

# Full Circle Education

124–126 Broadwalk, Kidbrooke, Greenwich, London SE3 8ND

## Inspection dates

13–15 March 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and trustees ensure that all the independent school standards are met and that the school continues to offer a good education.
- Staff are strongly supportive of the school's aims and ethos. They share the vision and high aspirations.
- Trustees are knowledgeable about the school. They support and challenge leaders very effectively.
- Teaching is good. Teachers know their pupils well and plan learning carefully to meet their needs.
- Pupils behave well and have positive attitudes. They are helped to overcome their previous difficulties and make good progress.
- The curriculum is designed to meet the range of individual needs. It enables pupils to experience success, often for the first time in their school careers.
- Pupils take part in a wide range of sporting, artistic and other activities. They are taught about British values and are prepared well for life in modern Britain.
- Links with parents and carers are strong and support pupils well. Parents say that the school really makes a difference to their children's lives.
- Pupils feel safe and well cared for in school. They learn how to keep themselves safe from the sort of risks they are likely to meet outside school.
- Very good careers advice and guidance prepares pupils well for their next steps, whether this is returning to school or moving on to college or an apprenticeship.
- The school has made improving literacy skills a priority but this has not yet had enough impact on the progress of the weakest readers.
- Occasionally, the level of challenge and expectations for the standard and presentation of work are not high enough.
- The staff work hard to ensure that pupils attend regularly but a few are still absent too often and do not appear to value the opportunities that the school provides.

### 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?**

- Raise standards in reading, particularly for the weaker readers and those who arrive at the school having fallen well behind their peer group.
- Improve attendance by continuing to work with the persistent absentees and their parents to convince them of the importance of education.
- Ensure that the level of challenge for pupils and the expectations for the quality of presentation of pupils' work are consistently high.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The school's ethos stems from a belief that all pupils have the capacity to succeed, whatever their particular needs or backgrounds.
- The headteacher and senior leaders have a vision for the school which is expressed in clear priorities and effective planning for future development. Leaders have successfully created a culture of mutual respect and trust.
- Leaders and trustees undertook a careful and thorough evaluation of the strengths and weaknesses of the school and were prepared to take some difficult decisions about the courses they should be providing. So far these decisions have had a very positive effect but it is too soon to judge their long-term impact.
- The change to a short-stay school from September 2017 was carefully managed and has been effective in helping pupils on the 12-week therapeutic programme to return successfully to mainstream school. The leaders are keeping arrangements under review to ensure that the programme continues to meet pupils' needs.
- Staff fully support the direction the school is taking. This helps to create a stable environment in which pupils can thrive and develop socially and emotionally as well as academically.
- Leaders make accurate judgements on the quality of teaching, learning and assessment. Staff know that they will be held to account for the overall progress of their pupils. They also know that they will be supported to improve their skills through effective training and professional development.
- The core academic programme helps pupils to catch up on essential knowledge and skills which will improve their academic prospects. The nurture and support programmes based on personal, social and health education (PSHE) help them to develop the skills they need for adult life and also overcome issues which may be barriers to learning.
- Staff keep a close check on pupils' progress, including their personal development and welfare. These checks help them to identify quickly where individuals or groups of pupils are struggling and adjust the timetable or individual support to ensure that needs are met and that pupils are able to achieve well.
- The strong focus on improving literacy and numeracy skills is working well for most pupils. For example, over a period of just six months, some pupils following a pilot reading scheme have improved their reading age by as much as two years. It has not, however, had the same impact on the progress of the pupils who join the school with reading skills well below those of their peer group.
- The curriculum provides very well for pupils' spiritual, moral, social and cultural development. It is greatly enriched by trips, visits to places of interest and a wide range of artistic and sporting activities which include art, drama, dance and water sports. Pupils benefit from the use of the good on-site sports facilities.
- British values are actively promoted. The school celebrates different events to help pupils understand diversity and learn to respect the beliefs and cultures of other groups. They know that they have responsibilities as well as rights and understand the principles of

democracy and the rule of law.

- The PSHE curriculum provides many opportunities for discussion of sensitive issues. For example, a pupil-led discussion enabled the group to explore issues of equality and discrimination in some depth.
- As well as the regular formal reports, staff use telephone calls, text messages and emails to update parents. Parents confirm that staff are good at keeping them informed about their children's progress and say that their successes are reported to them regularly, as well as any issues. Staff encourage parents to get in touch quickly if they have any concerns.

