

North Bridge Enterprise College

Marshgate, Elwis Street, Doncaster DN5 8AF

Inspection dates

3–6 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although leaders regularly check the quality of teaching and the progress that pupils make, they do not use this information rigorously enough to ensure that teaching is consistently good or better.
- Staff do not challenge pupils to reduce the number of times they leave lessons when they feel stressed.
- Attendance is not high enough and some pupils do not arrive punctually.
- Leaders do not make the best use of information about the quality of provision and outcomes for pupils to plan with precision and drive forward improvements.
- Teaching does not challenge most-able pupils consistently to excel and make very rapid progress.
- Subjects and courses do not always meet the needs of most-able pupils well enough.

The school has the following strengths

- The management board and principal are determined to ensure that pupils in their care are enabled to re-engage with education. Their vision is shared by all members of staff. The school is improving as a consequence.
- The number of fixed-term exclusions has reduced quickly over time and the proportion of persistent absentees has reduced steadily.
- Pupils say that they feel safe and well cared for in school. Leaders ensure that all the required checks are carried out to appoint only suitable staff.
- School leaders and staff enjoy very positive relationships with pupils. Pupils enjoy coming to school and attending programmes at local providers.
- The school's curriculum provides increasingly personalised opportunities to pupils that reflect their interests and aptitudes.
- Pupils have a good understanding of, and respect for, values such as democracy, different religious beliefs and cultures, and the rule of law. Pupils are well prepared for their next steps in education and training, and life in modern Britain.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that teachers use all the available assessment information to set suitably challenging work that leads to sustained rapid progress
 - limiting interruptions to lessons by reducing the number of occasions that pupils leave the classroom because they feel stressed
 - ensuring that work set consistently challenges most-able pupils, so that they achieve at the levels of which they are capable.
- Improve the quality of leadership, management and governance by:
 - Ensuring that leaders use the outcomes of monitoring and evaluation activities to challenge teachers to plan lessons and activities at the right level, so that all pupils make sustained rapid progress
 - ensuring that leaders use the information they gather on attendance and punctuality to refine further personalised programmes for pupils
 - ensuring that leaders use the information about school performance they gather to set precise targets and success criteria in their action plans.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leaders do not make the best use possible of the information they gather from monitoring and evaluation activities to accelerate further improvements in attendance and punctuality, and in the progress that pupils make in their learning.
- Leaders check the quality of teaching regularly and provide tailored professional development to classroom staff. As a consequence, teaching is improving. However, they do not challenge teachers enough to ensure that they plan challenging learning for all pupils, especially for the most able, so that they excel and make consistently good or better progress. For most pupils in Year 11, progress is good across a range of subjects, and in Year 10 pupils' progress is beginning to accelerate from low starting points as they become accustomed to the school.
- Leaders share a fierce determination to ensure that pupils, all of whom have disrupted histories in education, re-engage with their learning, are well cared for and develop personally. Their vision and drive are shared by all members of staff. As a consequence, pupils know what is expected of them and begin to value their learning again.
- Leaders have proven their capacity to bring about improvements over recent months. Pupils confirm that behaviour is much improved. This is reflected in the sharp decrease in exclusions and the reduction in the number of pupils who are persistently absent.
- Leaders have developed the curriculum so that it is effective in promoting pupils' personal development. Well thought through study programmes in citizenship and personal, social, health and economic education (PSHE) are having a very real impact on pupils' knowledge and understanding of life in modern Britain. Discussions with pupils confirm that they understand about equality and the values of respecting other beliefs and lifestyles. Carefully developed opportunities to work with the local young people's police officer are helping pupils develop a wider understanding of the rule of law and democracy in England.
- Alongside carefully planned individualised programmes of learning and support, pupils have frequent opportunities to develop work-related skills and to benefit from impartial careers advice. As a consequence, pupils are well prepared for the next steps in education and training. The number of former pupils who are not in education or training is very low. This confirms the college's success with pupils who have been previously permanently excluded from school or at risk of permanent exclusion.
- Leaders work with a range of external providers to provide alternative and enhanced learning opportunities for pupils. They carefully select programmes which best suit pupils' needs and aptitudes, and make careful checks on their attendance and progress. As a result, pupils enjoy these programmes and apply themselves well, making good progress towards a range of vocational qualifications.
- Leaders have detailed knowledge of their pupils. They work alongside the local authority's commissioning body to ensure that they are aware of the range of agencies and teams required to meet each pupil's needs, including the needs of disabled pupils and those with statements of special educational needs. As a consequence, they plan personal development and learning programmes which lead to improving attendance, often from very low starting points. However, individual learning plans and behaviour plans are not sharp enough to accelerate progress consistently and fast enough, especially once routines for learning and attendance have been established.
- Pupils are well supported in developing a good understanding of how to be healthy. Leaders ensure that they have regular and appropriate opportunities to learn about issues such as the dangers of smoking and alcohol and drug misuse. They learn about sex and relationships with health professionals, which supplements the work that the school does in its PSHE programme.
- Leaders and staff work collaboratively to ensure that pupils meet a range of external health professionals and other agencies and teams to help promote the emotional health of all pupils in their care.
- The arrangements for safeguarding are effective. Leaders make sure that they keep up to date with training and information regarding safeguarding. They provide regular update training for all staff members, who demonstrate good knowledge and understanding of what they need to do if they have concerns about a pupil. Staff know about the signs of neglect and abuse. The PSHE programme helps pupils recognise risk and ways of dealing with it. Together, these arrangements keep pupils safe.
- The management board has updated the school's safeguarding and child protection policy to ensure it has regard for the latest guidance from the Secretary of State, *Keeping Children Safe in Education (July 2015)*. This clear and detailed written policy is readily available to parents and others on the college's website and on paper.

