

South Park Enterprise College (11–19)

Newdown Court, Newdown Road, South Park Industrial Estate, Scunthorpe, Lincolnshire, DN17 2TX

Inspection dates	19–21 May 2015	
Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a good school

- Students who are mostly disaffected with their previous experiences of education now enjoy college and attend regularly.
- The quality of teaching is good because staff have an excellent understanding of each student's individual behavioural characteristics and learning needs.
- Students make good progress from their various starting points and achieve well. They experience increasing success in external examinations.
- Students make good progress in managing their anxieties and attitudes; they behave well and take a positive, active part in their learning.
- The college's arrangements for ensuring the safety and security of students are good.
- Senior leaders have an excellent understanding of the strengths of the college and have had a positive impact on the quality of teaching and students' achievement. They have ambitious but realistic plans for continuing improvement.
- The company provides excellent support and challenge to the staff and school leaders. They are well informed about the quality of teaching and students' achievement.
- Senior leaders have ensured continuous improvement and that the independent school standards are met securely.

It is not yet an outstanding school because

- The quality of teaching and students' achievement are not outstanding.
- The most-able students are not challenged consistently to fulfil their capabilities. Opportunities for GCSE accreditation are not extended sufficiently across the curriculum.
- A small number of students do not attend regularly.
- The impact of education support workers in supporting students' learning is not sufficiently consistent.
- Students do not have sufficient opportunities to take on responsibility and to contribute to the local community.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspector observed students' learning in a number of subjects and scrutinised samples of their assessed work in books and folders.
- Discussions were held with the college's senior leaders, members of the company's senior management team, members of staff and students. Questionnaires completed by 17 members of staff were also taken into account.
- There were no responses to the Ofsted online Parent View questionnaire. The inspector held telephone conversations with a sample of parents and carers.
- A number of school policies, procedures and records were scrutinised to check the college's compliance with the independent school standards. These included details of the school's arrangements for safeguarding and students' welfare.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- South Park Enterprise College is located in purpose-built facilities on the outskirts of Scunthorpe. Since the time of the last inspection it has become part of the Keys Group, a care and education provider in the UK and Ireland.
- It is registered to admit up to 150 male and female students in the age range 11 to 19 years. There are currently 75 students, aged 13 to 16 years, on the roll. Of these, 31 attend part-time and are dual-registered with a maintained school.
- All students are placed at the college as a result of behavioural, emotional and social difficulties; most are at risk of exclusion from their previous schools. Currently, 19 students have a statement of special educational needs or an education, health and care plan; three are in the care of their local authority.
- The college does not currently admit post-16 students.
- On-site facilities include a gym and dance studio which are part of a separate building providing services for the public outside school hours.
- The college has additional premises a short distance from the main building. These provide vocational courses in motor-vehicle maintenance and horticulture. The college does not use the services of any alternative providers.
- 'The values and aims of the College are the promotion of inclusion through work- and activity-related learning, supported by an educational, vocational and enterprise network.' The college was last inspected in May 2009.

What does the school need to do to improve further?

- Improve the quality of teaching and students' progress to outstanding by:
 - ensuring consistent levels of challenge for more-able students across all subjects
 - further developing the skills of education support workers to support students' learning and achievement
 - extend the range of subjects for which GCSE accreditation is available.
- Extend the range of opportunities for students to take on responsibility and to contribute to the local community.
- Further enhance the school's arrangements to improve the attendance of the small number of persistent absentees.

