

T Plus Centre

Independent school standard inspection report

DfE registration number	908/6096
Unique Reference Number (URN)	135405
Inspection number	385185
Inspection dates	8–9 November 2011
Reporting inspector	Stephen McShane HMI

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2011



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

The T Plus Centre is a small special school that opened in 2007. It is located in Liskeard, Cornwall. It provides education for boys who have behavioural, emotional and social difficulties. Some also have additional difficulties related to autism spectrum disorder, attention deficit hyperactivity disorder or attachment disorder. Students are placed by local authorities. There are seven boys on roll aged between the ages of 13 and 16 years. All have a statement of special educational needs and two are looked after by their local authority. Most of the current students have attended the school for less than two terms. Since the last inspection the centre has opened additional premises on a local business park where students have the opportunity to carry out vocational and practical activities. T Plus Centre aims 'to simulate various live work situations and deliver a flavour of what young people can expect as they approach adult working life. It seeks to provide a vibrant and exciting approach in a properly accredited framework which draws out and develops the interests and talents of students in an enjoyable way.' The last inspection was in June 2008.

Evaluation of the school

The T Plus Centre meets its aims and provides a satisfactory quality of education. Students make satisfactory progress as the curriculum, teaching and assessment are satisfactory. Provision for students' spiritual, moral, social and cultural development is good and students who previously displayed challenging behaviour respond well to the caring staff and behave well. Procedures to ensure students' welfare, health and safety, including safeguarding arrangements are inadequate. A number of regulations are not met. Nevertheless, the school has made satisfactory progress since its last inspection, particularly in the development of its curriculum.

Quality of education

The curriculum is satisfactory. For students who are in Key Stage 3, it is based on the National Curriculum with a full range of subjects taught. In Key Stage 4, the curriculum is flexible so that courses on offer can respond to students' individual

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

needs and interests. Students can study for a range of qualifications including GCSEs and courses accredited by the National Open College Network. There are opportunities to learn vocational skills related in accountancy, motor vehicle use and food safety. The centre takes effective steps to link the courses to students' future plans or aspirations, for example, by offering BTEC Sport which can be built upon at the local college when they leave. The range of opportunities offered at different levels of accreditation means that students engage in learning because they see their courses as being interesting and worthwhile. There is an appropriate emphasis on building students' literacy and numeracy skills with opportunities to gain awards at GCSE, Entry Level, functional skills or adult literacy. Effective interventions are used to support students who need additional support to develop their reading. There are detailed schemes of work in place which ensure that there is appropriate coverage of the different areas. There are occasions, however, when the content and the delivery of the different subjects are not tailored enough to the particular needs and priorities of the student at that time.

Students have opportunities for educational visits to enhance their learning. Physical education and outdoor education, such as climbing and kayaking, are taught at local centres. A programme of daily assemblies encourages the students to explore and reflect upon issues such as diversity and democracy. Students' personal development is supported in various subjects, for example, aspects of a healthy lifestyle in science and internet safety in information and communication technology. The centre has good relationships with external agencies which mean that careers, drugs and sex and relationship education are enhanced by staff with specialist knowledge.

Teaching and assessment are satisfactory. All lessons are underpinned by strong relationships between staff and students. Teachers are well prepared and set a purposeful tone which creates an effective working atmosphere. Staff encourage and cajole students to remain engaged. This means that students complete tasks and learn new knowledge or develop skills at a satisfactory rate. Staff clarify misconceptions quickly and offer additional support, such as scribing a student's work when appropriate. Learning objectives are clear and give an appropriate focus to the lessons. However, at times they are not precise enough and do not always use the wealth of prior assessments to match work to students' individual needs. There are not always enough opportunities to encourage independence in learning and for students to interact with each other in lessons.

Students make satisfactory progress, confirmed by regular assessments and moderation of work. They leave with a range of qualifications. Work shows that they learn mathematical concepts, and acquire suitable knowledge in science and humanities. They examine a range of literature and write for different purposes. The school regularly assesses students' learning using National Curriculum levels or examination criteria. Marking is regular and encouraging. In the best examples it is very effective in highlighting the specific issues that will improve future learning but a few times it is too focused on the presentation of the work.

