

Eden Park Academy

Barkly Road, Beeston, Leeds, LS11 7EN

Inspection dates	11–13 June 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This is a good school

- On entry to the school, students make rapid progress with their learning across a range of subjects, including English and mathematics.
- The quality of teaching is good. Teachers have a good understanding of how to plan activities and tasks which enable all students to learn effectively and make progress.
- Students' behaviour and attitudes to learning are outstanding. They are eager to take an active part in learning and they appreciate the opportunities provided by the school.
- Arrangements for the safeguarding of students are outstanding. The school's leaders and managers have created an environment in which students are happy and able to concentrate on their work.
- The school's leaders and managers set high expectations; they ensure good quality teaching and as a result, students work hard and achieve success.
- The education manager and headteacher have an excellent understanding of the strengths of the school and the next steps required for further improvement.

It is not yet an outstanding school because

- Teaching is not yet outstanding; in particular, students too regularly complete short written answers which are not sufficiently demanding.
- Students do not have enough opportunities to read for pleasure and to take on increasingly challenging texts.
- Teachers' assessment of work completed in lessons is not consistently rigorous.
- The quality of work required of students does not always build sufficiently well on the standards already achieved.

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 took place with one day's notice.
- Eight lessons were observed taught by five teachers. Three of these lessons were observed jointly with members of the school's management team.
- Meetings and discussions were held with the education manager and headteacher, the proprietor, members of staff and a number of parents, carers and external school partners. Individual discussions took place with five students. Questionnaire responses from six members of staff were considered.
- The inspector scrutinised a wide range of school policies and records, together with assessment data and samples of students' work.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- Eden Park Academy is a day special school located in a single storey detached building in the Beeston area of Leeds.
- It opened in September 2013 to provide coeducational, full-time education for students in the age range 11 to 16 years who experience behavioural, emotional and social difficulties. A very small number of students has a statement of special educational needs.
- It is registered to accommodate up to 17 students. There are currently eight students on roll. All students live in accommodation arranged by the company which owns the school.
- The school aims to provide positive educational experiences which enable students to achieve academically; to feel safe, valued and secure; to develop self-awareness, self-worth and self-discipline; and experiences relevant to adult life, employment and leisure.
- Opportunities for vocational and work-related experiences are provided through links with local employers, the Leeds Hamara Centre and Wakefield City College.
- This is the school's first inspection since it registered as an independent school in May 2013.

What does the school need to do to improve further?

- Ensure that students are provided with regular opportunities to complete extended pieces of writing, included word-processed tasks, to promote the higher standards of literacy of which they are capable.
- Raise standards of students' reading by a consistent and regular approach to reading for pleasure and the provision of suitably challenging texts.
- Ensure that all teachers accurately assess students' work and check the extent of students' progress in individual lessons and over time by:
 - developing teachers' skills in assessing work based on agreed criteria
 - providing training on how to compare students' work with their previous best and with national expectations
 - assisting students to recognise and celebrate their best work.

Inspection judgements

Achievement of pupils

Good

- Students' achievement is good; they make immediate and rapid progress with their learning once they have settled in to the school. This progress results from good teaching and a suitable range of subject courses and activities. The achievement of those with special educational needs is equally good.
- Students enter the school with attainment which is below the national average for their age due to previous disruptions in their educational experience. The school quickly helps them to build confidence in their ability to learn successfully.
- Since joining the school at various points in the current academic year, all students including the most able, have made progress in English and mathematics at a rate which exceeds national expectations. Those in Year 10 have achieved excellent success at Level 1 in Functional Skills literacy and numeracy. Some are now entered to take these subjects at the higher Level 2.
- As a result of this good progress, students are also preparing to take GCSE examinations in these and additional subjects at the end of Year 11.
- Students' current levels of attainment compare favourably with the standards achieved in their baseline assessments on entry to the school and, where available, with data received from previous schools. The overall standards achieved by Year 10 students in English, mathematics and science places them in the top 20% of students with similar backgrounds.
- Younger students also make good progress with the rapid development of their skills in the core subjects of English, mathematics and science.
- Students across the age range of the school are developing effective life skills alongside their academic learning. Good progress is evident, for example, in their use of information and communication technology (ICT), and in practical subjects such as food studies and art and design.
- Students learn to apply their skills confidently to new situations and are being well prepared for the transition to further education or employment after Year 11.
- Due to the short time for which the school has been open, it is not possible to judge the extent to which students sustain their progress over longer periods of time.

Quality of teaching

Good

- The quality of teaching is good and results in effective learning by all students including in literacy, reading and mathematics.
- Teachers, in all subjects, prepare learning tasks and activities which develop students' learning in a progressive manner, taking appropriate account of the levels at which students are starting.
- Students are helped to learn quickly as a result of effective questioning by teachers. Teachers are skilled at encouraging students, for example, to work things out for themselves and to demonstrate, in their spoken and written answers, that they understand the new ideas and skills to be developed in each subject.
- Students are proud of their achievements and, in discussion, comment positively on the way that the staff listen to them, encourage them sensitively to take part in lessons, and provide helpful advice about how to improve their work.
- Students have good opportunities to record their work in a variety of ways, including written answers and the use of multi-media presentations. Overall, across a range of subjects, students have insufficient opportunities to produce extended pieces of writing which promote their ability to manage spelling, grammar and expression at appropriate levels.
- Teachers develop effective conditions for learning by understanding the best approaches to

use and the characteristics of individual students, and by making sure that all students enjoy their work.

