

Encompass Education

164 Summerhill Road, St George, Bristol BS5 8JU

Inspection dates

11–12 October 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Adequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership, management and governance of the school are inadequate because the directors have not ensured that the independent school standards are met in full.
- The proprietor and leaders do not have the necessary understanding of the standards to enable them to fulfil their responsibilities effectively.
- Pupils' safety cannot be assured. Staff do not always know where pupils are or supervise them adequately.
- The proprietor and leaders give insufficient attention to staff training. Following induction, the proprietor does not satisfy himself that staff have learned from their training.
- Pupils are often late arriving at school. When in school, they do not, at times, show positive attitudes towards their learning.
- The proprietor and leaders do not have an accurate view of the school's strengths and weaknesses. They have no plan to address any shortcomings.
- Teaching, learning and assessment require improvement, especially in science and technology.
- The quality of teaching does not enable pupils to learn to read and write effectively.
- The proprietor does not ensure that the latest guidance issued by the Secretary of State to safeguard and promote the welfare of pupils is acted on. Staff recruitment procedures are weak and the necessary checks have not been carried out on all members of staff.

The school has the following strengths

- Pupils who recently left the school achieved a range of qualifications and all have continued to employment with training or further education.
- In mathematics, pupils make strong progress.
- Leaders regularly review their curriculum and make changes to support individual pupils to achieve appropriate qualifications.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership, management and governance of the school by ensuring that:
 - the proprietor and leaders receive the training they need to understand the independent school standards and ensure that these are met
 - the safeguarding and health and safety issues identified in the unmet standards are remedied
 - the proprietor and leaders critically evaluate the school's effectiveness to identify its strengths and weaknesses, and plan for improvement
 - staff receive high-quality professional development so that they have the skills they need to deepen pupils' knowledge and understanding
 - the proprietor ensures that staff use the professional development they receive, especially in safeguarding, to improve their practice.
- Strengthen the quality of teaching, learning and assessment by:
 - evaluating what pupils know, understand and can do in all subjects when planning future learning
 - ensuring that teachers provide high-quality teaching for pupils to develop their skills in writing
 - providing pupils with suitably challenging reading books to enable them to develop their fluency and comprehension skills in a range of texts
 - ensuring that teaching staff have the resources and training they need in science and technology, and when they are teaching subjects that are new to them.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
 - staff have high expectations of pupils' behaviour and challenge them when they do not behave appropriately
 - pupils are properly supervised
 - pupils attend school more regularly and are punctual.

The school must meet the following independent school standards

- The proprietor must ensure that arrangements to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- The proprietor must ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- The proprietor must ensure that
 - the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

- appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- The proprietor must carry out appropriate checks to confirm the medical fitness of each member of staff (paragraphs 18(2), 18(2)(c) and 18(2)(c)(ii)).
- For any person for whom, by reason of that person living or having lived outside the United Kingdom, such further checks are made as the proprietor considers appropriate are made, having regard to any guidance issued by the Secretary of State (paragraph 18(2)(e)).
- The proprietor must carry out such checks to demonstrate that each member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register:
 - is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - where relevant to the individual, has an enhanced criminal record check;
 - to confirming each member's identity and right to work in the United Kingdom; and
 - where, by reason of the member's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish each director's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and
 - where the Secretary of State makes a request for an enhanced criminal record check is countersigned by the Secretary of State to be made, such a check is made (paragraphs 20(6)–20(6)(c)).
- The proprietor must keep a register, which may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form, shows in relation to each member of staff appointed on or after 1st May 2007, whether
 - their identity was checked;
 - a check was made to establish whether each member of staff is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - a check was made to establish whether each member of staff is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - in relation to each member of staff, whether a check was made to establish whether they are subject to a prohibition order or an interim prohibition order, including the date on which such check was completed (paragraphs 21(1), 21(3)–21(3)(a)(ii) and 21(3)(b)).

