularly. Pupils get back into positive learning habits. They want to be in school because they feel valued as individuals. Leaders' in-depth analysis of pupils' attendance enables them to spot any potential concerns at an early stage and stop any escalation.

Pupils' behaviour significantly improves the longer they attend the school. They form positive relationships with staff and their peers. Pupils know how to recognise bullying and have faith in staff to act quickly if bullying happened. The school's impact on pupils' attitudes to learning is profound. Leaders focus on re-engaging pupils with learning and everyday school life. They find out what motivates each pupil and use this to provide meaningful incentives that help pupils to feel proud of their achievements. Pupils develop an improved understanding of appropriateness of behaviours in different situations. This prepares them very well for their next step of education, employment or training.

Curriculum and teaching

Strong standard ●

Leaders have a well-informed understanding of the quality of the curriculum and teaching across the school. They make regular reviews of the provision on offer to make sure that it meets pupils' needs well. Staff teach the curriculum with specific adaptations for each pupil that enable them to learn with success. Staff have a secure understanding of pupils' starting points. Most pupils join the school with significant gaps in their knowledge across a range of subjects. Staff prioritise pupils' gaining the essential reading, writing and mathematics knowledge and skills that they need to be able to learn the rest of the curriculum.

Staff build a comprehensive picture of each pupil's ability. They use this to craft a learning package that precisely meets their individual needs. Alongside this, staff skilfully check on how well pupils learn the curriculum. They have the subject knowledge that they need to make swift changes to what is being taught or how it is being delivered.

Staff promote reading across the curriculum. They select texts that represent a wide range of different people and backgrounds. This helps pupils to become confident readers and build a secure understanding about the range of ways that people can be different.

Inclusion

Strong standard ●

All pupils at the school have an education, health and care (EHC) plan. Staff plan for the needs of each pupil on an individual basis. They know pupils' needs very well. This includes any barriers to learning or wellbeing that pupils arrive at the school with. Leaders make regular impactful checks to make sure that the support pupils receive is helping them to make progress. Where any changes are needed, these are quickly put into place. As a result, pupils make rapid progress from their wide range of starting points.

Staff have the expertise they need to identify and understand the range of needs and vulnerabilities that pupils typically have. They adapt teaching in precise detail to respond to pupils' needs or progress that they make. Staff skilfully prioritise pupils' emotional development while recognising that this goes hand-in-hand with their academic development. This supports pupils to face new challenges, grow in confidence and build on what they already know.

Leaders work closely with other agencies to provide well-considered support for pupils who are known or previously known to social care. This is particularly noticeable through the school's impact on supporting pupils to gain independence, while identifying risks they face. This prepares pupils very well for their lives beyond the school.

Leadership and governance

Strong standard ●

The proprietor has a very clear oversight of the effectiveness of the school. It makes regular checks on compliance, as well as how the independent school standards will continue to be met over time. The proprietor and leaders make regular checks on the quality of education. This enables them to make swift changes where needed that have strong impact. Developments made to the provision are sustainable and well-considered. Leaders act with pupils' best interests at heart. They show determination to secure the best outcomes for pupils, typically in challenging circumstances.

Staff receive the training they need to understand and fulfil their roles and responsibilities very well. They fully understand and reflect the proprietor's high expectations for what pupils can achieve. Staff carefully balance these high expectations with deep care and consideration for pupils' emotional and wider development. This firmly contributes to pupils' overall success at the school. Staff are proud to work at the school. They are well supported by leaders to live out the vision for the school so pupils can 'explore their full potential and develop a passion for learning'.

Parents and carers are highly positive about the school's impact on their children. They particularly appreciate the lengths that leaders go to when challenges arise. Parents also appreciate the impact of the school on their family lives. Pupils build positive learning habits and develop respectful attitudes to learning and beyond. Leaders go above and beyond to give pupils experiences that they may have missed in previous settings. This helps pupils to engage positively with education and overcome any difficulties they may face.

Personal development and wellbeing

Strong standard 

Leaders plan the offer for pupils' personal development with a comprehensive understanding of what is going to make the biggest difference. Leaders prioritise pupils' character development. This sets pupils up well to deal with setbacks, increase their resilience and develop a positive self-image.