- The teaching staff work effectively together in a number of classrooms. As a result, students receive personal attention and an immediate response when they need help. The additional staff members also help to ensure that students focus continuously on their work and have a 'listening ear' as they rehearse their ideas and answers.
- The variety of subjects offered, including creative opportunities for practical learning in science, food studies and art, ensures that all students can find something at which they may excel.
- While there are opportunities for reading across the full range of subjects studied, the school does not have a systematic and sustained approach to encouraging regular reading for pleasure with suitably challenging texts.
- Senior leaders have developed effective approaches to the assessment of students' progress. This progress, based largely on periodic online assessment tasks, is checked to identify the extent of students' individual progress. However, teachers' continuous assessment of the work completed in class is less consistent. It does not always result in the planning of new learning that is sufficiently challenging for all students based on what they already know and can do.
- Students, at Key Stage 4, are provided with individual opportunities to take part in vocational activities and work experience with local employers. Students comment positively on how this enables them to refine or confirm their plans for future study or employment.

Behaviour and safety of pupils

Outstanding

- The behaviour of students is outstanding and has a strong, positive impact on the quality of their learning.
- Students enjoy coming to school and their attendance is good; for the majority, this represents a major improvement on their previous experience. There is no evidence of students' previous disaffection or disruptive behaviour.
- Students consistently describe the school as being 'just like a family'. They enjoy the relative informality of relationships with each other and with the staff, but also demonstrate respect and cooperation throughout the school day. They state that they experience no bullying and that they feel safe in school.
- Students settle quickly in lessons and demonstrate increasingly mature attitudes to their work, even when tasks are demanding or require high levels of concentration.
- The school makes outstanding provision for the spiritual, moral, social and cultural development of students. There are regular opportunities to reflect on situations and to express personal opinions.
- A number of themes, particularly in citizenship and personal and social development lessons, require students to reflect on their personal values and to evaluate their views about local and global issues. They have a good understanding of local and national democratic processes, and of community services, including the work of the local police community support officer and the school's independent visitor, who both visit the school regularly.
- Students speak explicitly about how their previously racist attitudes have been completely turned around through activities at the Hamara Centre working with disabled people from a variety of cultural backgrounds. Equality and diversity are continuous themes through all of the school's literature and activities.
- The school's arrangements for safeguarding students are exemplary. All required checks on the suitability of staff are completed rigorously, staff are suitably trained in child protection and first aid, and robust policies for all aspects of students' welfare are implemented consistently.
- All risks are suitably assessed, including those associated with student behaviour, off-site visits and fire safety. All required checks on fire safety equipment and procedures are

completed rigorously.

- The role of the school council is outstanding, as illustrated by the manner in which all students worked together effectively, listening to the ideas of others and taking on a variety of responsibilities as they prepared for the forthcoming school prom.
- Senior staff have developed strong links with students' residences and care staff. Daily communication is excellent and a number of residential social workers make a valued contribution to the support of students during the school day.

Leadership and management

Good

- The quality of leadership and management is good. This is clearly evident in the excellent example and leadership skills of the head of education, who also oversees the company's other two schools. She demonstrates a continuous commitment to excellence, has high expectations of what the school can achieve and communicates this effectively to all staff members and to students.
- The recently appointed headteacher actively supports this vision and ensures that policies and procedures are realistic and consistently implemented by staff. He makes a strong contribution to the successful teamwork in the school in a good-humoured and positive manner.
- These senior leaders have an excellent knowledge of the school's strengths and they plan effectively for improvement. Plans for the development of a vocational learning centre are on track for completion for the new school year in September. Additional staff have been appointed and the curriculum reviewed to move the school on to this next appropriate stage in its development.
- The proprietor shares the school's vision for success and holds the school's leaders to account for the performance of the teachers and the academic and personal development of the students. Together the leadership team have ensured that all the independent school regulations are met.
- The school's leaders keep all aspects of the school under continuous review. The quality of teaching is checked regularly and effective use is made of information to measure students' progress.
- Sufficient opportunities are provided for staff training with regular events focused on the priorities of the school, supported well by the company's central team. In addition, individual members of staff are given good opportunities to improve their qualifications and enhance their teaching skills, although assessment techniques for checking students' work and the extent of their progress in lessons has yet to be implemented fully.
- Senior managers have prepared a robust set of policies and procedures for the smooth running of the school. These are also kept under review and appropriately updated in response to any changing regulatory requirements.
- The school has effective arrangements for the regular evaluation of its achievements which result in a well-considered development plan which demonstrates a clear commitment to raising standards and maintaining excellence in the personal development of students.
- The school's premises are maintained to a high standard and staff have access to a good range of resources for teaching all subjects and courses. The staff, students, parents and carers, together with external partners working with the school, all express positive views about the success of the school.
- Appropriate extensions to the regular timetable include visits and visitors, who contribute to the range of notable experiences provided for the students. For example, a current programme of visits to a local outdoors education centre was commented on enthusiastically by students.
- The school's leaders and staff place a robust emphasis on the safeguarding of students. They share a strong commitment to the academic and personal development of students. A positive climate of achievement and care has been established securely during the school's first year.

- The proprietor, leaders and staff have demonstrated the ability to motivate disaffected young people, to see the potential in them and strive consistently to fulfil this goal. They work successfully together to demonstrate a clear capacity for continuous improvement.

What inspection judgements mean

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

School details

Unique reference number	139733
Inspection number	443005
DfE registration number	383/6000

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	11–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part time pupils	0
Proprietor	Radical Services
Chair	Luiz Guilherme
Education Manager	Kerry Maynard
Headteacher	Simon Harrison
Date of previous school inspection	Not applicable
Annual fees (day pupils)	£32,000
Telephone number	0113 277 3620
Fax number	Not applicable
Email address	education@radicalsolutions.org.uk

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