## **Governance**

- The trustees of Full Circle Education act as the governors. They are challenging and hold leaders to account for the quality of teaching and pupils' progress but do this constructively so that they work in a real partnership with the school leaders. Governors know the school and have used their expertise well in the recent discussions and decisions about the type of programmes that the school should offer. As well as receiving detailed reports, they visit regularly to observe the day-to-day work and meet pupils and staff. Their work is reflected in the challenging targets set in the school's development plan.
- Governors make sure that the school meets all the legal requirements of the independent school standards, including those for safeguarding. They ensure that pupils' welfare and safety are always a high priority for everyone and that they complete appropriate training in relation to safeguarding.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- All staff understand that the welfare and safety of pupils is everyone's responsibility. Pupils are also encouraged to take responsibility for their own safety and welfare.
- The school's website prominently displays helpful advice and guidance for parents and staff. This includes a very clear statement about how to report concerns or obtain help in an emergency. The safeguarding policy available on the school's website is suitable and reflects the government's latest guidance.
- All staff receive training and are regularly updated on safeguarding and child protection procedures. Staff know the signs that should raise concerns and what they need to do if they have any worries about pupils' safety and well-being.
- The leaders and governors ensure that the required checks on adults working at the school are carried out. Safeguarding records are detailed and fit for purpose. Sensitive information is kept secure and shared on a strictly 'need to know' basis. The school works effectively with a range of other professionals and agencies, including the local authority, to help keep pupils safe.
- Health and safety checks and risk assessments ensure that pupils are kept safe in school and when on visits out of school.

## Quality of teaching, learning and assessment

**Good**

- Good working relationships between staff and pupils help to ensure that pupils make good progress. Almost all pupils have special educational needs and/or disabilities and teachers use information about these needs as well as pupils' prior attainment, when planning lessons and activities.
- Teachers use their good subject knowledge well to extend pupils' learning and help them to develop positive attitudes. One pupil's comment: 'What's the point of coming to school, if you don't use it' reflects the way in which pupils understand the importance of learning and acquire a good work ethic.
- In all subjects, the emphasis on developing language and literacy skills is evident. Teachers typically make good use of questioning to check and develop pupils' understanding. This encourages pupils to contribute to discussion. Pupils listen well to each other and learn to discuss sensibly. This approach helps all pupils, but particularly those who speak English as an additional language.
- In English almost all pupils successfully complete functional skills qualifications. Pupils are encouraged to read different types of books and plays. They discuss their responses and ideas both orally and in their written work, which helps them to build up their vocabulary and comprehension skills. 'The Curious Incident of the Dog in the Night Time' had prompted thoughtful responses and work on 'Macbeth' showed pupils' good understanding of the play.
- Many pupils arrive at the school with reading ages which are well below expectations for their age, often because they have had gaps in their education. A pilot scheme for teaching reading is proving very effective in helping some pupils to make excellent progress. However, a few pupils who have very low reading ages have not made as much progress and do not have the strategies to read unfamiliar or difficult words.
- In mathematics, the emphasis is on helping pupils to develop basic numeracy skills and almost all achieve functional skills qualifications. Pupils enjoy mathematics and make good progress. Discussions and practical work help all pupils to gain in confidence and particularly support pupils who have English as an additional language.
- Teaching across the curriculum is good but pupils particularly enjoy sports studies and art lessons. In art, they learn to use a variety of media and to use a range of 2D and 3D techniques. The high-quality artwork on display shows how well they have acquired a range of skills. In sports studies, skilful teaching enables pupils to challenge themselves and gain skills in a wide range of sports.
- Teachers are not consistent enough in providing work which challenges different pupils. Expectations for the presentation of work are not consistently high and work is sometimes left unfinished. This means that pupils are not always closing the gaps in their knowledge fast enough.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between staff and pupils are excellent and the high degree of trust this promotes contributes strongly to pupils' personal development. The staff focus on helping pupils to develop into mature and confident young people who are capable of making sensible decisions about their future.
- Pupils have access to very good personal and careers guidance which helps them to have high aspirations for their future and understand what they need to do to obtain a place on a suitable course or apprenticeship.
- Pupils' welfare is taken very seriously and pupils know and appreciate this. They feel that they are included in discussions, listened to and that their views are valued. They know that there are staff who will support them and that if they are going through a difficult time, they will be able to get the counselling and support they need to get them back on track.
- Pupils have good opportunities to take responsibility, for example as part of the school council, and many choose to take the sports leadership qualifications. Pupils were observed leading good sessions for other pupils.
- Pupils say that they feel safe in school and know how to stay safe outside school. They highlighted the workshops on issues around health and welfare. These sessions clearly had a considerable impact on their understanding of issues which might affect them, such as the importance of a healthy lifestyle, as well as issues around the use of social media, radicalisation and extremism.

### Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour is well managed, with a very clear structure of rewards and sanctions which pupils and parents understand and accept. Pupils like the emphasis on rewarding good behaviour but also know that actions can also have negative consequences. The emphasis is very much on helping pupils to take responsibility for their own behaviour.
- Behaviour in lessons and around the building is generally good. Any poor behaviour is dealt with swiftly and well and is not allowed to disrupt the education of others. There is little evidence of bullying and pupils say that generally they relate well to each other and to adults.
- Many pupils come to the school with a history of poor attendance. Staff work hard with pupils and their families to persuade pupils to come into school regularly and on time. Most pupils greatly improve their attendance. A few pupils are still not convinced that regular attendance is important and do not attend regularly.

## Outcomes for pupils

**Good**

- Pupils' attainment on entry is often quite low as most have had a disrupted experience of education before they joined Full Circle. A high proportion have SEN and/or disabilities and a few speak English as an additional language.
- Pupils who attend the school for a period of up to 12 weeks generally make good progress from their starting points and are able to return to school or move to a specialist provision if this is more appropriate. Those who join the school having recently arrived in the United Kingdom also make good progress and are able to move on to college or sixth form to continue their education.
- Most pupils make good progress in literacy and numeracy but this is not always the case for a few of the weakest readers. Occasionally, some pupils are not challenged enough to achieve more highly.
- Wherever possible, pupils take the GCSE subjects they were studying at their mainstream schools, but the number of pupils involved is too small to allow valid comparisons with national standards. However, in 2017, all pupils who left from Year 11 achieved a qualification, gaining passes in functional skills in reading and writing. Pupils who are new to the United Kingdom are also able to gain qualifications in English and mathematics.
- All pupils leaving from Year 11 move on to a sixth form, a further education college or an apprenticeship and almost all pupils complete the courses they choose.
- The school celebrates pupils' achievement in a number of ways including through Jack Petchey Awards and also by inviting high-profile people to the school to give motivational and inspirational talks.

## School details

Unique reference number	140226
DfE registration number	203/6002
Inspection number	10035813

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 school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	25
Number of part-time pupils	None
Proprietor	Full Circle Education
Chair	Gary Bassett
Headteacher	Nina Moore
Telephone number	020 8856 2050
Website	<a href="http://www.fullcircleeducation-school.com">www.fullcircleeducation-school.com</a>
Email address	<a href="mailto:admin@fullcircleeducation.co.uk">admin@fullcircleeducation.co.uk</a>
Date of previous inspection	3–5 June 2014

## Information about this school

- Full Circle Education is a small, independent alternative education provider which is registered to take 30 pupils aged from 11 to 16 years who have social, emotional and behavioural difficulties.
- The last standard inspection took place in June 2014, where it was judged to be good and where all the independent school standards were met.
- The school aims to 'nurture aspiration, achievement and self-belief; to focus on future potential rather than history, and to provide young people with high quality learning experiences and therapeutic interventions that lead to increased personal resilience and success'.
- In September 2017, the school changed its main provision so that it provides specifically



for pupils who would benefit from the therapeutic programme. This lasts up to 12 weeks and is designed to enable these pupils to return successfully to mainstream school.

- There are 25 pupils on roll, some of whom will complete their secondary education at the school before moving on to a sixth form or a further education college or an apprenticeship. About half of the pupils are on the short-term placements and remain on roll in their mainstream school. A small number of pupils have education, health and care plans. A small number also speak English as an additional language, though they are not normally at an early stage of learning English. All pupils have been placed at the school and funded by their local authority or their mainstream school.
- The school operates from a building adjacent to a youth centre in the Royal Borough of Greenwich. It has access to the centre's extensive sporting facilities during the school day. It does not use any alternative provision.

## Information about this inspection

- Inspectors observed lessons in all classes at least twice and several observations were undertaken jointly with the headteacher. The inspectors checked the school's compliance with the independent schools standards.
- The inspectors looked at pupils' work, talked with them about their experience of school and reviewed records of their progress.
- The Ofsted survey responses from staff were considered, as were the written comments from several parents. Meetings were held with a parent, a representative from a local secondary school and a former pupil. The lead inspector held a telephone conversation with a representative of the local authority.
- The inspectors held discussions with almost all school staff, including the headteacher and senior leaders. They also met four trustees who act as governors for the school

## Inspection team

Grace Marriott, lead inspector

Ofsted Inspector

Clementina Aina

Ofsted Inspector

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