

Applied Educational Solutions

10 Central Parade, Green Street, Enfield EN3 7HG

Inspection dates

14–16 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- A strong feature of the school's work is the promotion of pupils' personal development, welfare and behaviour. Pupils develop positive attitudes towards their learning because staff recognise and reward pupils' every effort.
- Leadership is good overall. It has ensured that the school is compliant with the independent standards. Since the previous inspection, leaders have focused on the most important areas needed to improve the school.
- Positive relationships and clear systems to boost pupils' attitudes to learning underpin good teaching, learning and assessment. Staff value pupils as individuals and have high expectations of what they can achieve.
- Within a context of good teaching overall, assessment procedures are not robust enough to capture pupils' progress in all areas.
- Safeguarding is effective. It receives the utmost attention throughout the school.
- Social inclusion is at the heart of the school's ambitious culture. Leaders and staff provide effective teaching and nurture for all pupils, regardless of their background.
- Leaders ensure that the curriculum is flexible to meet pupils' needs, interests and capabilities. As a result, pupils make good progress, both in their academic studies and in their personal and social skills.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils learn about themselves, different cultures and to be respectful of others.
- Governors share school leaders' vision for pupils to successfully integrate into a mainstream school or other educational provision to support their needs.
- Governors challenge school leaders appropriately on the school's performance. However, their knowledge of pupils' progress is not as strong as their understanding of other areas of the school.

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?

- Improve the effectiveness of leadership and management, the quality of teaching, learning and assessment, and pupils' outcomes, by
 - ensuring that the assessment and recording of pupils' personal development and progress in all subjects are further developed and evaluated
 - governors holding school leaders to account for the progress that pupils make.

Inspection judgements

Effectiveness of leadership and management

Good

- The school is effectively led. Leaders and governors have high aspirations for pupils to be successful in all aspects of their lives.
- The school aims for pupils to re-engage with learning and successfully integrate back into a mainstream or special school to support their needs. Leaders have a clear vision to provide a distinctive learning environment that develops pupils' curiosity to learn and improves their behaviour. Leaders and staff motivate pupils to be the best they can be.
- Leaders have worked very successfully to address the issues identified at the previous inspection, including those associated with safeguarding. They have developed a strong commitment to continual self-evaluation and improvement. For example, the assessment of pupils' progress is developing. Consequently, leaders and governors have ensured that the independent school standards are met.
- Professional development of staff is effective. Leaders aim to equip all staff with the necessary tools to perform their duties well. Since the previous inspection, new staff have contributed to the improving quality of teaching. So, too, have strong links with other schools. For instance, teaching assistants were able to reflect on their practice by conducting observations in another school.
- Leaders promote effective teamwork that encourages staff to debate how to improve teaching throughout the school. This is extended by strong communications with parents and carers. Parents and the local authority were full of praise for the effective communication they receive from the school.
- The school's curriculum is flexible and effective. It is regularly adapted to take account of individual pupils' needs and their circumstances. Alongside English and mathematics, subjects such as music, art and drama add breadth to the curriculum. These subjects have a positive effect on enhancing pupils' personal development, enabling pupils to showcase their talents.
- The curriculum is enriched by extra-curricular activities, such as trips to the theatre and sporting events. Enterprise projects provide interesting experiences for pupils to gain an insight into the world of work. For instance, pupils effectively pitched their requests to local businesses to support a charity. These projects develop pupils' knowledge and skills in a range of subjects, such as art, English, mathematics and technology.
- Equality and diversity are two crucial values promoted at this school. Leaders provide opportunities for all pupils to achieve their potential, irrespective of their background or special educational need. Equal opportunities appear in many of school's policies, and practice at the school reflects these policies. As in other aspects of the school's work, policies and practice are reviewed and refined to support improvement.
- The school prepares pupils positively for life in British society. The British values of tolerance, respect for democracy and equality are woven into all aspects of school life. For instance, pupils learn about democracy through the workings of the school's council. Similarly, pupils learn about their rights as citizens, including those of people with protected characteristics, such as religion, belief and sexual orientation.