- The school site is secure and staff supervise pupils with care throughout the day, in lessons and during social time. Leaders ensure that all the relevant safety checks are made regularly and records are kept. A maintenance team ensures that the day-to-day condition of the building is up to standard. Logs of fire drills and records of when first aid is needed are kept assiduously. Both these help pupils keep safe. The shortcomings in meeting some of the independent school standards with regards to the premises have been addressed by school leaders.
- Leaders follow agreed performance management arrangements for staff to recognise success and set targets for improvement in areas such as the quality of teaching and pupils' progress. They align professional development activities to performance management. More recently, the link between performance and pay awards has been strengthened.

The governance of the school

- Governance requires improvement. Members of the management board gather information weekly and half termly about the school's performance. They use a set of key performance indicators to measure the school's work. However, they do not make use of all the information available to set themselves and the school challenging measurable targets for improvement. This slows the pace of improvement.
- The management board correctly identifies the areas of the school's work which need further improvement, such as the quality of teaching and attendance. However, the management board does not challenge school leaders with enough rigour to ensure that all teaching leads to consistently good and better progress by all groups of pupils, especially the most able.
- The management board and school leaders operate thorough procedures to appoint only suitable adults to work in the school. They carry out all the required checks carefully and keep an accurate single central register of employees and the safeguarding checks made.
- The management board has acted quickly to ensure that all the independent school standards are now met, including those that were unmet at the time of the emergency inspection in March 2015.
- The management board ensures that the appointment processes for new staff are rigorous. All the required pre-employment checks are carried out and records are kept. Suitable training to support safe recruitment has been completed.
- The management board works closely with school leaders to ensure that all the required standards relating to the premises and health and safety are met. All appropriate checks are carried out. The management board ensures that leaders carefully record any works or repairs that have been carried out.

Quality of teaching, learning and assessment

requires improvement

- Teaching is not consistently good enough to ensure that all pupils achieve their best.
- Teachers take account of the information they have about pupils' current achievement when setting work for most pupils. They plan engaging interesting activities, such as learning about the expanding universe or how to give justifications for their views about sporting activities. As a result, most pupils make good progress across a range of subjects over time. However, teachers often persist with planned work when more-able pupils have demonstrated that they are ready to move forward. On these occasions, the pace of learning slows.
- Over time, staff have established high expectations of pupils' behaviour in lessons. They consistently challenge the use of inappropriate language and any instance when pupils' ideas reveal pre-conceived ideas and stereotyping. Pupils respond very positively to these challenges. As a result, pupils know what to do and follow instructions willingly.
- Teachers are adept at using a range of techniques to manage behaviour in lessons, so pupils apply themselves to their learning. Pupils show that they can contribute to each other's learning, particularly through discussion. Such behaviours for learning contribute well to the progress they make.
- When pupils feel stressed, they leave the lesson under supervision. They return to class after a few moments and settle to work well in most instances. However, this interrupts the course of lessons and slows the pace of learning.
- Teachers have good subject knowledge and their enthusiasm engages pupils most of the time. Teachers are effective in helping pupils to begin to develop a sense of pride in their learning.
- Pupils and teachers enjoy positive relationships because teachers have demonstrated their readiness to listen to pupils' concerns and difficulties with their work, check for misunderstanding and help them move forward.
- Staff are skilled in engaging pupils in discussing their learning. By doing so they consolidate their

knowledge and understanding, for example in discussing why Remembrance Day is important to so many people from different backgrounds.

