

Cre8 Futures Learning Centre

First Floor, ABC Wharf, Southgates Road, Great Yarmouth, Norfolk NR30 3LQ

Inspection dates

9–11 October 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that the independent school standards are met.
- Leaders do not take all the necessary precautions to safeguard pupils.
- Statutory pre-employment checks on staff are incomplete. Recruitment processes are too informal.
- The site is not safe. Essential safety work to protect and keep pupils safe is incomplete.
- Staff do not receive sufficient training to equip them with the skills to do their job.
- Teachers' expectations of pupils are too low. Some teachers set work that is too easy, and others do not guide pupils through difficult concepts well.
- Current staff issues result in frequent changes that unsettle pupils. The reduced curriculum does not meet pupils' needs well enough.
- Leaders do not monitor standards of teaching, learning and assessment sufficiently well.
- Leaders' self-evaluation does not accurately reflect the school, and development plans miss out key issues for improvement.
- Leaders do not provide teachers with clear information on what pupils know and can do.
- Pupils' attendance is poor, meaning that they make too little progress.
- Staff do not have suitable job descriptions and are not held accountable for pupils' progress.
- The relationship breakdown between the directors means the school does not currently provide what pupils need.
- Governors spend too much time mediating between directors. There are no clear systems in place for them to hold leaders to account.

The school has the following strengths

- Leaders and staff are passionate about helping pupils to be successful in their learning.
- Pupils who attend behave well. During the inspection, pupils were pleasant and polite.
- Pupils develop well spiritually, morally, socially, and culturally through, for example, social breakfasts and mealtimes.
- Inside the school building, pupils enjoy a homely and welcoming environment.

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?

- Urgently address the weaknesses in the school's systems for ensuring pupils' safety and well-being by:
 - taking the actions listed in the health and safety policy, so that the school site is safe
 - carrying out high-quality risk assessments for any activity that might compromise pupils' safety
 - making sure that all necessary pre-appointment checks for staff are carried out, as required by law
 - making sure that the school's single central record of recruitment checks is compliant with current requirements
 - maintaining an admissions register that is compliant with current requirements
 - ensuring that a log of behavioural incidents is maintained that complies with the independent school standards.
- Improve leadership and management by ensuring that:
 - clear systems are established by which governors can support leaders, but also hold them to account for their performance
 - leaders have a secure understanding of the school's weaknesses and that these are reflected in accurate self-evaluation and effective school improvement planning
 - leaders establish effective systems for monitoring the quality of teaching, learning and assessment
 - leaders systematically check on the school's effectiveness and ensure that the independent school standards are being met consistently
 - all members of staff have a clear understanding of what their job entails, so that they know what they are expected to do, are supported to do it and are held to account for their performance.
- Improve the quality of teaching, learning and outcomes by ensuring that:
 - all teachers have sufficiently high expectations of what pupils can achieve, so that pupils make good progress from their starting points
 - information gathered on pupils when they join the school is used by teachers to set work that meets their needs
 - staff have the skills and expertise to guide pupils to achieve more and to support them better when they are struggling.
- Establish effective systems to support pupils to improve their attendance.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not ensured that the site is safe.
- The lack of communication between directors means that they are unable to work together effectively. This has affected leaders' ability to provide adequate provision across many areas of the school's work.
- Leaders and governors do not have a thorough understanding of the independent school standards. Too many standards are not met, including essential aspects linked to safeguarding, behaviour, fire safety, admissions, supervision and risk assessments.
- There is little in the way of strategic planning for the school. Self-evaluation and development plans are weak and do not reflect current issues. Leaders and governors are not clear about their respective responsibilities, including their roles in addressing urgent priorities.
- The curriculum is not sufficiently developed to meet pupils' needs. Schemes of work lack depth. Leaders have not realised their vision of a high-quality academic and vocational provision for pupils who do not cope in mainstream education. Pupils currently follow a narrowed curriculum that does not develop their skills, knowledge and understanding widely enough.
- Systems for monitoring how well pupils progress are not effective. While teachers keep records of pupils' achievements, these are not collated centrally. As a result, leaders do not have an overall picture of how well pupils are achieving over time.
- The procedures for monitoring the quality of teaching are not well established and are not used to inform teachers' training needs to help them improve their practice.
- Leaders have not ensured that all staff have up-to-date job descriptions, meaning that staff are unclear about their responsibilities. As a result, leaders find it difficult to hold staff to account for the quality of teachers' work.
- Leaders have not implemented effective strategies to tackle poor attendance. In addition, leaders have not always provided an environment that offers the security, consistency and safety that pupils need.
- School leaders have not put in place an accessibility plan, as required by schedule 10 of the Equality Act 2010.
- Leaders have not maintained a record of sanctions imposed on pupils for poor behaviour, in line with the independent school standards.
- The headteacher articulates her intentions and plans well. She acknowledges that she has 'failed to launch' many of her ideas, plans and processes for monitoring the effectiveness of the school.
- Staff welcome pupils into school each morning at the breakfast club. This is a real strength. The warmth and care shown by individual staff help promote pupils' spiritual, moral, social and cultural development well. Over toast and tea, staff and pupils discuss other people's views, faiths and beliefs. For example, they talk about 'pupils who have two mums or two dads' and appreciate that everyone is unique. Pupils listen carefully to

each other's views and demonstrate clearly the values of respect and tolerance.

