

Education & Youth Services Newark

10 Victoria Street, Newark, NG24 4UT

Inspection dates	4–5 December 2013	
Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This school is good because

- Students make good progress with their learning from low starting points and achieve success in external examinations.
- The good quality of teaching motivates students to take an active part in lessons and to achieve well.
- All students improve their behaviour, develop positive attitudes to learning, and show respect for their teachers and other adults in the school.
- The school's leaders, including the headteacher and the company's senior managers, promote high expectations for what students can achieve and maintain an exemplary focus on the welfare and safety of students.

It is not yet outstanding because

- The pace of lessons and the level of challenge provided do not always match the needs of more-able students.
- There is insufficient teaching time in the week to include a coherent and systematic programme of science for all students.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was conducted with one day's notice.
- The inspector observed two lessons taught by one teacher, one of which was observed jointly with the headteacher.
- Meetings were held with the headteacher, the Company's senior managers, teaching staff and students. Questionnaires submitted by eight members of staff were read. There were no responses to the online 'Parent View' questionnaire.
- The inspector took account of a range of school policies, information about students' achievements, examples of students' work and the school's plans for further development.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- Education and Youth Services, Newark is an independent school accommodated in a former hosiery mill near the town centre.
- The school provides full-time or part-time education for up to 10 boys and girls aged 14 to 16 years who have been excluded, or are at risk of being excluded, from mainstream education. All students have behavioural, emotional or social difficulties and associated learning difficulties.
- Currently, two students are attending the school on a full-time basis, and two attend part-time. No student has a statement of special educational needs.
- The school uses local off-site facilities for physical education and sports.
- The school's aims include: helping learners manage their behaviour and emotions by creating a supportive learning environment in which learners feel safe; helping them to value and respect the contribution of others; and helping them to develop good learning skills and build up their self-esteem.
- The school opened in September 2012 and this is its first inspection.

What does the school need to do to improve further?

- Ensure that teaching always meets the needs of more-able students by:
 - accelerating the pace of lessons to ensure sufficient levels of challenge
 - providing a variety of learning activities in lessons to match the learning levels of individual students.
- Ensure that data recorded about academic performance is evaluated to demonstrate the extent of students' progress over time from their various starting points.
- Review the length and use of taught time in the week to ensure that all students receive systematic and coherent teaching of science.
- Ensure that the school website provides easy access to school policies and other information for parents, carers and placing authorities.

Inspection judgements

Pupils' achievement

Good

Students make good progress with their learning as a result of good teaching and a curriculum which provides them with access to suitable national accreditation. Those students who completed full-time education at the school in its first year of operation, made a rate of progress in line with, or better than the national average. They left the school with functional skills awards in English and mathematics at a level equivalent to GCSE foundation level grades. Students enter the school with levels of attainment which are typically three years behind the national average as a result of persistent absence or disruptions to their education in previous placements. Attainment on leaving is mostly still below the national average but demonstrates good progress.

As a result of good teaching, students are enabled to overcome their personal barriers to learning and achieve success in nationally accredited courses of study, including functional skills and BTEC at levels 1 and 2. Current students in Years 10 and 11 are on course to achieve at least a Level 1 award in English and mathematics, together with similar levels in their various BTEC courses. Students engage successfully in lessons and are able to apply their learning to a variety of tasks and activities in class. The school's emphasis on literacy and numeracy enables them to catch up lost ground and to fill in gaps in their previous learning. Science is currently taught and assessed as part of their BTEC courses and discrete qualifications in the subject are not provided. Students are motivated by the opportunities provided and their engagement with learning develops positively. They are prepared appropriately to study for Level 2 qualifications in the Company's post-16 provision, or to enter colleges of further education at the end of Year 11.

Pupils' behaviour and personal development

Good

Students make good progress in their personal development and behaviour and this enables them to gain success with their learning. In previous placements they have often been disruptive and unwilling to cooperate. As a result of the high ratio of staff to students and small teaching groups, students develop the confidence to try new tasks and to appreciate their own achievements. They engage in lessons, are able to sustain their concentration and they develop increased confidence and self-esteem. Relationships among the students and with adults are positive and respectful. There is no disruption to learning and new students settle quickly into the expectations and values of the school. Overall attendance is below the national average, largely due to persistent absence by a small number of students; for most this is a significant improvement on attendance at previous placements. Appropriate systems for tracking and monitoring behaviour and attendance are implemented in conjunction with the placing local authority. Students state that they feel safe in school and that they do not experience bullying.

The school makes good provision for the spiritual, moral, social and cultural development of students, particularly their social and emotional development. The teaching programmes for personal, social and health education and citizenship include suitable themes embedded across the curriculum and taught in discrete lessons. These provide good preparation for adult life. There is a suitable multicultural dimension in a number of themes, demonstrating a commitment to equality and diversity. Students state that they have learned a lot about different cultures and have developed respect for those with alternative beliefs and lifestyles. The school provides good opportunities for students to understand the role of services and institutions in British society, including the legal system, the work of the courts, provision for the elderly and opportunities for future employment. Schemes of work, together with displays in classrooms and corridors, demonstrate a rich variety of visitors to the school and off-site educational visits for students. Expectations set out in the staff handbook ensure that a balanced approach is taken to any political or controversial themes studied. BTEC courses, in particular, provide students with opportunities for involvement in the local community, for example, through work on a local

community allotment or work experience placements with local employers. All students are provided with high quality, personalised support with the transition from school to further education or training.