- Most pupils, especially the least able, disabled pupils and those who have special educational needs, make good progress in speaking, reading and numeracy. Teachers do not focus well enough on developing writing skills as part of their focus on basic skills and, consequently, pupils' progress in writing lags behind in some cases.
- Overall, pupils increasingly develop essential employability skills. Pupils improve quickly from very low and disrupted starting points. They enjoy re-applying basic maths skills. For example, in construction lessons they measure and calculate materials needed to make skateboard jump ramps or outdoor decking for patios.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have put in place carefully thought through programmes of study for PSHE, so that all pupils have good opportunities to learn about relationships and leading healthy lives. As a consequence, pupils confirmed that they are well aware of the health risks associated with smoking and alcohol and substance misuse, and the potential dangers of the internet. They say that they are now confident in dealing with these risks.
- Pupils say that they enjoy their learning about different public institutions and have opportunities to speak with the local young people's police officer to gain a broader insight into the rule of law in England. Pupils engage readily in discussion about other cultures and faiths. Pupils are determined to demonstrate to staff and visitors to the school that they are tolerant towards and respectful of others, whatever their background.
- Pupils talk with confidence about different sorts of bullying. They say they are ready and happy to accept different lifestyles and sexuality, including all those protected under the Equality Act 2010.
- Pupils grow in self-confidence once they have settled into routines for attendance and learning. They demonstrate that they are able and ready to support and help each other when difficulties arise.
- Parents have no well-founded concerns about the personal development of pupils.
- Pupils often read aloud and do so with increasing confidence, clarity and intonation. Their self-confidence grows as a result as their speaking skills develop.

Behaviour

- The behaviour of pupils requires improvement.
- Unauthorised absence remains high despite significant improvements in attendance at individual levels.
- As pupils become re-accustomed to the demands of regular attendance in school and high expectations of behaviour, they improve their attendance quickly and sustain it.
- A small number of pupils fail to take up their place and leaders work persistently with all appropriate agencies to resolve these issues. The rate of persistent absence is much lower than in the first year after opening. The systems introduced by leaders to improve attendance are thus increasingly effective at keeping pupils safe.
- Leaders ensure that there are clear systems in place to check attendance and absence. As a consequence of these systems and carefully planned programmes of learning for individuals, attendance has improved markedly over the last year.
- Leaders have not yet addressed issues of punctuality among a number of pupils, some of whom struggle to arrive on time due to medication issues.
- The consistent effort of staff and clearly expressed code of behaviour are reflected in pupils' good conduct during the school day, both in classes and in social time. As a result, they are respectful of each other, the staff and visitors. Pupils keep the site litter free, and respect the building and its furnishings.
- When feeling stressed, pupils leave the classrooms to calm down. However, pupils rely heavily on staff to encourage them back into lessons. Once they return to class, they settle down to work well again. However, leaders and staff do not challenge pupils to reduce the number of times they leave lessons in these circumstances.
- Teachers and classroom staff always challenge inappropriate language and stereotyping. This helps pupils modify their behaviour and reinforces the school's messages about respect for all.

- Pupils say they enjoy school and show they are ready to learn most of the time.
- The behaviour policy identifies the positive approach to managing behaviour. It is clearly set out, reflects the 10 golden rules agreed with pupils and helps pupils behave in ways which support their learning. Pupils value the rewards they earn, such as choice of additional activities, and understand the consequences of their actions when their behaviour falls below expectations.
- Exclusion rates have reduced rapidly over the course of the last year. Leaders have ensured that pupils know the behaviour policy will be applied consistently. They have complemented this with personalised programmes of study, which best meet pupils' needs and aptitudes.
- Pupils say that bullying, including prejudice-based bullying, is very rare and not tolerated.

