

Encompass Education

164 Summerhill Road, St George, Bristol, BS5 8JU

Inspection dates

6–7 March 2014

Overall effectiveness

| | Adequate | 3 |
|--|-----------------|----------|
| Pupils' achievement | Adequate | 3 |
| Pupils' behaviour and personal development | Good | 2 |
| Quality of teaching | Adequate | 3 |
| Quality of curriculum | Adequate | 3 |
| Pupils' welfare, health and safety | Adequate | 3 |
| Leadership and management | Adequate | 3 |

Summary of key findings

This school is adequate because

- Students, all of whom have experienced disrupted education before starting at the school, are making adequate progress, including in English and mathematics.
- Provision for the welfare, health and safety of pupils is adequate. It is not good because, although the school ensures that pupils are well cared for and safe in school, not all procedures for pupils' welfare, health and safety are fully up to date.
- Teaching and the implementation of the curriculum are adequate. They do not provide enough challenge for students to make good progress.
- Leadership and management are adequate. Although leaders have ensured that all the regulations for independent schools are met, teaching and the implementation of the curriculum remain adequate, as they were at the last inspection. In addition, checks to make sure that all policies and procedures for pupils' welfare, health and safety are fully up to date are not rigorous enough.

The school has the following strengths

- Students' behaviour and attendance are good and have improved substantially since the last inspection.
- The school has a positive ethos where students feel safe and enjoy new opportunities to extend their learning and achievement.

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

- This inspection was carried out with a day's notice. The inspector observed four lessons taught by all the school's teachers.
- The inspector looked at students' work and held meetings with the headteacher, the proprietor, staff members and students.
- The inspector looked at documentation including policy statements, schemes of work, teachers' planning and records of students' progress, lesson observations and staff training.
- No information was available from Ofsted's online Parent View survey, but the inspector took account of email correspondence from students' parents and carers and representatives of their local authorities, and considered the five questionnaire responses from staff.

Inspection team

John Gush, Lead inspector

Additional inspector

Full report

Information about this school

- Encompass Education is a small special school that provides full-time education for boys and girls aged between 11 and 19 years. Some of the students are resident in accommodation provided by the proprietor. The school was registered in October 2008.
- The last full inspection took place in 2009 and highlighted a number of weaknesses. This was followed in June 2010 by a progress monitoring inspection, which found that the school had improved and met all the regulations for independent schools.
- All of the students currently on the school's roll have a statement of special educational needs relating to severe behavioural, emotional and social difficulties. Some students are looked after by their local authorities.
- The school does not use alternative provision to extend its curriculum.
- The school aims to inspire and engage its students through a range of positive learning experiences so that they can achieve their potential and manage their own behaviour and difficulties ready for life after school.

What does the school need to do to improve further?

- Improve students' achievement by:
 - ensuring that lessons provide more challenge for each student so that they have every opportunity to develop as independent learners and make good progress
 - ensuring that marking always makes clear to students what is good about their work and what would improve it further.
- Improve leadership and management by:
 - ensuring that rigorous checks are undertaken on the provision for pupils' welfare, health and safety so that that all policies and procedures are fully up to date
 - developing further the arrangements for supporting teachers to improve their lessons so that all students are fully engaged and have the best possible opportunities to learn and make progress
 - making sure that checks on what students know and can do are used more effectively to set targets in their individual education plans.

Inspection judgements

Pupils' achievement

Adequate

Students' achievements are adequate. This is because students' unsettled emotional lives and turbulent educational experiences continue to have an impact on their learning, and because of the quality of teaching, which is adequate rather than good, as is the manner in which the curriculum is implemented. The students currently on roll have been at the school for a limited period of time and have joined the school following periods of very disrupted education, involving very poor attendance.

All students study English and mathematics and an appropriate range of academic and vocational subjects. Some students have already achieved passes in the Adult Literacy and Numeracy (ALAN) awards in both literacy and numeracy at Entry Level 2, while other students are making satisfactory progress towards the Functional Skills awards in English and mathematics at Level 2. All students have achieved ASDAN short course awards at the level appropriate to their ability in English, mathematics, geography and sports and fitness. In addition, post-16 students are making suitable progress in developing independent living skills. These achievements show that the students are beginning to make up ground lost during their previous disjointed educational experience, although their attainment remains well below the national average. Students' aims are to reintegrate into mainstream education at local further education colleges. Some are currently preparing for interviews due to take place in the near future. They show increasing confidence in their ability to learn and to make progress towards this target as a result of the achievements they are making.