Spiritual, moral, social and cultural development of pupils

The provision for spiritual, moral, social and cultural development is good. Before arriving at the centre students have frequently had negative experiences in education. Many have been excluded. A few have had different care placements due to family difficulties. They arrive with complex profiles that may involve aggression, violence, substance abuse and involvement with the police. They may display behaviour that demonstrates high levels of anxiety, for example, an inability to be in groups, the need to be with certain adults or selective mutism.

Through the dedicated commitment and guidance of staff, students make significant progress in managing their anger and anti-social behaviour so that they demonstrate good behaviour. Attendance for the majority is good. They engage well in the activities on offer. Outbursts are rare. Some of the students are beginning to reflect on the improvements they are making and their aspirations for the future. Staff are strong role models and have high expectations. The calm, respectful way in which staff interact with the students means that they learn to trust adults. Staff go the extra mile to get to know students and try to understand their particular needs and concerns. Within a consistent and effective teamwork approach they make adaptations so that individuals experience success or are not unduly stressed. The well-planned assemblies mean that students have good opportunities to reflect on current social, moral, cultural and spiritual issues in the United Kingdom and elsewhere. Through this, they acquire respect for other cultures and tolerance of other people. Students engage well and are prepared to offer their own ideas and thoughts.

Welfare, health and safety of pupils

Provision for students' welfare, health and safety is inadequate. Recruitment and staff vetting procedures are not robust enough. Satisfactory behaviour and anti-bullying guidance is in place. There are also suitable policies covering other aspects of students' welfare. All staff, including the designated person, are appropriately trained in safeguarding and students are well supervised in school. However, the problem is that there is a lack of rigour in the application of policies, particularly those relating to health and safety which means that students are not properly safeguarded.

Risk assessments are ineffective and responses to incidents are not consistent. There is a policy for risk assessment of educational visits but practice is not robust enough. Operating instructions and procedures relating to the new building and vocational education, which include working with cars and using electrical equipment, are not clear enough to ensure safe practices are adhered to. The first-aid policy is out of date and currently there is no qualified first aider as required. There is no up-to-date and regularly reviewed fire risk assessment for buildings and no fire risk policy. The shared use of toilets by male staff and students is inappropriate and a risk to

students. The attendance and admission registers are not maintained in accordance with requirements. The school does fulfil its duties under the Equality Act 2010.

Suitability of staff, supply staff and proprietors

As a result of a lack of supporting evidence in staff files, it was not possible during the inspection to verify that all of the necessary recruitment and vetting checks had been carried out on all staff, and others who come into regular contact with students, to confirm their suitability to work with children. For the same reason, it was not possible to verify the accuracy of the central register, although there is one. It was possible to verify that some required checks had not been done, in particular, in relation to the appointment of two members of staff and some medical checks.

Premises and accommodation at the school

The centre is housed in a modern building in a business park with additional premises (the Tech Centre) on another business park a short drive away. Classrooms are of sufficient size for the number of students currently on roll. Practical and vocational subjects are provided at the Tech Centre. There is no provision for students who are ill and there are insufficient washrooms for staff and students.

The proprietors have not alerted the Department for Education that they use additional premises. The accommodation in the new premises is suitable in size and facility for students although criticisms have already been made about their use in the welfare section of this report.

Provision of information

There is good contact with parents and carers. Not all of the required information is provided, or made available, to parents, carers and others. Feedback from parents and carers regarding the school is overwhelmingly positive. All are happy with their children's experiences at the school.

The school does not submit an annual account of income received and expenditure incurred for each student to their local authority as required.

Manner in which complaints are to be handled

The complaints procedure meets regulatory requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 (‘the Regulations’), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that arrangements to safeguard and promote the welfare of students are effective and these arrangements have regard to guidance issued by the Secretary of State (paragraph 7)
- ensure that there effective measures to ensure pupils’ health and safety which have regard to the DfE guidance?⁴ (paragraph 11)
- ensure that there are effective procedures for ensuring students’ health and safety on educational visits which have regard to DfE guidance (paragraph 12)
- ensure compliance with the Regulatory Reform (Fire Safety) Order 2005⁵ (paragraph 13)
- ensure that there is a written first aid policy and that it is implemented effectively (paragraph 14)
- ensure the admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- ensure that it can be verified that no member of staff:
 - is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list)

or

carries out work, or intends to carry out work, at the school in contravention of any direction made under section 142 of the 2002 Act, or any disqualification,

³ www.legislation.gov.uk/uk/sj/2010/1997/contents/made.