Governance

- Governance is not effective. Since the school was registered in April 2018, two governors have been appointed. They have not yet had any impact on improving the school because too much of their time has been spent mediating between the directors.
- Currently, there are no clear systems in place for governors to challenge and support leaders to implement improvements swiftly. Governors have not held school leaders to account, to ensure that leaders have met the independent school standards.
- The chair of governors has a clear understanding of the strategic issues and the impact these are having on pupils. He recognises that the current arrangements are untenable.
- The governors bring a range of valuable experience and desirable skills. These skills have not yet been put to use to improve the school.

Safeguarding

- The arrangements for safeguarding are not effective.
- The school site is not safe. Prior to the end of the inspection, the inspector contacted the local authority to make it aware of the concerns. The local authority has since made alternative arrangements so that pupils are not exposed to further risks to their safety and well-being at these premises.
- The quality of some risk assessments is poor. They do not take account of some very real dangers to pupils' safety, for example ensuring adequate supervision.
- School policies are not being implemented effectively. For example, the health and safety policy has not been implemented well and fire drills are not frequent enough, which puts pupils at risk.
- Leaders have not taken all reasonable precautions when employing staff. Systems to recruit staff are not robust and some of the necessary vetting checks have not taken place. Staff have not been assessed to check whether they were physically and mentally fit for their role, and nor were any prohibition from teaching checks completed.
- At the start of the inspection, the school's safeguarding policy was out of date. This was updated before the end of the inspection and now reflects the latest statutory guidance. It is published on the school's website and available to parents and carers as a hard copy on request.
- The designated safeguarding lead has not undertaken training for the role within the past two years. This is the minimum expected by the current statutory guidance.
- All staff have received up-to-date safeguarding training. They have also received training on local issues, such as 'county lines'. Staff have received training about the 'Prevent' duty to protect children from radicalisation and being drawn into terrorism.
- Files relating to child protection incidents are maintained well. They include a chronological sequence of events, a record of the actions taken, and details of any resolution.

- Attendance registers and the admissions register do not contain all the required information.

Quality of teaching, learning and assessment

Inadequate

- Owing to the complete breakdown in the relationships at director level, the headteacher admits that she has been unable to provide the level of service she envisaged. She readily adds, 'I have been stalling things that I know will really engage pupils because we have been working with our hands tied behind our backs.'
- Assessment information is not used well enough. From looking through pupils' books over time, it was clear that they often complete identical tasks to their peers, irrespective of their age or starting points. Some pupils find the work too easy, others too hard. Ultimately, the work set fails to fill the gaps in pupils' learning effectively.
- The headteacher acknowledges that the system to provide all teachers with information about pupils to help them plan effectively is still a work in progress.
- Almost all pupils join the school having experienced disruption in their education, leading to missed periods of education and gaps in their learning. The frequent changes at the school this term, including the use of temporary staff, do not give vulnerable pupils the continuity in teaching that they need.
- Some staff do not have sufficient knowledge and understanding of teaching and assessment. For example, in mathematics, staff lack the expertise to guide pupils skilfully through more challenging concepts, to help them achieve higher standards.
- The teaching of English is better than in other subjects and pupils make better progress as a result. Learning activities have a clearly planned focus. Teachers' use of challenging texts supports pupils to develop their understanding of key literary devices, such as idioms and hyperbole.
- Vibrant wall displays, and effective use of praise and reward, motivate pupils who do attend. They respond by presenting their work neatly, working hard and successfully completing activities.
- Pupils receive a one-to-one careers interview and are supported with college visits and open days. Some pupils complete work experience placements that can lead to offers of apprenticeships. In class, pupils are guided on how to complete a meaningful CV.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The school's site is unsuitable, and pupils are not safe.
- Pupils enjoy their social breakfast times. They learn valuable social skills by listening to the viewpoints of others, waiting their turn in conversation, and sharing the workload when clearing up after breakfast.
- Pupils say that they get on well with each other and that bullying is very rare.