Governance

- Governance is effective and has developed its strategic role since the previous inspection. Governors share school leaders' determination to ensure that pupils get back on track with their education.
- The governing body is supportive and committed to the ongoing development of the school. Governors check the performance of the school through detailed reports from school leaders and by making visits to the school. They have a knowledgeable understanding of the school's strengths and weaknesses.
- Governors use their expertise to challenge school leaders on statutory requirements, including safeguarding arrangements. However, governors have been unable to hold school leaders stringently to account for pupils' outcomes. This is because their knowledge of pupils' progress is not as strong as their understanding of other aspects of school life.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, have created a strong culture of safeguarding across the school. Since the previous full inspection, leaders have ensured that the arrangements for safeguarding and first aid are fit for purpose. This is shown by detailed written records and the installation of a new medical room. Also, three full-time members of staff are now suitably first-aid trained to promote pupils' safety.
- The safeguarding policy, published on the school's website, is in line with current government requirements. Thorough child protection and risk assessment procedures ensure that plans are in place to minimise any possible issues. Records show that the school conducts appropriate recruitment procedures and checks to ensure that staff are suitable to work with children.
- Staff are appropriately trained to identify signs of possible harm to pupils, including from neglect, physical abuse and the risks associated with radicalisation and extremism. Leaders and staff are familiar with the school's local community and know where particular vigilance is needed to keep pupils safe from harm. Staff know the steps to follow should they have concerns about the welfare of any pupil.
- Leaders work closely with the local authority and external agencies to make referrals and follow up any possible safeguarding concerns. Leaders provide parents and carers with useful guidance which helps them to keep their children supported and safe.

Quality of teaching, learning and assessment

Good

- Typically, good teaching takes place because of the effective methods used by staff to manage pupils' learning. Teaching staff set clear routines that enable pupils to learn in a calm and orderly way. Teaching inspires even the most reluctant learners to re-engage with their learning and achieve.
- Teachers and support staff have excellent relationships with pupils. This is crucial in helping pupils to regain their belief in themselves and in education. Teaching staff treat

pupils with respect and recognise every effort they make.

- Learning is well organised. Teaching staff use their knowledge of pupils' needs and the subjects they teach to plan engaging activities. Teaching is effectively linked to pupils' interests and abilities, which facilitates good learning.
- Teaching is effective across a range of subjects, including English and mathematics. The use of interesting resources boosts pupils' mathematical skills, which they enjoy. Pupils develop strong literacy skills through their daily reading and exposure to a range of interesting text and writing tasks. Specialist teaching, including in art and drama, captures pupils' interests and helps them to develop strong artistic and communication skills.
- Teaching makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. They learn to be aware of others and develop a growing understanding of other people's lives and cultures. The way that pupils learn to respect the times set aside for quiet reflection is a key feature of their development.
- Teaching staff have high expectations of pupils and encourage them to try their best. They constantly check pupils' understanding and adapt their teaching, including challenging tasks, so that pupils move on with their learning. Teaching assistants work effectively. For example, they make good use of questioning to help pupils to think more deeply and enjoy their learning.
- Pupils regularly reflect on their learning. Together, staff and pupils agreed on techniques such as 'good listening' to help pupils to be 'classroom ready'. Pupils develop excellent learning skills specific to their individual needs because of their ongoing self-assessment.
- Assessment procedures are effective in most subject areas, including in English and mathematics and for pupils' personal development. Teachers check pupils' starting points, so they know where to pitch the learning to support pupils' needs. However, assessment is not sharp enough to capture the progress that pupils make in all areas of their learning and development.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Almost all pupils have had troubled and inconsistent schooling in the past. They improve in their behaviour and the desire to learn. They increasingly reflect on their feelings, their responses to issues and their achievements, including the range of talents that they develop.
- The acknowledgement pupils receive for their successful learning helps to build their confidence. Along with constant praise, pupils earn rewards both individually and as a class, which encourages them to aim high and try their very best. Consequently, pupils make sufficient gains in their attitudes to learning and personal development.
- The school successfully encourages pupils to work effectively together. Pupils perform their responsibilities very well, such as those of school council members or classroom helpers or in clearing up after their peers. They make a strong contribution to both the school and the wider community. For example, pupils took part in a project where they provided helpful support to a local food bank.

- Staff take great care to ensure that pupils' emotional and physical needs are well catered for. Pupils are enthusiastic about their sporting activities, such as boxing. They recognise the importance of adopting a healthy lifestyle, including making sensible food choices at lunchtime. The breakfast club provides a nourishing meal for pupils to start their day.
- The curriculum effectively supports pupils' knowledge of how to keep themselves safe. Pupils learn about e-safety, the risks associated with drugs and the grooming of children to sell illegal substances across county lines. Pupils produced work on anti-bullying that included effective captions to highlight the unpleasant effects of bullying. Pupils state that at any hint of bullying or use of unkind words among pupils, their teachers deal with it promptly.

