

The Pivot Academy Leeds East

Unit 12 Killingbeck Drive, York Road, Leeds, West Yorkshire LS14 6UF

Inspection dates

10 October 2018

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), (2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), (2)(h) and 2(2)(i)

- The school's curriculum policy and schemes of work demonstrate how leaders intend to cover linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Specific schemes of work are in place for key stage 3 and key stage 4 pupils. The planned key stage 4 curriculum will provide pupils with opportunities to complete a range of GCSE and functional skills qualifications, where these meet pupils' individual needs. Leaders have established effective links with the local secondary academy. Where appropriate, leaders intend to align curriculum coverage and GCSE examination boards. By doing so, leaders seek to support pupils' transition between the schools and to meet their learning needs well.
- The curriculum policy and the schemes of work take into account the ages, aptitudes and needs of all pupils. These documents identify how the curriculum will be adapted to respond to the needs of pupils with education, health and care plans. School leaders understand how to personalise the curriculum delivery to meet pupils' individual learning needs.
- The planned personal, social, health and economic (PSHE) curriculum aims to provide pupils with a range of opportunities to develop their understanding of British values and the diversity of people who live in Britain.
- Leaders have started to establish arrangements for pupils' careers guidance. They have made links with Leeds careers service and the careers provision at the local secondary school to ensure impartial careers advice. Leaders have already appointed a behaviour and learning mentor who will provide careers guidance as part of their role.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h) and 4

- The proprietor, chair of governors and headteacher have established thorough approaches to staff recruitment. A detailed induction process, staff training programme and timetable for leaders to check the quality of teaching are in place to ensure that the quality of teaching meets pupils' needs. Leaders' intentions are to

personalise teaching to meet pupils' needs in terms of their academic and their personal, social and emotional development. They aim to foster pupils' self-esteem, aspirations and self-motivation, and to improve their behaviour.

- Leaders have ensured that a range of appropriate resources for the curriculum will be available for pupils to use, for example, classroom furniture, teaching equipment, textbooks and information technology equipment.
- The school's documentation clearly outlines the framework for assessment. Staff will complete ongoing, day-to-day assessments of pupils' learning. They will review pupils' progress information half termly, and share this with pupils and parents and carers. Assessments will evaluate pupils' academic, personal and behavioural progress.

Paragraphs 3, 3(i) and 3(j)

- The school's planned PSHE curriculum aims to ensure that teaching supports pupils' understanding of British values. The school's curriculum and policies, such as the equality policy, aim to ensure that no staff or pupil is discriminated against.
- School leaders have ensured that all standards in Part 1 are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The school's curriculum provides a range of opportunities to promote the spiritual, moral, social and cultural development of pupils. Leaders have a key focus on developing pupils' self-awareness and self-confidence.
- Combined with the school's PSHE curriculum, planned activities, such as nurture breakfast, aim to develop pupils into responsible citizens.
- The school's assessment approaches include detailed analysis of how pupils' social and emotional skills are developing. This includes reviewing any mental health issues that pupils may be encountering.
- The school's curriculum for PSHE and religious education provides opportunities to encourage pupils' respect for people who come from the diverse range of backgrounds found in modern Britain.
- School leaders have ensured that all standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- School leaders have written a comprehensive safeguarding policy that will help staff identify what to look for and procedures to follow, should they have any concerns about a pupil. The safeguarding policy has regard to government guidance as required. The policy is available to parents and carers as part of the school's induction pack. It is intended that the information will be included on the school's website once this is established.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- School leaders have written a range of policies that contain all the required legislative guidance and clearly outlined procedures to be followed to ensure the safety and welfare of pupils.
- The school's behaviour policy, which has a focus on restorative practice, identifies a structured framework of positive and negative consequences of pupils' behaviour. Approaches to positive handling where appropriate are identified. Records of the use of rewards and sanctions are in place. The headteacher intends to use an online system for recording rewards for positive attitudes to learning. This aims to provide pupils and their parents with a regular record of positive behaviours.
- Leaders have written health and safety, first-aid and risk assessment policies to meet the welfare needs of pupils. Leaders intend to adopt systems for recording the administration of first aid and for recording risk assessments, which are already successfully implemented in other Pivot schools.
- Online systems to record the required information in the admissions and attendance registers are in place, in readiness for the proposed school opening.
- School leaders have ensured that all standards in Part 3 are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 17, 18, 19, 20 and 21

