

# Act Fast

Kieradan Park, North Moor Lane, Messingham, Scunthorpe, North Lincolnshire DN17 3PS

## Inspection dates

9–11 July 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

- Directors, leaders and staff have an absolute passion and commitment to do the best for their pupils. They model the school's ethos well.
- Leaders have devised a unique curriculum which provides pupils with a range of appropriate learning opportunities including motocross and forest school activities. A programme of visits enhances pupils' appreciation of the world.
- Pupils are well prepared for life in modern Britain, and their spiritual, moral, social and cultural development is fostered well.
- Directors and leaders have ensured that the independent school standards are met.
- Safeguarding arrangements are particularly effective because leaders have created a learning environment where pupils feel supported and safe. Staff are vigilant and teach pupils how to keep themselves safe.
- Behaviour is good because of leaders' high expectations. Motocross activities offer strong incentives as well as building confidence and resilience. Pupils enjoy these activities and most become proficient in motorcycle maintenance and are competent riders.
- Parents and carers comment that the school has transformed their children's lives. They value the regular communication and support that the school provides.
- Staff teamwork is very strong, and this makes a considerable difference to pupils' personal and academic progress.
- Lessons are meticulously planned to meet pupils' needs. However, the assessment and tracking of pupils' progress are complex as a result of the curriculum design. Leaders do not yet have a fully accurate picture of the progress that pupils make. Progress, particularly in English, is sometimes reduced because opportunities to deepen thinking are limited.
- Teachers value the opportunities that leaders provide for professional development. The development of staff's knowledge and skills of how to work effectively with the wide range of special educational needs that the growing school population presents is developing.
- The school's self-evaluation processes are in an early stage of development. Leaders aim to use new computer systems to help them set more precise targets for future improvements.

### 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 quality of leadership and management, by:
  - refining the school's system for assessing and tracking academic work across the wider curriculum, so that leaders are astutely aware of the impact of their actions on pupils' progress over time
  - developing the school's self-evaluation processes so that leaders have a more accurate view of what the school does well and set precise targets for school improvement.
- Improve the quality of teaching and learning and assessment, by:
  - enhancing teachers' and support assistants' knowledge, skills and understanding of how best to work with the wide range of pupils' individual special educational needs
  - improve the effectiveness of teaching and learning, particularly in English, so that pupils have more opportunities to deepen their thinking and make faster progress.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The directors have brought together an experienced and committed team of professionals who share their vision for a school that will offer new opportunities to young people who have become disengaged from education. The location of the school on a large motocross site has enabled pupils to participate in activities that challenge and support them. As a result, pupils' confidence, behaviour and academic progress are improving.
- The directors and school leaders have ensured that all the independent school standards are met.
- Leaders have developed a unique curriculum which has motocross, forest school, English and mathematics at the core. Within these lessons is the school's 'embedded curriculum' whereby learners develop skills, knowledge and understanding in a range of subjects such as science, art, history and geography. Leaders have skilfully ensured that British values and pupils' spiritual, moral, social and cultural (SMSC) development is woven through, with the result that each lesson offers a rich learning experience.
- A varied programme of motivating visits and activities extends pupils' experiences and has a positive effect on their development and progress. These range from science museums to agricultural shows. Pupils take part in a variety of physical activities, from team games to the use of fitness equipment on the school site. The school also offers additional activities such as golf and trampolining at local centres.
- The school has close links with a range of professionals who help to support pupils and address their needs. These include police officers, the school nurse, social workers and mentors.
- Leaders ensure that staff meet daily to review information about each pupil's progress, behaviour and attitude. In addition, staff review each pupil's targets and share strategies so that a consistent approach is maintained, particularly in respect of the management of behaviour.
- Staff participate in a wide range of training activities. These have included safeguarding, behaviour management, mental health, and teaching and learning. Leaders expect to accept more pupils with education, health and care (EHC) plans onto the school roll and have identified a need for further staff training in order to enable teachers to have the knowledge, skills and understanding to meet a wider range of needs.

