

# Youth Works Community College

Keystone Centre, 97 Rockingham Road, Kettering, Northamptonshire NN16 9HX

## Inspection dates

2–4 April 2019

<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	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor has ensured that all of the independent school standards are met.
- The headteacher and senior leaders have made a very good start at this recently opened school. They have successfully built upon the existing alternative provision that operates from the same premises.
- Pupils have a range of social, emotional, behavioural and mental health difficulties. They have often missed large parts of the curriculum. Despite this, staff are ensuring that pupils are on track to leave the school with vocational and English and mathematics qualifications.
- Adults know pupils extremely well and these positive relationships help to ensure that pupils settle quickly and make good progress.
- The quality of teaching is consistently good. Staff plan a range of stimulating activities that motivate and challenge pupils.
- Staff are dedicated and proud to work at the school. They are keen to learn new skills and are determined for pupils to succeed.
- Pupils receive good, independent careers advice and guidance. Year 11 pupils are currently applying for appropriate post-16 courses and apprenticeships.
- Pupils behave well in lessons and during social times. Incidents of bullying and derogatory language are extremely rare. Pupils are kept safe.
- Pupils' attendance increases significantly when compared to their attendance at their previous school or setting.
- The curriculum meets the needs and interests of current pupils. However, plans are not yet in place to offer a broad enough range of GCSE or vocational qualifications as the school expands.
- The school does not currently have links with similar schools or settings to share good practice and moderate pupils' work.
- The newly formed governing body has made a positive start, but it does not currently hold senior leaders rigorously to account for their actions.

### 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?**

- Provide pupils with opportunities to gain qualifications, including GCSEs, in a wider range of subjects.
- Create effective links with similar schools and settings to share good practice and to moderate pupils' work.
- Ensure that the newly formed governing body holds leaders more rigorously to account for their actions.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The proprietor has ensured that all the independent school standards are met.
- Despite being new to their roles, the headteacher and other senior leaders are effective. The school improvement plan is detailed and contains appropriate timescales and planned checks to ensure that specific actions have been undertaken and their impact measured.
- Senior leaders have high expectations of both pupils and staff alike. Leaders are building on their good practice from managing the existing alternative provision that operates from the same premises.
- The proprietor and headteacher have ensured that the school buildings are fit for purpose. The hairdressing/beauty salons, recording studio, cafés and bicycle workshop areas are very well resourced and furnished. There is an outdoor area that contains a construction area, an allotment for growing produce and an outdoor gym for pupils' physical development.
- The deputy headteacher ensures that transition arrangements before pupils start at the school are robust. Relevant information is obtained from schools, parents or carers and social care in order for staff to plan accordingly. Visits are arranged, and pupils start on a reduced timetable initially, in order for them to become familiar with the staff and routines. Consequently, pupils settle quickly, attend well and make good progress.
- Leaders ensure that pupils with special educational needs and/or disabilities (SEND) make good progress. Pupils have an individual learning plan which contains information regarding their initial assessments, progress towards potential qualifications and any extra support that is required. These plans are referred to frequently by staff to check on the progress being made by pupils and to see if any further support is required.
- Leaders provide staff with appropriate feedback to help improve their practice. For example, recently, staff were encouraged to allow pupils increased thinking time before giving an answer, when they have been asked a question.
- Staff are positive regarding school leadership. They are proud to work at the school and appreciate the opportunity to develop knowledge and skills through training events. One staff comment typical of others was, 'I count my blessings to be working with a team of people, management included, that is so committed to doing the best for our pupils.'
- Leaders ensure that pupils are well prepared for life in modern Britain. Pupils are knowledgeable regarding faiths different to their own and the dangers of drug and alcohol misuse.
- The headteacher has ensured that the school's safeguarding policy is made available to parents on the school's website. The policy meets the required independent school standards.
- Leaders have ensured that there is an appropriate curriculum and qualifications in place to ensure that current pupils are prepared well for the next stages of their employment, education or training. Staff, governors and pupils all told the inspector they would like to see a widening of subjects and qualifications as a next step for the school, as it expands.

- The headteacher provides parents with detailed end-of-year reports. These contain tutors' comments regarding pupils' progress in English and mathematics and the opportunity for parents to respond. There are positive, personal comments from the headteacher.
- The headteacher provides the governing body with relevant information regarding, for example, pupils' attendance, behaviour, progress and attainment. The proprietor is aware that the governing body is less rigorous than it might be in holding senior leaders to account for their actions.
- Leaders have not yet created links with other schools to share good practice and moderate pupils' work.