- Leaders are knowledgeable about the required checks to ensure that appropriate adults can work with pupils. They have completed appropriate checks on the staff appointed to date. Review of samples of employment folders demonstrate that safer recruitment practices are followed meticulously. The school will have no boarding provision.
- An electronic spreadsheet of all the required checks, known as a single central record, has been completed for the proprietor and all staff appointed to date.
- School leaders have ensured that all standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The proprietor, chair of the governing body and leaders are ambitious to create a high-quality learning environment similar to that found in other Pivot schools.
- The school building is light, airy, and well maintained. External lighting is available so that people can safely enter and leave the school premises.
- There are two kitchen areas. One will be used for developing pupils' food technology skills. Both have hot and cold water. The cold water is suitable for drinking and is appropriately labelled. Leaders also have plans to have further access to drinking water around the building.
- At the time of the inspection, some of the internal works were being finalised. There will be four classrooms and two additional smaller rooms for group work or

personalised teaching sessions. The medical room has a sink with hot and cold water and a toilet is located nearby. Classrooms are designed to have good acoustic conditions for learning, and doors for access for people who have disabilities. The ground floor has a toilet for people who have disabilities.

- There are toilets on both floors in the building. These have sinks with hot and cold water. The proprietor confirmed which toilets would be for pupils' sole use and which were for staff.
- The physical education (PE) curriculum is to be delivered weekly at the local sports centre. Therefore, the proprietor has not fitted showers to the school building.
- There is a grassed area at the rear of the building where pupils can socialise. It is leaders' intention that pupils will be engaged in the landscaping and gardening of this area as part of the school's approach to developing social skills and pride in the school environment. The proprietor confirmed that pupils' access to this area will be supervised at all times by adults.
- The school aims to open in November 2018 in time for the Year 9 to Year 11 classes to start. The proprietor has successfully managed similar building conversion projects in other Pivot schools and is using these as a model for this school. He has confirmed that the internal works are complete.
- Leaders are likely to meet the standards in Part 5.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(c), 32(2)(d), 33(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b) and 32(4)(c)

- Leaders have created a detailed induction pack for families. This provides pupils, parents and carers with all the required information.
- Leaders understand all the required reporting requirements included in Part 6, including those related to information with respect to reporting on funding and other information required about pupils who have an education, health and care plan.
- School leaders have ensured that all the standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy meets all requirements, including those relating to the panel hearing of a complaint. Leaders will make this policy available to parents as part of the pupil induction pack.
- School leaders have ensured that all standards in Part 6 are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a) and 34(1)(b)

- The proprietor and several senior leaders who will be working with the school have demonstrated strong leadership in other Pivot schools located in a neighbouring local authority. Where relevant, they are utilising many of the approaches used in their other schools as an effective model for this proposed school in Leeds. The headteacher designate for the proposed school brings relevant experience to ensure that the proposed school meets pupils' needs effectively.

Paragraph 34(1)(c)

- A key focus of the work of leaders and staff is to actively promote the well-being of pupils, many of whom have found it difficult to achieve success in a mainstream school. All proposed staff receive safeguarding training and priority has been given to all aspects of pupils' well-being, such as recruitment procedures and fire-safety checks.
- School leaders have ensured that all standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- A detailed equalities policy, where all protected characteristics are included, is in place. The school has a suitable three-year accessibility plan, with associated detailed action plans to achieve the plan's objectives. The school is likely to meet all of the requirements of Schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

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

Proposed school details

Unique reference number	146339
DfE registration number	383/6006
Inspection number	10077665

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Alternative provision
School status	Independent school
Proprietor	The Pivot Academy Ltd
Chair	Linda Baines
Headteacher	Cheryl Lotherington
Annual fees (day pupils)	£15,000 to £33,000
Telephone number	01484 766350
Website	Not available
Email address	info@pivot-academy.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–16 years	11–16 years
Number of pupils on the school roll	N/A	55	55

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	55
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	To be confirmed on school opening
Of which, number of pupils with an education, health and care plan	N/A	To be confirmed on school opening
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	To be confirmed on school opening

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	6
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	3	7

Information about this proposed school

- It is proposed that The Pivot Academy Leeds East will be a secondary school with a focus on alternative education provision for pupils aged 11 to 16.
- The school will be located in the east of Leeds in a refurbished office building which has been adapted to create classroom and learning spaces.
- This school will be part of a network of Pivot schools that provides alternative provision for pupils.
- It is anticipated that pupils will be initially admitted to Years 9, 10 and 11 in November 2018. Year 7 and Year 8 pupils will be admitted at a later point, most likely before the end of this current academic year.

Information about this inspection

- This inspection took place over one day with one inspector and was the school's first pre-registration inspection.
- The inspector held meetings with the proprietor, the headteacher, the director of education and the human resources manager. He also held a telephone discussion with the chair of the governing body.
- The inspector completed two tours of the new building, on the morning and afternoon of the inspection. The inspector considered the range of new resources ordered for the building and to support teaching and learning. He also considered a range of documentation, plans and correspondence relating to the building.
- Policies and documents, including those relating to safeguarding, welfare, health and safety and the intended curriculum, were reviewed by the inspector.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

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