Outcomes for pupils

require improvement

- Attainment is low. Despite significant improvement in the proportions of pupils achieving academic qualifications in 2015, attainment remains well below national averages.
- Most-able pupils do not make all the progress of which they are capable because they are not challenged consistently well to tackle more demanding work. As a result, their progress is not as rapid as it could be.
- Overall, most pupils make good progress, especially in Year 11 where established routines for pupils, who previously had very disrupted histories of education, have had time to make the biggest difference. The proportion of pupils making and exceeding expected progress from their starting points on entry is close to the national figure.
- Pupils' work in Year 10 and discussions with them show that progress is beginning to accelerate after a slow start in the school while they get used to the demands of regular attendance.
- Observations in lessons and discussions with pupils confirm that the work led by staff in citizenship and PSHE is leading to good progress. For example, pupils demonstrated sound knowledge of some basic facts about the First World War. They responded with enthusiasm to learning about Remembrance Day. Skilful questioning by teachers resulted in pupils rapidly increasing their knowledge, and deepened their thinking about the impact of war on people from different countries and backgrounds.
- Pupils from disadvantaged backgrounds, who are eligible for additional funding through the pupil premium, make at least as much progress as their peers. In many cases, planned activities and programmes supported by the extra funding lead them to make better progress than their peers.
- Disabled pupils and those who have special educational needs make the same rates of progress as their peers. This is because teachers plan lessons that engage and challenge them well, and maintain the same high expectations of them in terms of behaviour and attitudes to learning. Leaders' careful planning to place pupils on study programmes that reflect their aptitudes and interests is reflected in the progress they make.
- Pupils improve their skills in English and mathematics quickly, often from very low starting points. In English, staff are skilled in developing pupils' speaking skills, including reading aloud. As a consequence, pupils learn to listen to each other and are able to offer different points of view in discussions. In contrast, pupils have relatively few opportunities to develop writing skills to the same level.

School details

Unique reference number	140816
Inspection number	10006604
DfE registration number	371/6001

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 school
School status	Independent school
Age range of pupils	11–17
Gender of pupils	Mixed
Number of pupils on the school roll	35
Number of part time pupils	0
Proprietor	Bettercare Keys Ltd
Headteacher	Mrs Emma White
Annual fees (day pupils)	£10,000
Telephone number	01302 343935
Website	www.keyschildcare.co.uk
Email address	cherithcoulter@keyschildcare.co.uk
Date of previous school inspection	Not previously inspected

Information about this school

- North Bridge Enterprise College is registered by the Department for Education to take boys and girls aged from 11 to 17 years. There are currently 35 pupils on roll, aged from 14 to 16 years.
- The college is owned by Bettercare Keys Limited, a group that provides education and care for children and young people in the Yorkshire and Humber region and nationally. It is located in an adapted industrial unit close to the centre of Doncaster. There are two external portable classrooms located in the large space at the back of the main building.
- The school's pre-registration inspection took place on 17 March 2014. Following an emergency inspection on 24 March 2015, the premises were declared unsafe and the proprietors closed the school temporarily. Significant refurbishment of the outdoor area has been undertaken since then.
- Pupils attending North Bridge have either been permanently excluded from mainstream schools or at risk of permanent exclusion. The majority of pupils have experienced significant disruption to their learning due to their social, emotional or mental health difficulties.
- A small number of pupils attend alternative provision secured by the college for part or all of the week.
- Around 15% of the pupils have a statement of special educational needs or an education, health and care plan.
- The headteacher has been in post since September 2015. The school's centre manager took up post towards the summer term 2015.

Information about this inspection

- This inspection was commissioned by the Department for Education as the school's first full standard inspection under section 109(a) of the Education Act.
- Inspectors visited eight lessons and two assemblies on site. They visited external providers to gauge the quality of provision and pupils' achievement. Inspectors also examined pupils' work.
- Inspectors held discussion with senior staff from the school, including the principal in her role as acting headteacher, due to the temporary absence of the post holder.
- Inspectors checked the school's compliance with the regulations for independent schools. A wide range of school documentation was considered as part of the inspection, including records of pupils' progress and attendance. Inspectors reviewed leaders' self-evaluation documents and the school's arrangements to keep pupils safe.
- The school's safeguarding policy on its website was examined prior to the start of the inspection.
- Inspectors also spoke with teachers and other staff, and a representative of the local authority.
- Inspectors talked with pupils at points throughout the inspection to gain their views on how well they are cared for and supported in their learning.
- Inspectors took account of the returned staff questionnaires. No parents' responses on Ofsted's online questionnaire portal, Parent View, were available to consider at the time of the inspection.
- A progress monitoring inspection was undertaken concurrently with this inspection at the request of the registration authority for independent schools, the Department for Education, in order to monitor the progress the school has made in implementing the action plan that was required following the emergency inspection in March 2015.

Inspection team

Chris Campbell, lead inspector

Her Majesty's Inspector

Joanna Sharpe

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4231
Textphone: 0161 618 8524
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