## **Governance**

- The governing body has made a good start in a short space of time. For example, a recent safeguarding audit undertaken by the proprietor was detailed and correctly highlighted that two parent or carer contact telephone numbers should be held by the school for each pupil. Individual governors have made visits to the school and have spoken frequently with staff and pupils.
- Governors are becoming increasingly effective in their roles but they do not yet hold leaders to account fully.
- The governing body is also responsible for the successful alternative provision that operates from the same premises and uses the same staff. Governors, therefore, have a good understanding of the strengths and development areas at the new school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The designated safeguarding lead is knowledgeable and well trained in such areas as spotting the signs of child sexual exploitation, radicalisation, neglect and abuse. This training is cascaded to other staff who are also aware of, for example, the dangers of knife crime, county lines drug trafficking and gang culture.
- Staff have a clear understanding of the school's procedures for reporting concerns they may have regarding a pupil's welfare. Records are detailed and are kept well. The designated safeguarding lead knows to contact outside agencies, such as social care and the multi-agency safeguarding hub (MASH), should a pupil or family require extra help and support.
- When starting at the school, pupils receive a safety and welfare leaflet that provides useful contact numbers for Childline, NHS Direct and Samaritans. The leaflet also contains '10 tips for staying safe when online'. This information is useful should a pupil require help or advice during the weekends or in the school holidays.

## Quality of teaching, learning and assessment

**Good**

- Pupils enter the school having missed large parts of their education. They therefore have knowledge and skills well below those expected for their age. However, from these low starting points pupils make good progress because of consistently effective teaching.
- Teachers plan lessons that engage and interest pupils. In Year 11 English, pupils were discussing their favourite Easter eggs and using adjectives such as smooth and crunchy to describe the chocolate. They then agreed on which egg would be the best value for money, taking into account the packaging, taste, weight and cost, before successfully writing a review of their favourite egg.
- Teachers have good subject knowledge. For example, in Year 11 mathematics, pupils enjoyed the challenge of calculating percentages and rounding the answers to the nearest decimal place. Similarly, in bicycle maintenance, pupils were engaged in cleaning and maintaining the bearings on the steering column; and in Year 10 construction, pupils had successfully practised cornering and cementing bricks together. When asked by the inspector if he was enjoying the activity, a pupil replied, 'It's wicked!'
- Pupils who require extra support with their learning receive it promptly from a variety of outside agencies, including an educational psychologist, the child and adolescent mental health services (CAMHS) and the onsite counselling service. This support has a positive impact on the progress of pupils with SEND.
- Teachers plan activities carefully to ensure that pupils are appropriately challenged. For example, pupils in Year 11 were developing their knowledge of the different ways to engage with customers. Pupils thoughtfully suggested verbal communication, letters, texting, telephone and email. This was building on previous learning concerned with appropriate dress for work, responding positively to customers' needs and the importance of creating a good first impression.
- Teachers assess pupils' learning frequently and accurately. Schemes of work clearly outline the objectives to be taught in each subject. Teachers ensure that pupils' progress is clearly marked on tracking sheets so that any gaps in learning are identified quickly, therefore enabling extra lessons or support to be allocated promptly.
- External verifiers have recently agreed that teachers' assessments of pupils' vocational qualifications are accurate.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff provide pupils with breakfast and lunch. During these times, adults and pupils socialise well and strengthen their existing positive relationships.
- Pupils are provided with a three- and six-month welfare check after starting at the school. These checks ensure that pupils are still aware of, for example, where the first-aid boxes are located, safeguarding information and what to do if they are being bullied or are unhappy.

- Pupils have a good understanding of British values, including individual liberty, democracy and the rule of law. Pupils recently visited the Houses of Parliament, Buckingham Palace and an art gallery to develop their political and cultural awareness. Pupils raised the funds for this visit themselves, through a sponsored bicycle ride and car wash.
- Pupils know how to keep themselves healthy through regular exercise and eating a healthy diet. During the inspection, pupils were observed discussing these topics while trying out new foods, such as hummus, kiwi fruit, pomegranate seeds and cranberry juice.
- Pupils are knowledgeable regarding current social issues of gang culture, county lines drug trafficking and the potential dangers of social media.
- Pupils have a good understanding of lesbian, gay, bisexual, transgender and questioning (LGBTQ) issues and have the opportunity to join a weekly LGBTQ group to discuss these, should the need arise.
- Pupils told the inspector they appreciate the chance to speak frequently with their key worker. These opportunities allow pupils to discuss, and receive support for, any issues they may be experiencing either in or out of school.
- Pupils are enthusiastic regarding the school, its staff and the potential qualifications they can achieve. Comments from pupils typical of this attitude include, 'This school has turned my life around,' and 'I now know where my life is going.'