### Governance

- The directors are closely involved in many aspects of the life of the school and one also has the role of principal. They have a clear vision and passion to improve the lives of young people who have had difficult previous educational experiences. They know staff and pupils very well.
- A steering group provides educational expertise and challenge for the directors. Its members have a good appreciation of the strengths of the school from their

observations. However, the lack of sufficiently precise information about pupils' progress, attendance and behaviour hampers their efforts to accurately assess what the school does well and to set targets for future development.

## Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy is available on the school's website and is compliant with the latest government guidance. The staff of the school are fully aware of the local safeguarding risks.
- An appropriate system is in place to monitor and record any safeguarding incidents. Staff have been trained in the use of this system. The proprietor has ensured that all appropriate checks have been carried out on adults working with pupils.
- Leaders foster a strong safeguarding culture. All staff receive safeguarding and 'Prevent' duty training. This is being enhanced by a programme of online training. Pupils say that they feel safe and know that they have staff to speak to if they need help.

## The school's application to make a material change to its registration

### 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)(g), 2(2)(h), 2(2)(i)*

- The proprietor has ensured that written plans for post-16 education are in place and are supported by appropriate schemes of work.
- The proprietor envisages providing a range of programmes that will be particularly focused on meeting the needs of older pupils with EHC plans. These include preparation for employment programmes, internships and traineeships.
- The proprietor has developed a scheme of work for personal, social, health and economic (PSHE) education that encourages respect and tolerance for individuals. The scheme pays regard to the protected characteristics defined in the Equality Act 2010 and to British values, so that pupils continue to be prepared well to play an active part in life in modern Britain.

*Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The proprietor plans to build on the careers education programme that has been developed for younger pupils. Thus, post-16 students will continue to access regular impartial careers guidance. In addition, the strong local business links that have been established, including the proprietor's own motocross facility, will be woven into vocational aspects of the post-16 programme of study.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The proprietor has ensured that staff employed at the school have the necessary knowledge and experience to deliver post-16 courses. These teachers have a clear understanding of the needs and aptitudes of pupils who have EHC plans.
- A qualified and experienced teacher has been appointed to lead the post-16 provision at

the school.

- A detailed and rigorous framework for assessment is in place. This is closely aligned to the unit awards and accreditations that the school plans to offer.
- The assessment framework is in line with the aims of the school. In addition to academic progress measures, the school will be assessing progress against pupils' EHC plans and conducting social and emotional profiling.
- Leaders have ensured that the independent school standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

## 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), 5(d)(iii)*

- The school will continue its current strong focus on personal development, responsibility, understanding of British values, respect for others and democracy through a continuation of the 'embedded curriculum' into post-16 programmes.
- Pupils will continue to be offered a broad and balanced view and will have the opportunity to discuss their opinions. Pastoral lessons will concentrate on issues facing young people in the local area, as well as issues that individual pupils may face.
- Leaders have ensured that the independent school standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b)*

- The current safeguarding policy and procedures will continue to apply. In addition, the proprietor has ensured that post-16 lessons will be scheduled so that older students do not mix with younger ones for their tuition. The current high levels of supervision will continue so that members of the school staff are always present at social times when the two groups of pupils might be together.
- The proprietor will continue to ensure that stringent recruitment checks are carried out on adults working with pupils and they will also receive comprehensive safeguarding training.

*Paragraphs 11, 12, 13, 14, 16*

- The premises used for post-16 programmes will be the same as those currently in use. Leaders will ensure that the total number of pupils (including those in the further education cohort) using the premises at any one time do not exceed the current maximum of 36. The proprietor has plans for additional buildings as the numbers grow and is aware that a further material change application will be needed when these are ready.
- Existing health and safety, fire and first-aid policies and procedures will continue to be appropriate.
- The existing risk assessment policy and risk assessments remain in place. Additional risk assessments will be completed as the post-16 curriculum develops, for example to

cover new trips and activities.

