

Anderida Learning Centre

Neville Mews, 6a Neville Road, Eastbourne, BN22 8HR

Inspection dates

22–23 January 2014

Overall effectiveness

Adequate **3**

Pupils' achievement Adequate 3

Pupils' behaviour and personal development Adequate 3

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

- Achievement is not consistently good. Students' skills in reading, writing and mathematics require improvement. Less able students do not do as well as they should.
- The teaching of reading, writing and mathematics is not good enough. There are too few opportunities to develop students' reading, writing and mathematical skills in different subjects across the curriculum.
- Teachers' marking does not always give clear feedback to inform students how to improve their work.
- Students' behaviour and personal development are not good. There are too few opportunities provided to promote their cultural development. Attendance and punctuality are poor for some students.
- Although the policies and procedures relating to students' welfare, health and safety meet requirements, there are not enough opportunities provided to fully raise their awareness of health issues such as the misuse of drugs and alcohol.
- Leaders have not ensured that teaching is good and that all students achieve well.

The school has the following strengths

- Positive relationships exist between students, teachers and support staff, which are successful in boosting students' self-esteem and self-confidence.
- Senior leaders seek to ensure that the curriculum is flexible enough to meet the needs of students.
- The school has a strong relationship with its external partners.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet 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. The details are listed in the full report.

Information about this inspection

- This school was given one day's notice.
- The inspector observed parts of two lessons taught by one teacher. The inspector also looked at students' work, and held meetings with senior leaders, the proprietor, staff, external partners and students.
- The school's documentation was examined, including policies, schemes of work, teachers' planning, assessments of students' attainment and progress.
- There were no views of parents and carers registered on Ofsted's online questionnaire, Parent View, as students stay in the children's home. Six staff questionnaires were scrutinised.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Full report

Information about this school

- Anderida Learning Centre is a small, independent day school located in a residential area of Eastbourne, in East Sussex. It opened in September 2013 and is registered for up to eight boys and girls aged from 11 to 18 years.
- It operates from a two-storey building that previously housed telesales offices. One part of the building now serves as the main office for the proprietor's business, Anderida Adolescent Care. The school has its own entrance. There is a sole proprietor.
- There are currently three full-time students on roll, all of whom are in Year 11. There are no students in Years 7 to Year 10. Two students have a statement of special educational needs. There are very few students who learn English as an additional language.
- The school generally accepts young people with a history of disrupted schooling, including those with behavioural, emotional and social difficulties (BESD) and special educational needs. Mainly, students come from residential accommodation within the local area.
- The school's aim is to 'encourage students to build the confidence and self-esteem required to take ownership of their learning whilst making healthy choices about the future in an environment that is warm, fun and friendly where students can feel valued and respected'.
- The school makes use of additional provision for some sport and physical education.
- This is the school's first inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and students' achievement in English and mathematics by:
 - ensuring teachers provide opportunities for students to develop their reading, writing and mathematical skills in different subjects across the curriculum
 - making sure teachers check more often on how well students are learning in lessons
 - ensuring teachers make better use of assessment information to plan lessons that challenge students of all abilities, particularly the less able.
 - improving teachers' marking and use of targets so that students always have a clear picture of what to do to improve their work so as to reach the next level.
- Improve students' behaviour and personal development by:
 - providing more opportunities for students to develop their social skills and interactions with each other
 - providing more opportunities for students to contribute to the wider community and have first-hand practical experiences of different cultures and faiths
 - improving the attendance and punctuality of some students by working with parents, carers, external partners and students to enable them to see the value of good attendance and punctuality so they can achieve well.
- Improve students' overall welfare, health and safety by further by raising their awareness of health risks and encouraging the adoption of healthy lifestyles.
- Improve the quality of leadership and management by:
 - improving the school's self-evaluation so that it reflects more precisely its strengths and areas for development
- ensuring that plans for improvement include targets for students' achievement, timelines and criteria to measure the success of actions taken.

■ The school must meet the following independent school standards:

- ensure the safeguarding children policy is published on the school’s website, or where no such website exists, the school provides a copy to parents of students, and of prospective students, on request (paragraph 24(1)(b)).