## Behaviour

- The behaviour of pupils is good. This applies both during lessons and at social times. Pupils follow adults' instructions promptly, allowing lessons to run smoothly. Incidents of bullying, racist and derogatory language are extremely rare.
- Pupils enjoy being rewarded for their good behaviour through a points system. The points are exchanged for vouchers or a haircut/beauty treatment at the school salon. Pupils told the inspector that this system encourages them to consistently behave well.
- Staff share relevant information about pupils during frequent briefings. This information sharing allows staff to have up-to-date knowledge of all pupils and to alter their plans accordingly.
- Pupils' attendance improves significantly when compared to their previous school or setting.

## Outcomes for pupils

**Good**

- Despite entering the school having missed large parts of their education, current pupils, including disadvantaged pupils, are on track to achieve entry level and functional skills qualifications in English and mathematics. This represents good progress from pupils' various starting points.
- The vast majority of pupils are on track to achieve vocational qualifications in such areas as bicycle maintenance, hair and beauty, construction and food hygiene. These qualifications are appropriate for pupils' skills and interests. Pupils are currently offered a rather limited selection of subjects and qualifications, including GCSEs and vocational subjects.

- Pupils studying health and social care are making particularly good progress. They have developed their knowledge and skills in such areas as identifying risks and hazards, managing personal finance and the dangers of alcohol, drugs and social media.
- Inspection evidence and pupils' recent assessment information indicate that pupils' behaviour, self-esteem and self-confidence improve dramatically during their time at the school.
- Year 11 pupils receive good careers advice and guidance. Pupils visit careers fairs and have meetings with an independent careers adviser. Pupils are provided with an appropriate email address and given help when writing a curriculum vitae and letters of application to colleges, potential employers and for apprenticeships. Pupils are prepared well for the next stages of their employment, education or training.
- Pupils attending the school's part-time provision have achieved GCSE qualifications in English and mathematics. A number of these pupils have successfully gained employment, a college place or an appropriate apprenticeship.
- Some pupils attending the school's part-time provision have been successfully re-integrated back into mainstream education.

## School details

Unique reference number	144377
DfE registration number	928/6003
Inspection number	10053985

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	13 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	2
Proprietor	Dr Siobhan Currie
Chair	Dr Siobhan Currie
Headteacher	Cindy Wrighting
Annual fees (day pupils)	£15,000 or £27.00 per hour for part-time pupils
Telephone number	01536 518339
Website	<a href="http://www.youthworksnorthamptonshire.org.uk/community-college/Pages/default.aspx">www.youthworksnorthamptonshire.org.uk/community-college/Pages/default.aspx</a>
Email address	<a href="mailto:school@youthworksnorthamptonshire.org.uk">school@youthworksnorthamptonshire.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened in January 2019 after a successful pre-registration inspection in September 2017.
- The school operates from two sites in Kettering, Northamptonshire. These are: The Keystone Centre, Rockingham Road NN16 9HX, and the William Knibb Centre, Montagu Street NN16 8AE.
- The school caters for pupils who have been or are on the verge of being permanently excluded from mainstream school. Some pupils have experienced trauma and have



behavioural, social, emotional and mental health difficulties.

- The school is registered to admit 20 full-time pupils in the age range 13 to 16.
- There are eight full-time pupils on the school's roll. However, for this inspection, the part-time pupils have also been treated as pupils on the roll at this school, as this is where they attend for most, or all, of their education.
- The school does not use the services of any alternative providers.
- The school aims to, 'Engage learners who are at risk of educational and/or social exclusion.'
- The proprietor is responsible for a well-established alternative provision that is also called Youthworks and operates from the same premises.

## Information about this inspection

- Ofsted announced the inspection to the headteacher the day before the inspection began.
- The inspector undertook a tour of both school sites and observed the learning in English, mathematics and a range of vocational subjects. He examined a sample of pupils' workbooks. These activities were carried out jointly with senior leaders.
- The inspector held meetings with the headteacher, other senior leaders, two members of the governing body, including the chair (who is also the proprietor), a group of five staff and four pupils.
- The inspector scrutinised a range of documents, including those relating to the curriculum, assessment, pupils' progress, school improvement planning, risk assessment, behaviour, and records relating to safeguarding.
- There were no responses to Ofsted's pupils' questionnaire. There was one response to Ofsted's parent free-text service and nine responses to Ofsted's staff survey that were taken into consideration.

## Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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