- Leaders have ensured that the independent school standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

## Part 5. Premises of and accommodation at schools

### *All paragraphs in Part 5*

- The existing premises meet all of the independent school standards in Part 5. The premises are currently underused and therefore there is sufficient capacity for post-16 students.
- The existing classroom and workshop facilities are resourced to a high standard and are suitable for the post-16 activities that the proprietor has planned.
- The extensive outdoor space has facilities for students to take part in physical education, motocross or to socialise.
- Leaders have ensured that the independent school standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

## Quality of teaching, learning and assessment

**Good**

- Lessons are very well planned. Particular care is taken to design motivating lessons that challenge and also meet most of the needs of pupils, including those with EHC plans. The resources provided are of a high quality and carefully chosen. A particularly creative and engaging mathematics lesson had pupils totally engrossed in unravelling a murder mystery. Pupils were tasked with solving clues that included challenging mathematics, Morse code, using reading strategies and problem-solving.
- Teachers are knowledgeable and experienced. They have high expectations and are skilled in anticipating just when a pupil is at risk of misbehaviour. They act swiftly to defuse potential conflicts so that the learning of others is not disrupted.
- Parents are well informed about their children's progress through regular, often daily, contact and written reports. The reports are detailed and contain frank and honest assessments of the pupil's behaviour and progress.
- Teachers are adept at building lessons that reflect the school's 'embedded learning' approach. Thus, lessons in the workshop where motorcycles are maintained may also incorporate formal letter writing, budgeting, health and safety, an appreciation of the law, and science.
- In some lessons, teachers tend to move from one task to another rapidly. This is often because teachers feel that this strategy will maintain pupils' interest. However, the resultant learning can sometimes be superficial, and opportunities to consolidate knowledge and understanding can be lost, which limits pupils' progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Motocross and forest school activities contribute significantly towards promoting pupils' physical and emotional well-being as well as developing confidence, resilience and self-awareness. One parent commented that her son has lost weight and is much fitter than he was before coming to the school. Another said that her son now thoroughly enjoys being in the outdoors.
- School assessments of pupils' social, emotional and behavioural development show distinctive improvements in self-control, social skills and attitudes to learning in a relatively short period of time. A number of pupils whose EHC plans show that they face personal challenges such as anxiety are less apprehensive and are making friends.
- Pupils say that there is little bullying and school data confirms this. Any incidents that occur are rapidly and effectively dealt with by staff.
- Pupils say that the school is a safe place to be. They are very well supervised, and staff engage pupils in conversations about sleep, healthy eating and online safety. Pupils learn a lot about motor vehicle safety through their motocross activities.
- The school's personal, social and health education programme ensures that issues most relevant to pupils are addressed swiftly. During the inspection, pupils were learning about risk-taking and this included a discussion about the risks of drug-taking and the development of the part of the brain involved in making decisions.
- Displays in classrooms show that the school also promotes British values, healthy personal relationships and an understanding about sexual orientation.
- There is a strong programme of careers education and guidance, which is strengthened through the school's strong local business links and by regular visitors, such as representatives of the army and local colleges. Pupils receive impartial guidance at an early stage and several commented that the school has helped them to become more aspirational about their future.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons and around the school is positive. Many are courteous and show great respect to staff and to visitors. Behaviour around the school is orderly and pupils respond quickly to instructions. There is no evidence of damage or graffiti in the school.
- Leaders have not yet begun to routinely analyse behaviour records. They now have software that can help in this, but any analysis is complicated by the transient nature of those pupils who are at the school for part-time alternative education provision. School records do show a low level of behavioural incidents among full-time pupils. In particular, there is a significant drop in dangerous behaviour as pupils' self-control improves.
- Several pupils exhibit low-level disruptive behaviour, including the use of derogatory



language. These incidents are quickly addressed by staff, and the sanctions imposed, usually a loss of motocross ride time, are effective. Records show that overall, pupils significantly improve their behaviour compared to that recorded at their referring schools. There have been few exclusions.