Behaviour

- The behaviour of pupils is good.
- During lessons, disruption is minimal because the school's behaviour management programme encourages pupils' cooperation and willingness to learn. The impact of this is seen in the way pupils develop the skill to think through their actions and how these affect others. Parents and carers are full of praise for the improvements in their children's behaviour.
- Strong relationships throughout the school make it a harmonious, vibrant and nurturing learning environment. As a result, pupils make gains in their independence and self-discipline. Pupils' raised self-esteem leads to typically good conduct during their social times. There are a very few occasions when pupils' behaviour falls below the expected standard.
- Pupils' attendance is slightly above that of similar schools nationally. Parents and pupils agree that pupils enjoy coming to school and so attend regularly. Staff follow up the very few incidents of pupils' absences rigorously. There have been no exclusions.

Outcomes for pupils

Good

- Many pupils join the school with considerable gaps in their learning and a less than positive attitude towards education. Effective teaching leads to good outcomes for pupils, including in their social skills. Pupils regain their capacity and develop new skills to learn and achieve.
- Throughout all age groups, pupils make steady progress from low starting points across a range of subjects, including in English and mathematics. Pupils make gains in their knowledge because of the effective, tailored support they receive. Pupils make good progress in their reading skills as they enjoy their regular reading times.
- Pupils develop effective communication skills in subjects such as drama and citizenship. Pupils receive opportunities to speak aloud, including talking about their work or presenting a speech in front of their classmates. Pupils develop strong creative and practical skills through their learning in art, music and information and communication technology.
- Improved behaviour and attitudes to learning enable pupils to integrate into a mainstream or special school suited to their needs after leaving this school. Their good achievement, together with bespoke guidance for pupils and their parents and carers,

prepare pupils well for the next stage of their education.

School details

Unique reference number	141607
DfE registration number	308/6004
Inspection number	10092476

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	8 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	5
Number of part-time pupils	0
Proprietor	Christopher O'Nions
Chair	Julie Griffith
Principal	Christopher O'Nions
Annual fees (day pupils)	£24,375
Telephone number	07794 898568
Website	www.appliededucationalolutions.com
Email address	applied.educational.solutions@outlook.com
Date of previous inspection	20–22 February 2018

Information about this school

- Applied Educational Solutions is an independent day school for up to 10 pupils.
- The school provides an alternative provision for pupils who have social, emotional and mental health difficulties and many have additional learning needs. A small number of pupils have an education, health and care plan.
- The school is situated in Enfield. It makes use of local parks and a boxing club for physical education and recreational activity. It does not use any other alternative providers.
- Some pupils have been permanently excluded from their previous school. The majority of

pupils are placed in the school by the local authority.

- A small proportion of pupils are referred to the school from a mainstream school. Some pupils remain on roll at their original school as they spend a fixed period of time at the provision.
- Since the school's previous full standard inspection in February 2018, an unannounced progress monitoring inspection took place on 20 September 2018.
- Since the previous inspection, there have been various changes to the school's staff, including to the senior leadership team and governing body. The school has also installed a first-aid room.
- The school does not receive additional funding, including the pupil premium funding or Year 7 catch-up premium.
- The school operates a breakfast club each morning.
- The school's mission is 'to provide for all individuals a positive ethos and quality of education that will facilitate the development of self-confidence, strategies and skills for successful learning and the ability to use them in all aspects of life'.

Information about this inspection

- The inspector, along with school leaders, viewed pupils' work and observed pupils' learning in a range of subjects, including English, mathematics, art and drama. The inspector visited a lesson which took place at the local park and observed the breakfast club.
- Meetings were held with the principal, who is also the proprietor, the deputy headteacher, two members from the governing body (including the chair), teaching assistants and pupils.
- A telephone conversation was held with a representative from the London Borough of Enfield, which refers pupils to the school.
- To check compliance with the independent school standards, the premises were examined, and a range of documents scrutinised, including policies, safeguarding procedures and the school's self-evaluation.
- There was one response to the Ofsted's staff questionnaire. The inspector met with all staff during the inspection.
- There were no responses to Ofsted's pupil survey. The inspector spoke to pupils informally during lessons and at their social times.
- There were no responses to Ofsted's free-text service or to Ofsted's online questionnaire, Parent View. The inspector met and spoke with parents and carers on the telephone to hear their views about the school.

Inspection team

Rosemarie McCarthy, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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