

R.Y.A.N Education Academy

C/O Concord Youth Centre, Claremont Road, Birmingham, B11 1LF

Inspection dates	13–14 May 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This is a good school

- The achievement of students is good. They begin to make good progress with their learning once they have settled into the daily routines of the school.
- The quality of teaching is good. Teachers and learning mentors have a good understanding of how to motivate students and to interest them in learning.
- Students quickly adjust to the school's requirements for good behaviour. As a result, they focus their attention on learning, paying good attention to teachers' instructions and doing their best to complete the work set for them.
- The school is a safe and welcoming place for students. Levels of adult supervision are high and students develop good relationships with the staff and with each other.
- The headteacher, who is also the proprietor, sets high expectations for how students must behave and take their work seriously. All members of staff work well together to make sure that students focus on their work and do their best to succeed.
- The school has achieved a lot in a short time. Senior leaders, ensure that the work of the school is continuously reviewed and improved.

It is not yet an outstanding school because

- Teachers do not provide sufficient advice to students about the improvement of their writing and grammar across all subjects studied.
- The attendance and punctuality of a very few students are not good enough.
- Although the new governors have set up good arrangements for the review of the school's work, they do not yet have the knowledge and skill to form an independent view of the standard of work being achieved by students and whether these are high enough.

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 four lessons taught by three members of staff, including individual research supported by learning mentors.
- Students' work, across a number of subjects, was scrutinised, together with records of their attainment and progress. A range of school policies and procedures were examined.
- Discussions were held with staff members and with students, and recreational activities and break times were observed.
- There were insufficient responses to the online 'Parent View' questionnaire for the results to be evaluated. Four responses to a staff questionnaire were considered.
- At the request of the Department for Education, the school's request for a material change was considered. This was a proposal to increase the maximum permitted number on roll from 12 to 24 students, and the extension of the age range from 14 to 16 years, to 13 to 17 years.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- The R.Y.A.N. Education Academy (REA) is a day special school located at the Concord Youth Centre in Sparkbrook, Birmingham.
- The school is registered to admit up to 12 boys and girls, aged 14 to 16 years, who are not in mainstream education or at risk of exclusion. Students, typically have behavioural, emotional and social difficulties. Two students have statements of special educational needs.
- There are currently six boys on the roll of the school, two of whom have statements of special educational needs. Two of these boys attend part-time on a transition programme, preparing for full-time attendance at the school.
- The school uses local contacts to provide work experience for students.
- The school, 'strives to build on a foundation of love and respect for one another so that each pupil can build on their confidence and self-esteem; achieve their academic potential, thus, approach the future with great enthusiasm and determination'.
- The school was registered in May 2013 and this is its first inspection.

What does the school need to do to improve further?

- Implement a consistent approach, across all subjects, to the improvement of students' handwriting, grammar and presentation of written work.
- Ensure that the marking of students' work provides them with regular written feedback about:
 - their success in achieving the specific learning objectives shared with them at the start of each lesson
 - what they need to do next to improve the achievement of their learning objectives.
- Further develop strategies to improve the attendance and punctuality of a very few students.
- Ensure that members of the governing body are trained to:
 - contribute effectively to the review and evaluation of the quality of teaching and learning
 - understand the extent and rates of progress being made by students.

Inspection judgements

Achievement of pupils

Good

- Students who have previously refused to attend school, or who have been excluded from school, settle quickly and begin to make good progress with their learning.
- The majority of students enter the school with levels of attainment which are below those expected for their age. The good quality of teaching and the range of learning activities provided enable all students to develop confidence and achieve success.
- The school places an appropriate emphasis on the improvement of students' skills in English and mathematics. Students are making good progress towards accreditation in functional skills awards in both of these subjects.
- As the school is in its first year of operation, no students have been in the school for long enough to have completed their examination courses. However, they are working towards GCSE examinations in a range of subjects and demonstrate levels of success which will enable them to achieve either foundation or higher level awards in English, mathematics, religious education, sports science and personal, social and health education (PSHE).
- In addition, all students are making good progress towards a variety of additional accreditations in science, citizenship and the Youth Achievement Award.
- Students demonstrate good success with the improvement of their reading and are confident to read aloud in class, often with good expression and clarity. The quality of their handwriting and grammar is less consistent. Although good use is made of computers to present aspects of their work, the quality of presentation is not consistently good.
- The small number of most able students are provided with good opportunities to extend their learning and to study aspects of their work in suitable depth. This particularly evident in the quality of work produce in individual research and presentation.
- Where a student has a statement of special educational needs, good attention is given to the requirements of the statement ensuring good opportunities for improvements in literacy, numeracy and behaviour. As a result, all of these students are making good progress from a variety of starting points.
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Quality of teaching

Good

- The quality of teaching is good and ensures that all students make good progress across a range of subjects.
- The learning objectives for each lesson are made clear at the start of the lesson and appropriate activities are provided to enable each student to progress at an appropriate speed. Teachers and learning mentors work effectively together in all lessons and ensure that all students understand what is expected of them and how they may achieve the objectives set for the lesson.
- Lessons are mostly organised into one hour or two hour sessions. A variety of activities are provided which enable students to work successfully together and under the supervision of their learning mentors. The effective organisation of work in these relatively long lessons ensures that students have sufficient time to complete tasks thoroughly and to develop a secure understanding of the lesson content.
- There are good opportunities for discussion and students are encouraged to develop and express their own ideas. The staff are particularly effective in the quality of questioning used to deepen students' understanding and to challenge them to explain their answers.
- Students are confident to take part in discussion and they listen well to the contributions of others. This group work is balanced effectively with extended periods of individual research and investigation. Here, students work on computers, under the supervision and guidance of

their learning mentors. They demonstrate the ability to sustain their concentration and to develop their own areas of interest.