School records show that the limited number of students who have moved on from the school in recent years have successfully reintegrated into mainstream education.

Pupils' behaviour and personal development

Good

Students' behaviour and personal development are good. Their attendance exceeds the national average for all schools and school records show high levels of punctuality to lessons. This is a substantial improvement on their previous experience of poor attendance in other schools and means that they have good opportunities to improve their achievement and are preparing responsibly for future work or college placements. Students' behaviour around the school is calm and courteous and shows rapidly developing self-confidence. They accept the requirement to get on with their work and they take advantage of the support and encouragement offered by teachers. Students benefit from clearly stated expectations about appropriate behaviour that are reinforced by staff in a good-humoured manner. A voucher scheme with clearly defined requirements enables them to earn rewards for appropriate behaviour. This motivates them well to behave in a manner that promotes their success in the school. Incidents deriving from aggressive and unpredictable behaviour and unwillingness to comply with expectations are extremely rare. On the very limited occasions when these occur, they are handled well by staff and students learn from the experience and their attitude towards the school improves.

The school makes good provision for students' spiritual, moral, social and cultural development. Regular lesson content related to citizenship and personal, social and health education helps students to develop an improved awareness of right and wrong, and to be aware of the impact of their behaviour on themselves and on others. Projects on world religions, together with visits to places of worship and from local religious leaders, help students gain an understanding of their own and other cultures represented in the local community. This promotes an attitude of respect and tolerance of cultural and religious difference. Supporting and fundraising for local charities enable students to make a positive contribution to their local communities. Regular use of shops and leisure centres helps students to acquire a suitable understanding of public services and

institutions in the locality. The school has developed an effective policy to ensure that, where political issues are raised, balanced messages are promoted.

Quality of teaching

Adequate

The quality of teaching is adequate, which results in students' achievements being adequate. Teaching is adequate rather than good because, although students receive very high levels of support, they do not always have opportunities to take initiative in their learning or to develop as well as they might as self-motivated learners. For example, in a numeracy lesson, appropriate use was made of students' interest in fitness regimes and the lesson included calculations of maximum heart rate. However, all the information required for the lesson was provided for the students and they were not encouraged to extend their knowledge of the subject or the methods of calculations through individual research. This led to students being less motivated and engaged than they might have been. In other lessons, however, students engage with lesson material better as they respond to careful questioning from the teacher. For instance, in a personal, social and health education lesson about knife crime, students came to understand how the use of knives has an impact on those who carry them as well as those around them.

All teaching takes place on an individual basis. Teachers assess students' abilities and develop suitable knowledge of what they know and can do. This information is included in students' individual education plans, which identify their personal targets. Although these plans provide useful guidance for teachers, targets are not sufficiently detailed and thus do not relate closely enough to students' academic development or their cognitive abilities. Because of this, lessons do not always engage or challenge students fully. Teachers mark students' work regularly, offering praise and encouraging students' efforts. Marking occasionally provides students with clear and helpful indications of what is needed to help them improve their work. However, this does not happen often enough.

Quality of curriculum

Adequate

The quality of the curriculum is adequate. A suitable range of subjects is available and these provide opportunities for individualised timetables that are negotiated between the school, the students and their referring authorities. However, although the curriculum is suitably adapted to meet the needs of the students at the school, it is adequate rather than good because it is not implemented well enough to enable pupils to make good progress.

The curriculum is based on the requirements of the National Curriculum and makes suitable use of schemes of work, including those for personal, social and health education (PSHE) and citizenship and religious education. Through these, students have appropriate opportunities to develop their personal, social and health education, including in the areas of relationships, sexual health and drugs awareness. The curriculum addresses the learning needs of post-16 students and supports the development of their independent living skills as well as their communication, literacy and numeracy skills.

Students work with teachers to develop ideas about future careers and college placements. Some take part in work-experience placements. These provide valuable experiences, helping them to build their self-confidence as workers and to establish a useful range of employability skills.