Quality of teaching

Good

The quality of teaching is good and enables all students to achieve well, including through their success in external accreditation. There are strengths in the preparation for lessons and in the structure of activities and tasks within them. However, tasks do not always include sufficient variety to ensure that students at both ends of the ability range are working continuously at a suitably challenging level. The staff work tirelessly to respond to the learning styles and interests of individual students in a sensitive and patient manner. Teachers provide good opportunities for active participation in oral activities and independence in learning. The classroom ethos maintains high expectations of behaviour and engagement to which students respond positively. Teachers place a good emphasis on the development of the core skills of reading, writing and numeracy. Speaking and listening tasks are used effectively to develop students' confidence and they are encouraged positively to join in and share their views.

The quality of teaching is successful in engaging all students in learning but the pace of lessons is not always sufficient to ensure that more-able students progress at the rate of which they are capable. Students' work is assessed regularly and provides staff with a good knowledge of what students have completed and achieved. Students receive suitable oral and written feedback on the quality of their work. The school's systems for recording and tracking students' progress to date, have not provided sufficient evidence of the extent of students' progress over time compared with national expectations. The school is in the process of introducing new tracking systems which have the capacity to meet this requirement. The school has established appropriate expectations for the quality of teaching in a relatively short time, and this is resulting in good progress by students across a range of subjects.

Quality of curriculum

Good

The quality of the curriculum is good and enables students to experience success across a range of subjects which interest and motivate them. All the required areas of learning are covered in the weekly timetable, and there is a suitable emphasis on the core skills of English and mathematics. Students make good progress in these core subjects which prepare them for suitable external examinations, including Entry Level and functional skills awards. Part-time students are dual-registered and have access to GCSE examinations at their base maintained schools. All students make good use of information and communication technology to extend their learning in a number of subjects. An interactive whiteboard is regularly used effectively to stimulate students to discuss and work together on problem-solving activities. Students have access to individual computers for research and completion of their individual project work.

The available range of optional BTEC courses allows students to make choices and identify areas of interest and possible future vocational significance. On these courses, students work together with post-16 students from the Company's 16–18 Study Programme; this includes access to BTEC Level 2 awards where appropriate. Although the length of the timetabled week meets statutory requirements, there is limited time devoted to academic study of essential core experiences. For example, scientific themes are integrated within a number of BTEC courses, such as sports or motor vehicle studies, and child care, and within the enrichment programme. However, there is no separate science course which guarantees access to a systematic and coherent study of the subject for all students. The enrichment and work skills programmes include a range of appropriate themes covering important elements of personal, social and health education, together with citizenship. These programmes provide an appropriate emphasis on transferable life skills and social development. All courses are planned well from the specifications provided by the awarding

bodies. These ensure opportunities for progression in learning, catering appropriately for students who may be on the school roll for varying amounts of time. Compulsory courses in Art and physical education provide a balance in the range of learning experiences provided. Opportunities for work experience placements are provided, usually linked to the BTEC courses studied.

Pupils' welfare, health and safety

Outstanding

The school make outstanding provision for the welfare, health and safety of students. The school's arrangements ensure that all the statutory requirements are met. The school has developed exemplary practice in safeguarding of students, the recruitment of staff and opportunities for staff training. All the required checks on the suitability of staff are completed and entered in the required single central register. Robust policies for the management of behaviour, the prevention of bullying, the assessment of risk, and for first aid are reviewed regularly and implemented consistently. A major strength of the provision is the central role of the Company's senior staff in monitoring all aspects of health and safety, holding the school to account and ensuring that all policies and procedures are implemented consistently and in a timely manner. As a result, staff training requirements in safeguarding, first aid and fire safety are kept under review and updated regularly. There is a consistent approach to the implementation of requirements by the staff. Day-to-day monitoring and checking of all aspects of premises and fire safety are implemented and recorded effectively. Students are well supervised and state that they feel safe in the school. Strong positive relationships have been established which enable students to trust adults and to respect their advice on a range of personal matters. There is a good emphasis on healthy lifestyles in various areas of the curriculum and students are aware of potential risks to their health and well-being.

Leadership and management

Good

The quality of leadership and management is good, and senior leaders communicate ambition for the continuous development and improvement of the school. High expectations by the school's leaders and the proprietor have ensured that all regulatory requirements are met and that appropriate practice has been secured in a relatively short time since the school opened. The school's headteacher and senior leaders have ensured that the quality of teaching is good, is kept under review and has a positive impact on achievement. The school provides good opportunities for all students to improve their behaviour and attitudes and engage in effective learning. The school's progress is maintained as a result of accurate monitoring of teaching and achievement and a clear ambition to drive up standards.

Senior leaders demonstrate good self-analysis of the school's current strengths and areas for improvement and engage in continuous dialogue about priorities for improvement. The ethos of the school places an appropriate emphasis on a combination of academic and personal development for all students. Effective links have been created with external agencies and partners to ensure the safety and well-being of students. Staff at all levels are held to account for their performance and supported appropriately to improve. All the staff who completed the inspection questionnaires expressed positive views and are proud to work at the school. The accommodation is maintained in a suitable condition of repair and decoration and provides suitable facilities for effective learning. All the required information for parents and carers, including the school's complaints procedures, is available on request or through the school's website. The website is in the process of review and improvement as it is not easy to find much important information with the current layout of the site. The school, well supported by the proprietor, has demonstrated good capacity to embed successful practice and to maintain improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	139135
Inspection number	422849
DfE registration number	891/6020

This inspection was carried out 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.

Type of school	Secondary day school for behavioural, emotional and social difficulties
School status	Independent School
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	4
Number of part time pupils	2
Proprietor	Richard Atkinson
Chair	Richard Atkinson
Headteacher	Satjinder Heer
Date of previous school inspection	Not applicable
Annual fees (day pupils)	£6,255
Telephone number	01636 613562
Email address	s.heer@eys.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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 St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