- For each member of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the necessary checks were made, the proprietor must maintain a register recording:
 - the date they were made and the date on which the resulting certificate was obtained
 - whether each check was made; and
 - whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained (paragraphs 21(7)–21(7)(b)).
- The proprietor must ensure that
 - where a parent is not satisfied with the response to a complaint, provision is made for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school (paragraphs 33, 33(f) and 33(g)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently
 - actively promote the well-being of pupils as defined within the meaning of section 10(2) of the Children Act 2004 (paragraphs 34(1)–34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The proprietor and leaders do not demonstrate the knowledge or understanding of the independent school standards. As a result, the independent school standards have not been fully met.
- The proprietor has not implemented the measures needed to comply with the latest guidance to safeguard and promote the welfare of pupils. Neither of the leaders with specific responsibilities for safeguarding have had the training to provide them with the knowledge and skills required to carry out their role. The school has a safeguarding and child protection policy; however, it is difficult to follow and does not fully meet the requirements of the most recent guidance set out by the Secretary of State.
- Leaders do not ensure that pupils are adequately supervised throughout the school day. Consequently, leaders cannot assure themselves that pupils are safe.
- Leaders' self-evaluation of the school's strengths and weaknesses is overly generous. There is very limited assessment of the quality of teaching and learning. When this is carried out, it does not lead to improvement. Furthermore, staff do not receive the training they need to deliver high-quality teaching, learning and assessment.
- There has been no performance management system operating for some time. Therefore, the professional development staff receive is not matched to their own or the school's needs. Some staff actively seek out opportunities to develop their knowledge and understanding. Where this is done, members of staff are able to develop fresh approaches and extend their knowledge of different subjects so that they can teach pupils about subjects that interest them.
- Leaders review the curriculum to reflect pupils' interests. Leaders aim to offer a balanced programme, although pupils' learning in science and technology is more limited.
- Leaders are proactive in arranging a wide variety of extra-curricular opportunities for pupils. These include sport and voluntary work. Pupils participate willingly and particularly enjoy positively contributing to society.
- Pupils who left the school recently have been successful both academically and in their personal development. Current pupils have not been on the school roll for long and so they are still settling in. Sometimes they do not show good attitudes towards their learning, despite the encouragement of the staff.
- Pupils are encouraged to take an interest in current affairs. Pupils can discuss and debate controversial issues, such as the recent 'kneeling protest' at baseball matches in the United States of America. From this they can link historic events and discuss issues such as racial prejudice.
- Pupils have a good understanding of the justice system. They know many of the public institutions and how they affect their own lives.

Governance

- The proprietor does not have the understanding needed to be able to reflect critically on the effectiveness of the school. Therefore, the capacity for securing further improvement is limited.
- The school's complaints procedure does not meet the requirements set out in the independent school standards. There is no opportunity for a parent to challenge a decision made after a complaint has been investigated. No arrangements have been made for a panel to be convened or for there to be a member of the panel who is independent of the school.
- The proprietor shows deep commitment to the school and the pupils. He perseveres and supports pupils to manage their challenging behaviours. Consequently, pupils who have left the school recently have moved on to employment with training or higher-level studies.
- The proprietor maintains the premises to a good standard, including ensuring that the premises are accessible to all potential users.

Safeguarding

- The arrangements for safeguarding are not effective.
- The proprietor has not maintained a strong culture of safeguarding. Although staff have safeguarding training on induction, there is no review of their understanding or evidence that they are putting what they have learned into practice.
- The proprietor has not ensured that procedures to recruit staff are suitably rigorous. The necessary checks are not completed in full and there is information missing from the single central record. No evidence is available to show that the required checks have been carried out on the proprietor. There is no entry in the single central register for the proprietor.
- When pupils attend off-site provision, risk assessments are either not in place or are not specific enough to consider the particular risks that pupils may face. As a result, control measures to minimise or eliminate risk are not adequate.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not plan tasks to enable pupils to develop their writing skills effectively. Unlike other subjects, staff do not assess what pupils already know, understand and can do with respect to their writing. Therefore, learning is not planned to develop pupils' writing skills adequately.
- Pupils read with confidence. They read at a standard that is at least expected for their age, and often higher. However, teaching staff do not ensure that there are appropriate reading books which will continue to develop their reading skills further. The books that are available in the school do not present the challenge that the pupils need to excel.
- Pupils' attitudes towards their learning are variable. When the topic being studied is of interest to them, they contribute well, mostly in discussions and debates. Teaching staff are creative in their planning to use stimulating material which will enthuse the learner.

However, when pupils cannot see the purpose of an activity or relate it to their personal interests, they do not demonstrate positive attitudes to learning.

- Overall, teachers' subject knowledge is good. However, they do not have the specialist knowledge, professional training or facilities to plan effective activities in all subjects, particularly in writing, science and technology.
- The teaching of mathematics, history and geography is strong. This is because teaching staff have identified the shortcomings in pupils' knowledge and understanding. From this, they plan learning which provides the knowledge pupils need, develops pupils' understanding and helps them to apply their knowledge and understanding.
- Pupils particularly enjoy current affairs and exploring their own spiritual, moral, social and cultural development. They talk openly about news stories and ethical issues, as well as events taking place in other countries and their traditions.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders cannot guarantee the safety of pupils when they are not on the school site. Risk assessments are either not completed or are not specific enough to ensure that the correct control measures are put in place to manage or remove hazards.
- The proprietor has not carried out all the necessary checks on prospective staff before they start working at the school. He cannot assure himself that all adults working with pupils are suitable. Furthermore, staff do not demonstrate the understanding of safeguarding training they have received. Therefore, they do not recognise the potential harm pupils may experience.
- As a result of the positive relationships pupils have with staff, they are slowly developing their self-confidence and self-esteem.
- Pupils receive appropriate careers advice and guidance. Work experience is used to help pupils in their preparation for employment, but there is insufficient focus on the knowledge and skills that are being developed.
- Staff encourage pupils to develop healthy lifestyles. They make sure that pupils participate in physical activities that interest them, including football and boxing. They also explore the benefits of healthy eating.