Inspection judgements

The leadership and management are good

- Senior leaders, working effectively with the company's senior staff, have created an ethos in which students are supported and challenged to raise their expectations and achieve well.
- All students, including those who have previously been disaffected about education, are provided with an equal opportunity to succeed. The school is a harmonious community where good relationships are fostered, resulting in staff and students working well together without discrimination.
- Senior leaders have ensured that all students have the opportunity to develop their core skills in literacy and numeracy and to achieve qualifications which enable them to move on successfully to further education.
- The headteacher and deputy headteacher have high expectations for students' achievement and for the contribution of all staff. Staff who completed the inspection questionnaire are proud to be members of staff at the school and believe that the school is well led and managed.
- Middle leaders fulfil their responsibilities well, including effective planning for subject contributions to the curriculum.
- The school provides effectively for the spiritual, moral, social and cultural development of students. Students develop self-confidence and are prepared well for life in modern Britain. They have a good understanding of the services available to support them in the community, and an increasing respect for the diversity of cultures and lifestyles in wider society.
- Students are extremely well prepared for the transition to further education and future employment on leaving school. All students are enabled to consider the choices available to them and they receive excellent support through courses in employability and personal and social development.
- Senior leaders have implemented robust arrangements for checking on all aspects of the work of the staff. Good opportunities are provided for further staff training and staff are supported strongly in implementing their roles to a high standard. Senior leaders know the strengths of the school well and are vigilant in their planning for continuous improvement.
- The school meets all the statutory requirements for safeguarding and child protection. The safeguarding policy has been checked on the school's website for compliance with paragraphs 32(1) and 32(1) (c) of the independent school standards.
- The school communicates regularly and effectively with parents and with a range of external agencies which contribute to the well-being of students. Placing local authorities have high regard and appreciation of the service provided by the school for a number of challenging or vulnerable students.
- Senior leaders and staff work extremely diligently to maintain high levels of attendance and to improve the attendance of a small number of persistent absentees. They focus appropriately, through the school's improvement plan, to improve attendance further.
- Senior leaders have provided a high quality curriculum which enables students to achieve well while supporting their personal development continuously. They are aware of the need to extend opportunities for GCSE accreditation, particularly for the most-able students.
- Senior leaders have ensured continued compliance with the requirements of the independent school standards. They have maintained a course of continuous improvement since the previous inspection and have excellent capacity for further improvement.

■ The governance of the school:

The company, through its senior managers, ensures that all aspects of the school's work are regularly reviewed and areas for improvement identified. The proprietor's representatives are well informed about the quality of teaching and students' achievement.

There are robust arrangements for the exchange of regular information between senior leaders and the company. All leaders are aware of the school's priorities and how these are measured. Senior leaders and staff are held to account and supported to fulfil their responsibilities effectively.

The company is currently completing a full review of the work of all staff to ensure that good performance is rewarded appropriately and further training provided where this is required.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is good. They demonstrate strong improvements in their attitudes to learning and cooperate well with staff.
- The great majority of students remain motivated and keen to succeed throughout the school day. They work well together and develop good skills in the management of their own work and the ability to work independently.
- Students concentrate well; they are able to sustain their focus and ensure that tasks are completed. They take responsibility for their finished work and are proud of their achievements, for example in practical activities in art, food studies and motor mechanics.
- Staff help students to accept responsibility and to raise their expectations of what they can achieve. Students develop self-confidence and appreciate the opportunity to complete external accreditations in a number of subjects.
- There is little distraction or disruption during lessons. Staff are well trained and act consistently to manage any incidents and to ensure that these do not have a negative impact on the learning of others. Students comment positively about how they are helped to manage any negative attitudes and given time to overcome any anxieties or frustration which may distract from their learning.
- Arrangements for the spiritual, moral, social and cultural development of students are good. Students respond positively to a range of effective opportunities to develop their understanding of the diversity of cultures and beliefs in the wider community. They celebrate major festivals and have increasing opportunities to visit diverse places of worship and community groups.
- The school has developed effective relationships with the local police community support officers. As a result, students have developed their understanding of criminal damage, anti-social behaviour, racism and community relations through a range of learning opportunities.
- Some students contribute to the local community, particularly through the extension of horticulture activities such as maintaining allotments and improving the environment in local housing estates. Opportunities to take on responsibility and to contribute to the wider community are not sufficiently widespread across all students.
- Parents are positive about the improvements which they experience in their children's behaviour and attitudes to school. Students also appreciate the fact that they are able to concentrate on their learning without concerns about bullying or aggression.
- A large majority of students improve their attendance and for many their attendance is close to the national average. The school has developed a number of strategies to improve the attendance of a small number of persistent absentees; these are not fully effective in all cases.

Safety

- The school's work to keep students safe and secure is good. Staff ensure high levels of supervision at all times. Arrangements for the assessment of risk are thorough and implemented effectively in all activities both on and off the school site.
- Students benefit from a good range of activities in a number of subjects which develop their understanding of safe and healthy lifestyles. Visitors to the school, for example, teach them about sexual health and the dangers of substance abuse. The school has strong and effective relationships with external agencies which provide support to students and families in particular need.
- Senior leaders implement robust arrangements to safeguard students, for example through safe recruitment procedures, regular staff training in child protection and first aid, and rigorous attention to premises and fire safety.