Inspection judgements

Pupils' achievement

Adequate

Students' achievement is adequate due to teaching and the curriculum being only adequate. Students' progress is only adequate in reading, writing and mathematics. Students have significant gaps in their learning and their learning skills to support their academic development are underdeveloped. Students make adequate progress in mathematics and gain confidence in using number calculations. Less able students are given tasks that are sometimes too easy and, as a result, their progress slows. Students have not yet taken any GCSE examinations or completed any vocational qualifications.

Students' attainment is low when the students start at the school, particularly in English and mathematics. Some students do well, especially as a result of the very small classes and with the teacher's ability to provide one-to-one support. Lesson observations during the inspection indicate that students are making reasonable progress in reading, writing and mathematics. The school provides effective extra support during lessons or at other times during the school day for those who find learning more difficult, so that they are not left behind their peers. Some students who are persistently late and miss vital learning time do not make as much progress as others. Effective additional support is given to students learning English as an additional language so that they make similar or better progress than their classmates. Students are actively encouraged to engage in discussions in class, such as when considering the 'matters of life and death' in religious education. As a result, they begin to acquire good speaking and listening skills.

Pupils' behaviour and personal development

Adequate

Students' behaviour and their personal development are adequate. Students' behaviour is good in lessons. In classes, students respond well to the teacher's high expectations and, as a result, they have positive attitudes to learning, are relatively well engaged and enjoy lessons. Although, in the short time the school has opened, leaders have worked very hard to improve students' attendance and punctuality, in conjunction with local authorities and external partners, they are aware that some students' attendance and punctuality still require improvement and that they need to work more with parents, carers and other agencies to improve them.

Students' spiritual and moral development is good, but their social and cultural development is adequate. During break times, students enjoy spending time playing games. However, there are few opportunities during breaks for students to interact socially or to work in different groups in lessons due to small numbers of students in the school. There are plans for them to take a greater role in the life of wider community, such as linking with a home for senior citizens. There are too few opportunities for students to visit places of cultural interest and different places of worship to promote better their cultural development and religious understanding.

Students say that they feel safe and secure at school because they know that adults will support them and keep them safe. Parents and carers and external partners endorse this positive view. Students understand the different forms that bullying can take and say that no incident has taken place and this is confirmed by the school's incident log. Students are mostly respectful and caring towards each other and to adults around them. There is an appropriate programme for personal, social and health education (PSHE) and citizenship, which include topics such as Human Rights and Young People and Crimes. As a result, they learn to respect the criminal and civil law, and the importance of holding balanced views on political issues. The school teaches its students about some cultures and religions, and how to live in harmony with other communities in religious education, PSHE and regular tutorial feedback with time for reflection. Students are keen to get involved in raising money for charities such as Children in Need. There are some visits to places of interest, for example to the Natural History and Science Museum that help students to develop their understanding of English public institutions.

Quality of teaching**Adequate**

The quality of the teaching is adequate and results in adequate achievement. Some aspects of good teaching were seen during the inspection, but there is not enough of this good practice to secure consistently good progress for the students. Effective lessons were the result of teachers' well planned activities. These successfully involved sharing with students what they are to learn. These lessons were conducted at a suitable pace with strong one-to-one interaction between the students and the teacher. For example, in an English lesson, a student was able to write persuasively about why a film was good by preparing a PowerPoint presentation. In a mathematics lesson, a student was able to work successfully by themselves, without adult support on how to write numbers such as 456176. Some activities are, however, too easy for some or too difficult for others as assessment information is not always used well enough by teachers to plan their lessons so that all students can make good progress. The school has suitable resources, such as computers to better engage students and to develop their skills in the use of information and communication technology (ICT). Teachers employ their good subject knowledge in teaching different subjects. However, in some lessons, teachers do not check often enough if students understand the work in hand and are learning well. Students who find learning more difficult get appropriate help to enable them to complete tasks set. Students do not always concentrate and behave as they should, for example some take phone calls during a lesson.

Although some teachers give helpful spoken and written feedback to students in some subjects, marking does not always help students to improve with the inclusion of clear guidance and the use of targets. Systems to assess students' online learning have improved, for example, with an assessment for a child development course so that students' progress can be measured during the term.