Behaviour

- The behaviour of pupils requires improvement.
- Staff do not always challenge derogatory language. Expectations of pupils' conduct are not high enough.
- Pupils' attendance is variable. It was particularly low last term but has improved significantly this term. Punctuality remains an issue. Too often, pupils are late to lessons. This is not challenged robustly and so it persists.
- Pupils do not always see the relevance in their learning. When they cannot make a direct

relationship between the subject being studied and their own interests, they do not engage in the activity sufficiently to allow them to succeed and make progress.

- There have been no incidents of bullying since the previous inspection. Pupils generally keep themselves to themselves.
- The classrooms are light and airy. Displays are used to stimulate thought and provide useful resources which pupils refer to. For example, pupils use wall maps to identify countries and discuss particular features.
- When pupils participate in work experience, they show very positive attitudes to work. Staff at the placement comment on the interest they show in the work they carry out and the positive attitudes they demonstrate.

Outcomes for pupils

Requires improvement

- Progress is variable across subjects. In science and technology, staff do not have the knowledge or resources to be able to plan learning to develop pupils' skills. Progress is strongest in mathematics where pupils are able to build on their limited existing knowledge and apply their understanding in a range of situations. Similarly, in geography and history, staff use pupils' good knowledge of factual information to explore changes in society.
- Pupils' writing is weak. Tasks that the staff plan do not support pupils to learn to write well, or explore different styles of writing and practise their English grammar, punctuation and spelling. As a result, they do not make good progress in this aspect of their learning.
- Pupils read well. They approach unfamiliar words with confidence and use the context to work out what technical words may mean. However, pupils are not encouraged to read widely. Most of the books available to the pupils are not challenging or interesting for them. This slows their progress and ability to read the more challenging texts.
- Pupils who have left the school since the previous inspection gained qualifications that enabled them to go on to the next stage of their education, employment or training. This is the result of the perseverance of teaching staff over a prolonged period of time.
- Leaders have good relationships with local colleges and employers. They use these well to give pupils the opportunities they need to help them develop the skills and attitudes necessary to move on to the next stage of their education.

School details

Unique reference number	135637
DfE registration number	801/6132
Inspection number	10033895

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	Other Independent Special School
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	2
Number of part-time pupils	0
Proprietor	Mr Pirtpal Singh
Headteacher	Keith Lloyd
Annual fees (day pupils)	£28,500
Telephone number	0117 955 7181
Website	No website
Email address	encompasseducation@hotmail.co.uk
Date of previous inspection	6–7 March 2014

Information about this school

- Encompass Education is an independent special school in St George, north-east Bristol. It is located in converted private houses with a garden. It was registered as a school in 2008. At its previous inspection, in March 2014, the school was adequate.
- The school is registered for six pupils aged 11 to 19 years, but there are currently two pupils on the roll. All pupils have special educational needs and/or disabilities but none have a statement of special educational needs or an education, health and care plan.
- The school aims to inspire and engage its pupils through a range of positive learning experiences so that they can achieve their potential and manage their own behaviour and difficulties ready for life after school.
- The school does not have a website but all the required policies are available from the

proprietor.

- The school does not use alternative provision and does not run any off-site unit. Pupils participate in work experience with local employers.
- All pupils are looked after by their local authorities.

Information about this inspection

- The inspector observed all pupils learning in a range of subjects. In addition, the inspector looked at current and former pupils' work and information kept by the school about pupils' learning and progress.
- The inspector spoke with pupils and staff throughout the inspection.
- The inspector held meetings with the proprietor and the lead teacher. He scrutinised the curriculum plan and other resources provided by the school.
- The inspector had discussions with the local authority and the local safeguarding children board.
- The inspector scrutinised records relating to safeguarding, behaviour and attendance. School policies and documentation, including risk assessments, were also examined. In addition, the inspector undertook a tour of the premises. The inspector also visited an off-site activity.
- The inspector took into account one staff questionnaire. No responses were recorded on Parent View.

Inspection team

Iain Freeland, lead inspector

Her Majesty's Inspector

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