- Activities are organised well to help pupils develop empathy and an appreciation of the difficulties others might face. For example, pupils organised a charity coffee morning to benefit members of the local community and visited a care home for the elderly.
- Staff make good use of the local leisure centre and park for pupils' physical education. However, suitable shower facilities are not available after lessons take place in the park.
- Staff are passionate about the school and committed to the pupils. They meet most pupils' social and emotional needs well.
- Pupils benefit from 'travel training' that supports them well in their journey to becoming more independent and self-confident.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance is poor. The recent issues between the directors have 'spilled over' into school life, making some pupils unsettled and anxious. This has had a negative impact on pupils' attendance.
- Leaders were unable to provide evidence that records of behavioural incidents are kept. Although leaders say that pupils' behaviour improves once they start at the school, there is no evidence that this is the case.
- There is a student lounge to promote positive behaviour. This informal setting helps pupils to relax and allay concerns they may have.
- During the inspection, less than half of the pupils on roll were in school. When the inspector met these pupils, they were friendly, cooperative and helpful.

Outcomes for pupils

Inadequate

- During the inspection, leaders were able to provide very little information about, and evidence of, pupils' outcomes.
- Pupils' attendance is poor, and this restricts their progress. Their learning is hampered further by frequent changes in teaching staff, resulting in a lack of continuity, which pupils find difficult.
- Too often, pupils complete the same work as their peers, irrespective of their individual needs. This slows their progress.
- Because of the recent turmoil between adults at the school, pupils are on a reduced timetable to help them 'resettle'. This is helping pupils to readjust and get back into learning, but prevents them from developing a broad base of skills and knowledge across the curriculum.
- Pupils make better progress in English than in other subjects. They respond well to the activities and are starting to develop a range of useful literacy skills.
- Pupils respond well to the collective reading sessions, which help break down barriers to learning and promote the enjoyable side of reading. They readily discuss wider points made in reading, such as in the book being read currently, which explores issues linked to drugs, sex and relationships.

School details

Unique reference number	144817
DfE registration number	926/6014
Inspection number	10056167

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	12 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	7
Number of part-time pupils	0
Proprietor	Cre8 Futures Ltd
Chair	Len Garman
Headteacher	Judith Lynch-Tomlin
Annual fees (day pupils)	From £40,000
Telephone number	01493 717300
Website	www.cre8futures.co.uk
Email address	office@cre8futures.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- In April 2018, following two pre-registration inspections by Ofsted, in September 2017 and March 2018, the school was registered with the Department for Education (DfE) to admit a maximum of 24 pupils between the ages of 12 and 16 years.
- All pupils are funded by Norfolk local authority. Most pupils have social, emotional and mental health needs, and have previously experienced disruption in their learning.
- The school is not registered as a special school.

- The premises are located on the first floor of a rented warehouse, directly on the quayside.
- The proprietorial body originally comprised three directors. They are currently looking at ways to dissolve the partnership.
- The governing body currently consists of a chair and a vice-chair.
- The school does not use alternative providers.
- The school uses supply staff.
- Physical education is provided off site at the local park, leisure centre and swimming pool.
- The inspector was aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken in response to the allegations were considered alongside the other evidence available at the time to inform inspectors' judgements.

Information about this inspection

- The inspection was carried out by one of Her Majesty's Inspectors and was the first standard inspection since the school opened in April 2018.
- The inspector conducted a tour of the site with one of the directors.
- The inspector scrutinised the single central register of employment checks for staff, governors and proprietors. The inspector also looked at policies relating to the independent school standards.
- Discussions were held with the three directors, one of whom is the headteacher, as well as staff, pupils, the chair and vice-chair of governors, and representatives from the local authority.
- The inspector observed pupils learning in each class, and observed their behaviour at breaktime, lunchtime and before and after lessons.
- The inspector looked at information about pupils' achievement, behaviour and attendance, the school's self-evaluation and improvement plans, and scrutinised pupils' work in lessons. Pupils' books from different year groups and subjects were checked to see progress over time.
- There were too few responses to Ofsted's free-text service and to the Ofsted online questionnaire, Parent View, to be reported on directly. The inspector considered the two responses to the Ofsted online staff survey.

Inspection team

John Randall, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an [education, health and care] plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–

- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) 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
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends 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;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person–
 - 18(2)(c)(ii) the person’s medical fitness

and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.

- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a 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, if–
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB–
 - 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
 - 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB'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 an enhanced criminal check is made, the Chair obtains an enhanced certificate relating to the individual.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–
 - 21(3)(a)(iii) a check was made to establish whether S 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;
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subjects to a prohibition order or an interim prohibition order, including the date on which such check was completed.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Part 5. Premises of and accommodation at schools

- 23(1) The standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school must meet the following requirement

- The proprietor must ensure that arrangements are made to fulfil the duties under schedule 10 of the Equality Act 2010.

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