- Students work is marked regularly and written comments about their work and progress are fed back to them in a variety of ways. This feedback is positive and encouraging. However, teachers provide insufficient feedback about the extent to which the learning objectives have been achieved and what students need to do next to raise their standards to a higher level.
- Work is well planned to ensure that learning develops at a good pace and in a suitable sequence. All members of staff set high expectations for the amount of work to be covered, providing encouragement and advice to enable students to extend their ideas and answers.
- The staff are particularly successful in their work with students who are reluctant to attend or who have missed long periods of previous schooling. They use a variety of strategies, including working with students in their homes, to gradually build up appropriate work habits and a willingness to cooperate.
- Good opportunities are provided for work experience for students in Years 10 and 11, with an appropriate assessment of risk and suitable supervision to ensure students' safety.
- Senior staff have ensured that there are suitable arrangements in place for the assessment of students' progress. They have a good understanding of the extent of progress made by each student and the requirements of the awarding bodies are implemented consistently and rigorously.

Behaviour and safety of pupils

Good

- The behaviour of students is good. They respond positively to the high expectations set by the staff and they take part willingly in the variety of learning activities planned for them.
- Lessons begin promptly and students settle quickly to their work. They take a pride in their work and make good efforts to complete the tasks set. Classrooms are tidy and resources well organised. As a result, no time is wasted and lessons proceed at a good pace.
- There are few incidents of disruptive or distracting behaviour and the atmosphere in classrooms is calm and orderly. The school's records demonstrate that the behaviour and attitudes of students show a marked improvement on their previous experiences.
- Any potential incidents are quickly diffused and the staff work tirelessly to enable students to review their behaviour and to work on areas for improvement.
- Students attend school willingly and the attendance of the vast majority is good. However, unauthorised absence by a very few students, together with poor punctuality at the start of the day, has a negative impact on their rate of progress.
- The school's work to keep pupils safe and secure is good. The school's leaders, including the proprietor and governing body, demonstrate a strong commitment to the safeguarding of students. Arrangements for the recruitment of staff and appropriate training, for example in child protection and first aid, are robust.
- Pupils' spiritual, moral, social and cultural development are good. The subjects and activities provided for students place a strong emphasis on the development of personal qualities such as respect, self-confidence and cooperation. There are no recorded incidents of bullying and relationships are good between students and with staff.
- Students develop a good understanding of their own and other cultures. Recent work on major world religions has enabled students, in this multicultural community, to develop respect and tolerance for different beliefs and lifestyles. Firm plans are in place to visit various places of worship to provide first-hand experience of the diversity in the local community. The staff take an unbiased approach to the teaching of political issues.
- Individual work experience placements make good use of local contacts and recreational trips to the cinema have been enjoyed. The school has plans in place to introduce visitors to the school and further visits to places of relevance to subjects studied.
- Students are encouraged and supported well to take responsibility for their own behaviour and the direction of their lives. They are being prepared appropriately for the responsibilities

of adult life.

Leadership and management

Good

- The school's senior leaders, including the proprietor and governing body, have ensured that all the required regulations for independent schools have been met. Appropriate arrangements are in place for the continuous review of the work of the school. Leaders have a very good understanding of what is working well and what is not.
- The headteacher has set high expectations for what the staff and students can achieve together. There is a united staff, all of whom are proud to be members of staff at the school.
- The headteacher, together with her deputy, has ensured that there is an appropriate focus on the quality of teaching and learning and the progress made by students. They have ensured that comprehensive schemes of work and suitable arrangements for external accreditation provide a robust focus for the quality of students' experience.
- Despite students' disrupted educational experiences before entry to this school, the school has ensured that students across the ability range, are making good progress across a suitable range of subjects and activities.
- Good opportunities are provided for staff training following rigorous appraisal.
- Governors ensure that all aspects of safeguarding and students' welfare are given appropriate attention. The governors are less experienced at reviewing and evaluating independently, the quality of teaching and learning and the progress made by students.
- The staff have developed excellent relationships with students' parents and carers and demonstrate diligence and perseverance in ensuring that all students benefit fully from the opportunities provided.
- It is recommended that the school's request for a material change be approved, to extend the age range to provide for students in the age range 13 to 17 years (Years 9 to 12), and to admit up to 24 students.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	139706
Inspection number	443002
DfE registration number	330/6014

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	Day special school for students with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	14-16 years
Gender of pupils	Mixed
Number of pupils on the school roll	4
Number of part time pupils	2
Proprietor	Catherine-Elizabeth Ryan
Chair	Lilian Victoria Kennedy
Headteacher	Catherine-Elizabeth Ryan
Date of previous school inspection	Not applicable
Annual fees (day pupils)	£12,675–£16,575
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