Pupils learn a personal, social, health and economic education and relationships and sex education curriculum that meets their needs very well. The offer is meticulously well-matched to pupils' needs and vulnerabilities. Pupils typically have gaps in their knowledge in this part of the curriculum due to previous missed education. Leaders adopt a flexible approach to making sure that pupils gain the important knowledge they need to keep them safe and understand the world around them. Pupils' social, moral, spiritual and cultural development is carefully considered across every part of the school's offer. Leaders give pupils regular opportunities to reflect and discuss local, national and world issues. This gives pupils an understanding of the wider world.

Pupils receive the precise support that they need to build aspirations. They gain valuable insight into the world of work. As well as realistic work experience opportunities, staff work closely with colleges to design pathways towards pupils' career goals. Pupils start to see a positive future.

Leaders plan a wide range of opportunities for pupils to learn beyond the curriculum. For example, pupils work towards an outdoor learning award. This helps them to manage their emotions in situations they previously would have found difficult. It also develops their teamwork, communication and resilience. Pupils leave the school well prepared for adulthood.

Through the school's very well-considered pastoral offer, pupils learn to understand their own needs as well as the needs of others. This helps them to recognise the wide range of ways that people are different. Pupils know why the fundamental British values are important. They know how they relate to the school values and this prepares them well for life in modern Britain.

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

Pupils develop a sense of belonging at TILT Education. Most pupils arrive at the school having experienced previous difficulties with education. Pupils benefit from staff who do all that they can to establish warm and secure relationships. This helps pupils to feel safe. Pupils learn to trust staff. They build relationships that centre on mutual respect. Over time

pupils develop their ability to learn well alongside their peers. They receive the support that they need to resolve any conflict quickly. This sets pupils up well for their next steps and life outside of school.

Over time pupils develop highly positive attitudes to learning. This is seen through sharp improvements in attendance as well as increased engagement in lessons. Pupils learn to be proud of their achievements. They recognise that their voice is important. For example, pupils share their ambitions and aspirations that guide staff to plan routes for them to achieve them. Staff recognise that pupils join the school with complex and multiple barriers to learning. They work closely with other professionals and parents and carers to plan the offer for each pupil on an individual basis. The offer that each pupil receives is carefully tailored to their individual needs and vulnerabilities. Consequently, pupils make excellent progress from their starting points. This is both in terms of their academic and personal development.

Pupils are clear that any form of discriminatory behaviour or bullying is not tolerated. Any incidents are dealt with quickly. Pupils learn about different types of bullying, including where this could be linked to the protected characteristics. This prepares them well for life in modern Britain.

Pupils benefit from a wide range of experiences beyond the academic curriculum. These experiences are carefully crafted to broaden pupils' horizons, encourage them to go out of their comfort zone and know more about the world they live in.

Next steps

- Leaders and those responsible for governance should ensure continued improvement to the governance structures to help the school have a transformational impact on pupils.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of the proprietor body and the headteacher. They also spoke with other staff and pupils about what it is like to be part of the school.

The inspectors confirmed the following information about the school:

The school caters for pupils with a range of special educational needs and/or disabilities, including social, emotional and mental health needs. All pupils have an education, health

and care plan.

This is the first standard inspection of this school. The school was registered by the Department for Education in June 2025.

The school does not make use of any alternative provision for pupils.

The proprietors are Ryan Goodwin and Debbie Goode.

The fees currently charged are £57,525.

The school's email address is contactus@tilt-education.co.uk

Headteacher : Debbie Goode

Independent school standards

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

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met
All standards have been met.	
3. Welfare, health and safety of pupils	Standards met
All standards have been met.	
4. Suitability of staff, supply staff, and proprietors	Standards met
All standards have been met.	
5. Premises of and accommodation at schools	Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Jane Dennis, His Majesty's Inspector

Team inspector:

Linda Griffiths, Ofsted Inspector

Facts and figures used on inspection

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

 This data is from 14 July 2026

Total pupils

12

School capacity

12

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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