Attention is paid to the requirements of pupils' statements of special educational needs and the school liaises appropriately with the referring authorities to ensure that students continue to receive suitable support as they move towards further education. The way the curriculum is implemented ensures that statement requirements are fulfilled.

Physical education takes place at local leisure centres. It is supplemented by outdoor activities such

as horticulture and land work, which students enjoy. The provision has a valuable impact on improving individuals' health and fitness. Regular outings, such as to museums and local places of interest, extend the pupils' knowledge and interest in their locality and in the world at large.

Pupils' welfare, health and safety

Adequate

The provision for students' welfare, health and safety is adequate and all regulations are met. Not all policies and procedures for students' welfare, health and safety are fully up to date. The school provides a safe and nurturing learning environment for its students and ensures that they are safe. Staff recruitment is carried out in a thorough and careful manner, and all the required checks are made to ensure the suitability of staff to work with young people. The required single central register is maintained correctly. All staff are trained in fire safety as well as first aid. Fire drills are routinely carried out in school and fire-fighting equipment is subject to regular inspection.

All staff members have received basic child protection training. The designated child protection officer has a very clear understanding of the responsibilities of the role and a thorough knowledge of all safeguarding procedures, but the school had not noticed that his higher-level training had not been refreshed within the required timeframe; a course was booked during the inspection to take place very shortly. The school works very closely with the Local Safeguarding Children Board to ensure that any child protection concerns are followed up in the appropriate manner.

A range of suitable policies and procedures, including those to prevent and address any bullying, is implemented. Students respond well to the way the school addresses any the possible bullying through tutorial discussions and anti-bullying days. This includes helping students to understand the potential for cyber-bullying. This helps them to develop resilience against possible harm through the misuse of social media and inappropriate text messages. Some students say that although they had experienced bullying in previous settings, it does not occur at Encompass and that they are confident the staff would deal with any issues well. Students report that they feel safe in school and that they receive good support and guidance. Supervision in school is provided in a good-humoured manner, which students appreciate. Risk assessments, including those for visits outside school, are undertaken as required.

Leadership and management

Adequate

The leadership and management of the school are adequate. They are not good because the students are making adequate rather than good progress. In addition, the checks to ensure that all policies and procedures for pupils' welfare, health and safety are fully up to date are not as rigorous and timely as they might be. All the regulations for independent schools are met and this is an improvement since the last full inspection.

The headteacher regularly evaluates the quality of the school's provision and, together with the proprietor, has put in place procedures that have improved the outcomes for students since the previous inspection, particularly in respect of students' attendance and behaviour. These improvements are valued by parents and carers and social workers. One social worker commented on the fact that the school's provision 'has been fundamental to the success' of one of the students. One parent said in relation to one of the students that 'we are now able to see a bright future for him'. However, the headteacher and the proprietor are aware of the need to continue the school's developments and, in particular, to support teachers to improve their practice so that students' achievement can improve. In addition, although arrangements for performance management of staff are in place, these do not concentrate sufficiently on helping teachers to focus on improving students' progress.

The proprietor has provided the school with suitable learning facilities, including classrooms that

are light, airy and well resourced, especially for information and communication technology. The premises and accommodation are maintained to a good standard. Inspiring photographs and examples of students' work contribute to providing an attractive and stimulating learning environment.

All the required information for parents, carers and others is made available in the school brochure and in the parents' and carers' information pack. The complaints procedure meets regulatory requirements and is effectively implemented. All of the regulations for independent schools are met.

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 the quality of education has serious weaknesses. |

School details

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|--------------------------------|----------|
| Unique reference number | 135637 |
| Inspection number | 397751 |
| DfE registration number | 801/6132 |

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.

| | |
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| Type of school | Independent secondary school for pupils with behavioural, emotional and social difficulties |
| School status | Independent |
| Age range of pupils | 11 to 19 years |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 2 |
| Number of part time pupils | 0 |
| Proprietor | Encompass Education |
| Chair | Paul Singh |
| Headteacher | Keith Lloyd |
| Date of previous school inspection | 13–14 October 2009 |
| Email address | administrator@encompasseducation.co.uk |

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