The quality of teaching is good

- The quality of teaching is good, based on a shared understanding of how to motivate, encourage and engage previously disaffected students. Senior leaders and staff have established a positive climate for learning which enables students to make good use of their time and to achieve well.
- A particular strength is the way in which learning activities are planned for each individual student on the basis of good arrangements for assessment of their current stage of learning. This ensures that their knowledge and understanding is moved on at a suitable pace.
- Students are provided with an excellent range of subjects and learning activities; there is a good balance

between the study of core subjects, vocational training and personal and social development. Students are motivated to succeed when, for example, making an apple pie or a chocolate cake in food studies, or maintaining the go-karts which are used in practical driving lessons.

- All students have access to an appropriate allocation of time for the teaching of literacy, numeracy, science and skills in information and communication technology. They are enabled to complete an increasing range of examinations and awards in these core subjects in order to secure places at college on leaving Year 11.
- Staff manage students' behaviour well. Education support workers contribute very effectively to arrangements to ensure that students follow instructions, concentrate on their work and do not waste any time. Where they have the confidence and required expertise, they also assist students with their learning and enable them to achieve well.
- Teachers communicate effectively in ways which students appreciate and which demonstrate respect for their efforts to understand and apply their learning. They make effective, regular use of praise and encouragement, together with good humour in their verbal instructions and guidance.
- Students receive good verbal feedback from staff about how well they are doing and how to improve their work. Year 11 students, for example, responded really positively to the challenge of preparing a plan for a creative story based on a template provided by the teacher. They were delighted to learn how well they had performed in the use of creative language and figures of speech in their recent writing.
- Students comment positively about how staff listen to them, take account of their views and intervene appropriately to help them tackle any difficulties.
- Staff continuously check the progress made by students by good questioning and discussion with individuals and with groups. This is most successful when the most-able students are challenged to think deeply, to justify their answers and to extend their understanding. Occasionally, the most-able students are not challenged sufficiently by the tasks and activities provided for them.
- Students have the opportunity to enter for GCSE and functional skills examinations at different levels in a number of subjects. Their achievement in these examinations has improved steadily in recent years. Opportunities for external accreditation at higher level GCSE and functional skills are not developed sufficiently across the range of subjects available.

The achievement of pupils

is good

- Students make good progress with their learning from starting points which are mostly below, or well below, those expected for their age. Almost all students have not previously achieved the standards of which they are capable because of the impact of their negative behaviour on their learning.
- Students make consistently good progress with their knowledge and understanding in English and mathematics. Almost all achieve accreditation in functional skills awards and certificates at levels which demonstrate good progress over time.
- Students demonstrate the ability to apply their literacy and numeracy skills effectively in a range of activities, including measuring, weighing, and writing reports or creative stories.
- Students also achieve well across a range of subjects, including science, information and communication technology (ICT), art and personal and social development. The proportion of students achieving external accreditation has increased significantly in recent years.
- Students also achieve excellent standards in their vocational learning. They enjoy and achieve well across a range of activities in motor mechanics, food studies and horticulture. These subjects make an important contribution to students' preparation for courses in further education.
- Students with statements of special educational needs achieve well. They close the gaps in their learning in core subjects and progress to an extent which enables them to take up appropriate places in further education.
- Disadvantaged students are provided with outstanding support to address their individual challenges. As a result, they too are enabled to move on to appropriate and fulfilling further study post-16.
- There has been a strong increase in the number of students achieving foundation awards at GCSE. The college's first success at GCSE grade C was achieved in 2014 and additional students are on course to achieve a similar standard this year.
- The most-able students generally achieve well. GCSE accreditation has been appropriately extended to an increasingly wider range of subjects. This range is not yet sufficiently wide to ensure consistent challenge for all most-able students, some of whom are capable of achieving examination awards at a higher level.
- All students who left at the end of Year 11 in 2014 progressed to suitable college or training courses.

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.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	135065
Inspection number	463010
DfE registration number	813/6003

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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
School status	Independent school
Age range of pupils	11–19
Gender of pupils	Mixed
Number of pupils on the school roll	75
Number of part time pupils	31
Proprietor	Keys 7Ks
Chair	Heather Laffin
Headteacher	Linda Bennett
Date of previous school inspection	15 May 2009
Daily fees (day pupils)	£45 to £127.36 per day
Telephone number	01724 291509
Email address	southparkenterprisecollege@7ks.co.uk

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