⁴ www.education.gov.uk/schools/admiandfinance/healthandsafety/f00191759/departmental-advice-on-health-and-safety-for-schools.

⁵ www.legislation.gov.uk/uk/sj/2005/1541/contents/made.

prohibition or restriction which takes effect as if contained in such a direction?
(A List 99 check) (paragraph 19(2)(a))

- ensure, for all appointments from 1 September 2003, that appropriate checks have been carried out and completed to confirm each member of staff's:
 - identity
 - medical fitness
 - where appropriate, qualifications
 - and for appointments made from 1 May 2007 the additional check of their right to work in the United Kingdom (paragraph 19(2)(b))

- ensure that for all appointments since 1 September 2003 an enhanced criminal bureau check has been made by the proprietor in respect of any member of staff appointed to a position at the school and that the enhanced certificate which is the subject of the application was obtained before or as soon as was practicable after the person's appointment (paragraph 19(2)(c))

- ensure that the checks in 19(2)(b) were completed before a person's appointment, apart from where exemptions apply (paragraph 19(3))

- ensure that for each member of staff appointed on or after 1 May 2007, the single central register shows that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - of the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - of relevant qualifications, if appropriate
 - of whether an enhanced criminal records bureau (CRB) certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State
 - of their right to work in the United Kingdom (paragraph 22(3))

- In relation to staff not directly employed by the school, the register must show whether written notification has been received from the employment business that it has carried out the checks referred to in 20(2)(a) together with the date the written notification that each check was made or certificate obtained, was received. Checks required include:
 - the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act

2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect

- where appropriate the person's qualifications
- in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State
- the person's right to work in the United Kingdom
- an enhanced criminal record bureau (CRB) check or has obtained a certificate in response to such a check made by it or another employment business. The CRB check must have been obtained no more than three months before the date on which the person is due to begin work at the school; or the person has already had an enhanced CRB check from working in a school or further education institution not more than three months previously

and

- ensure an enhanced CRB certificate was obtained before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business (paragraph 22(5)).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- provide sufficient washrooms for staff and students, including facilities for students with special needs and disability, which take account of regulations 3 and 4 of the Education (School Premises) Regulations 1999 (paragraph 23(j))
- provide appropriate facilities for students who are ill, in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23(k)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that where a student who is registered at the school is wholly or partly funded by the local authority, an annual account of the income received and expenditure incurred by the school in respect of that student is submitted to the local authority and on request to the Secretary of State (paragraph 24(1)(h)).

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
--	--	--	--	---

School details

School status	Independent		
Type of school	Special school for students with behavioural, emotional and social difficulties		
Date school opened	2007		
Age range of pupils	11–16 years		
Gender of pupils	Boys		
Number on roll (full-time pupils)	Boys: 7	Girls: 0	Total: 7
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 7	Girls: 0	Total: 7
Number of pupils who are looked after	Boys: 2	Girls: 0	Total: 2
Annual fees (day pupils)	£37,050 If one-to-one support is required, additional fee of £560 per month		
Address of school	Heathlands Road, Liskeard Cornwall, PL14 6DH		
Telephone number	01579 344999		
Email address	info@tpluscentres.com		
Headteacher	Alice Morris		
Proprietors	Alice Morris and Glen Coleman		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 November 2011

Dear Students

Inspection of T Plus Centre, Liskeard PL14 6DH

Thank you very much for making me so welcome when I visited you recently. I was very impressed by the way in which you were prepared to talk with me about the centre and its work and the difference it is making. The centre is a calm place to work and learn. This is because the committed staff have helped you improve your behaviour a great deal and give you time to think about issues and help you to make the right choices.

Your school provides you with a satisfactory education and your learning is satisfactory too. It is clear that you appreciate the wide range of courses and activities on offer and these keep you interested. Sometimes, in lessons you need more opportunities to work independently.

It is clear that staff care for you a great deal on a day-to-day basis and you told me that you appreciate this. However, there are quite a lot of gaps in the centre's procedures for health and safety, which are not good enough. The school must improve the facilities for those who are ill and ensure there are enough toilets for the staff and you. The centre will be asked to write a plan to sort these things out and another inspector may visit to check that these weaknesses have been put right.

I enjoyed meeting you all and seeing your work. You can help the centre improve further by working hard and continuing to improve your behaviour.

I wish you all success in the future.

Yours sincerely

Stephen McShane
Her Majesty's Inspector