

Shaftesbury Extended Learning Centre

Keresley Centre, Keresley End, Coventry, CV7 8LA

Inspection dates

26 March 2015

Overall outcome

Independent school standards met

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school was last inspected in May 2014 and its overall effectiveness was judged to be inadequate. The inspection found that the school failed to comply with eleven regulatory requirements. Seven of these concerned the quality of education provided at the school. Two of these related to the school's systems to ensure the health, safety and welfare of pupils. The remaining two concerned the suitability of the premises and accommodation at the school.
- An action plan was prepared by the school to address these issues. The plan was reviewed and accepted by the Department for Education on 2 October 2014. This was the first monitoring visit to the school to follow up its progress in making the necessary improvements to meet regulatory requirements. The visit was made without notice.

Main findings

Curriculum

- The inspection of May 2014 found that teachers did not implement the school's curriculum well enough. The lessons and activities covered by staff did not meet the needs of individual students; particularly those with statements of special educational needs. In its action plan, the school indicated that it would improve its checks on students when they entered the school to ensure that lessons and activities were appropriate to help students to learn at the right level. The school also indicated that each student would have an individual plan to show how they should learn and what they should do (an individual education plan). As a result of implementing its action plan, each student now has an appropriate individual education plan. Each student also has a personal timetable to map out the lessons and activities they will cover to meet their needs. The needs and requirements of students with statements of special educational needs, or education, health and care plans are fully catered for by the school. The requirements are now met.

Teaching

- At the time of the last inspection, in May 2014, teachers did not plan lessons well enough, or use effective teaching methods to help students to learn well and make good progress. For example, teachers often finished lessons early because work had been completed, rather than taking the opportunity to challenge students further. In its action plan, the school indicated that it would introduce a new planning format for teachers to help them to plan more effective lessons. It also indicated that leaders would work closely with staff to check that they were making the best use of the new planning format to meet students' needs in lessons. The action

plan has been implemented successfully. As a result, teachers plan work for individual students which meets their needs. Lesson plans include students' initials to enable all adults supporting the lesson to see who they should provide support to, and how they should do it. Well planned lessons ensure that good use is made of time to enable students to learn well. Leaders check the quality of teaching regularly to hold staff to account.

- Leaders ensure that students' progress is carefully tracked to ensure that teaching is making enough impact on their learning. When standards need to be improved, leaders identify this for staff. For example, leaders are currently supporting staff in mathematics, because students are making slightly slower progress in mathematics than in other subjects. Staff use information about students' progress carefully to ensure that the lessons they plan meet students' needs. The requirements with respect to the quality of teaching are now met.

Welfare, health and safety of pupils

- The inspection of May 2014 found that staff did not manage students' behaviour in a consistent way, because they had not received sufficient training. As a result, many students flouted the school's rules and staff did not manage students' behaviour confidently or effectively. In its action plan, the school indicated that it would ensure that staff received suitable training and that the behaviour policy would be revised and improved to help keep students and staff safer, and enable students to learn with fewer interruptions in lessons. The action plan has been implemented successfully. A new behaviour system, with agreed rewards and sanctions is operated consistently by staff. Students value the new system and say that it encourages them to think more carefully about their behaviour. Staff have received suitable training in techniques to help them to de-escalate behavioural incidents, and to use restraint in a safe way if needed. Students and staff report consistently that restraint has not had to be used by staff to keep students safe, because behaviour is improving. School records indicate that students' attendance is improving and the number of fixed term exclusions is reducing over time.
- Staff have undertaken appropriate training to help them to understand how they should keep students safe. Three leaders have undertaken more advanced training in safeguarding. This helps to ensure that at least one leader with the more advanced training is on site at all times.
- Staff have undertaken appropriate training in health and safety to help them to understand and minimise risks to students' welfare, health and safety. The school's risk assessments have been reviewed and staff have a good understanding of the possible risks they may encounter. Individual student risk assessments are prepared to help staff to understand how best to avoid trigger points which may have a negative impact on a student's behaviour. This helps to keep individual students as calm and safe as possible in a range of activities, both on and off the site. The requirements are now met.

Premises and accommodation

- Leaders and staff have ensured that the school site is now a safe place for students. The building is in a reasonable state of repair.
- Internal and external areas of the school have been improved significantly since the last inspection. Indoor areas and classrooms include many displays of students' work and of school activities and projects. These help to support students' learning and generate a sense of pride in their school. Recreation areas have been improved. If students behave well, they have opportunities to use new pool and table tennis tables. Picnic tables and a well-maintained grassed area, along with football posts and basketball nets have helped to improve the quality of the outdoor recreation area. Students report that incidents of poor behaviour have reduced at breaktimes because there is now more space for them, there are more things to do and more incentives to behave well. One student told the inspector, 'You can find somewhere to chill out on your own now for a few minutes (at breaktimes) if you need to. It helps sometimes.'

Compliance with regulatory requirements

The school now meets all The Education (Independent School Standards) Regulations 2014 and associated requirements.

Inspection team

Jeremy Spencer, Lead inspector

Her Majesty's Inspector

Information about this school

- Shaftesbury Extended Learning Centre opened in January 2013. It is an independent special school accommodated in a former pupil referral unit in Keresley, on the outskirts of Coventry. It specialises in providing alternative provision for students in Key Stage 4.
- The school is registered for up to 22 students. Currently there are 13 students on the school's roll. A further eight students attend the school but are on the roll of their mainstream state schools and not this school. These schools pay for this provision as alternative provision.
- The school is registered for students in Years 10 and 11, almost all of whom have emotional and social difficulties. Some have other additional needs such as dyslexia, moderate learning difficulties or attention deficit and hyperactive disorders.
- Students on the roll of the school, and many of the others, have often had severely disrupted education. Some have histories of exclusion from, or of not attending, school.
- A head of centre oversees the work of the school. She is supported by an education manager who is directly responsible to the charity. A number of changes in teaching staff have taken place in the last year.
- The school does not have physical education facilities on site but uses alternative providers to accommodate this and to extend the curriculum it offers. These activities usually take place in the afternoons. These include Coventry Building Workshop, 90 One Driving, Bodysharp Fitness and B-TECH Sports.

School details

Unique reference number	139919
Inspection number	454864
DfE registration number	937/6006

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Independent school
School status	Independent special school
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	13
Number of part time pupils	0
Proprietor	Shaftesbury Young People
Chair	Michael Kaltz
Headteacher	Cheryl Mouldsdales
Date of previous school inspection	16 May 2014
Annual fees (day pupils)	£21,500
Telephone number	024 7633 8583
Email address	Cheryl.mouldsdales@shaftesbury.org.uk

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