Quality of curriculum**Adequate**

The curriculum is adequate; it covers all of the required areas of learning and enables students to make adequate progress. Each student has their own personalised timetable to meet their individual needs. This is adjusted as necessary. For example, a few students wanted to change from online learning to courses such as animal care and agriculture. In conjunction with external partners, the school was able to make this change. Although there are currently no Key Stage 3 or post-16 students, the school has suitable plans in place for these other year groups. This includes AS levels, Life Skills and Passport to Work vocational courses for older students. At Key Stage 4, students have the opportunity to pursue GCSEs, basic Functional Skills in English, mathematics and ICT, as well as citizenship and vocational courses. Schemes of work meet requirements and ensure progression over time.

However, the curriculum is not yet good because it does not result in good achievement for students in reading, writing and mathematics, and there are too few opportunities to develop students' reading, writing and mathematical skills in different subjects across the curriculum. There are suitable opportunities, which mostly meets students' needs well, for active hands-on experiences to develop students' practical abilities, as well work experience in machine maintenance, hospitality and catering and child development.

A range of enrichment activities are offered including swimming, fitness training and football. Good use is made of local facilities, such as the local park and a leisure centre for outdoor pursuits where students enjoy playing basketball, jogging and other sports activities.

Pupils' welfare, health and safety**Adequate**

The provision for students' welfare, health and safety is adequate and all of the independent

school regulations are met. Discussions with students indicate that they feel safe and secure at the school. External partners confirm that they believe this to be the case. Strong bonds of trust and respect are evident between students and staff at the school.

Policies for child protection, health and safety and anti-bullying are effective, well known and consistently implemented by staff. Welfare, health and safety are not good because there are too few opportunities for students to develop a good awareness of health risks such as the dangers of misuse of drugs and alcohol and the strong encouragement of healthy lifestyles. All child protection requirements are fully met. The designated officer has attended appropriate higher-level training and all other staff have been appropriately trained. All checks and other information about the suitability of adults for working with children are recorded on a single central register, as required. The admission and attendance registers meet requirements.

Risk assessments are carried out regularly for the school site and any issues are dealt with promptly. All off-site visits, including to the local park and leisure centre for physical education and play, are subject to risk assessments. A large number of staff are trained in first aid and school leaders ensure that their training is kept up to date. All the checks relating to fire safety and the maintenance of equipment are carried out on a regular basis and electrical appliances are checked by a qualified contractor.

Leadership and management

Adequate

Leadership and management are adequate and enable students to make adequate progress. Senior school leaders have played an effective role in the school's development since it opened in September 2013. Leadership, the quality of teaching and the curriculum, and the quality of the environment for learning have been improved since registration with addition of another classroom. Teaching is improving with time as staff gain more confidence. However, leaders recognise that leadership and management are not yet good because there is more to be done to ensure that the quality of teaching is consistently good and results in students' good achievement.

Staff, parents and carers and external partners express their support for school leaders and for the positive ethos promoted in the school, along with a strong team spirit. Senior leaders know the school reasonably well. However, the strengths and weaknesses identified in its self-evaluation are not as precise as they might be. Leaders are now in the process of monitoring the quality of classroom practice. Training is provided to help staff to improve. Leaders keep track of students' attainment, but they have not looked closely enough at how quickly students make progress as they move through the year. They have plans for improvement, but these do not include precise targets for students, timescales with deadlines or clear criteria to measure the success of actions taken. School leaders and staff work hard to promote equality of opportunity, but recognise that more needs to be done to ensure that all students achieve as well as they can.

Parents and carers are provided with most of the required information through a prospectus and website, although the safeguarding children policy is not published on the school's website. The premises and accommodation are suitable for safe learning. The complaints procedure meets requirements.

The school meets all but one of the regulatory requirements for independent schools.

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	139657
Inspection number	429466
DfE registration number	845/6019
Type of school	Secondary day school
School status	Independent School
Age range of pupils	11–18
Gender of pupils	Mixed
Number of pupils on the school roll	3
Proprietor	Brian Thompson
Chair	Brian Thompson
Headteacher	Taner Fikret
Date of previous school inspection	N/A
Annual fees (day pupils)	£26,250 per annum
Telephone number	01323 410655
Fax number	NA
Email address	taner.fikret@anderidacare.co.uk

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