- As with behaviour, leaders have not yet begun to routinely analyse attendance data and they have the same problems with the analysis of this data. In several cases, the school has received unreliable information about previous attendance. Several pupils have had very poor attendance records or have not attended school for significant periods of time.
- Where data is available, it shows that pupils' attendance improves significantly over a very short period of time. While a number of pupils achieve 100%, the attendance rate for many does not improve as rapidly. Since most pupils are brought to the school by school transport, there are no problems with punctuality.

### Outcomes for pupils

### Good

- The school's system for tracking the progress of pupils is still developing and leaders do not yet have the ability to produce summary data that will enable them to set precise targets for future improvement. The strengths of the school's curriculum model also produce complications for the analysis of pupils' progress.
- The tracking system is most well developed for English and mathematics. This information shows that pupils make consistent progress, often from very low levels or having had significant gaps in their education. Pupils with special educational needs make the same levels of progress as their peers. Where pupils have made insufficient progress, the school provides a range of interventions to provide extra help to catch up.
- Progress in motocross activities is very strong. Pupils demonstrate knowledge about the parts of motorcycles and their functions. They can also carry out routine maintenance and use appropriate tools. Many rapidly develop impressive riding skills showing balance, proper use of gears and brakes, and awareness of the marshals.
- Photographic evidence and artefacts from forest school activities show that pupils make strong progress in this area. They develop skills in the use of heritage tools and develop their creativity, for example in the construction of bug hotels which offer insects shelter and a place to lay eggs.
- Pupils' good progress is confirmed by the quality of work seen in their books and observed in lessons. In mathematics, pupils are productive and their basic numeracy skills are developed both in the classroom and the workshop. However, there is a tendency for teachers to move to different topics quickly before mastery has been developed. Consequently, pupils do not always get sufficient challenge to try more complicated calculations.
- Pupils are now being entered for a wide variety of accredited qualifications, usually in the form of small units. This is a successful strategy since many pupils are placed in the school for varying amounts of time, which makes it difficult for them to follow mainstream courses of study.
- Many pupils read fluently and pay attention to punctuation. The school has a variety of reading resources available to pupils including technical manuals. One parent



commented that her son now wanted to improve his reading because he needed to understand the content of these manuals. The school has just invested in a reading scheme to boost the reading proficiency of all pupils.

- In English, pupils have opportunities to produce longer pieces of writing and poetry. One pupil has started to write his own play. Pupils whose handwriting is poor are given exercises to complete in order to improve. The work in pupils' folders shows that they are making progress in basic literacy skills. However, teachers say that several struggle with speaking, listening and writing. Again, teachers sometimes move pupils to new tasks before they have developed proficiency and as a result progress in English is slower.

## School details

Unique reference number	145462
DfE registration number	813/6006
Inspection number	10093657

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 18
Gender of pupils	Mixed
Number of pupils on the school roll	4
Number of part-time pupils	19
Proprietor	Peter Sembiente and Cheryl Sembiente
Chair	Not applicable
Principal	Peter Sembiente
Annual fees (day pupils)	£116 to £178 per day
Telephone number	01724 856868
Website	<a href="http://www.actfast-nl.co.uk">www.actfast-nl.co.uk</a>
Email address	<a href="mailto:peter@actfast-nl.co.uk">peter@actfast-nl.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Act Fast is situated on one site within a 20-acre, rural setting and caters for pupils who are school refusers, at risk of permanent exclusion, have been permanently excluded or require sixth day provision following an exclusion.
- The school was first registered by the Department for Education in October 2018. This inspection was its first standard inspection.
- The school accepts pupils who are referred from local authorities, schools or other referring agencies such as social care. The school can accommodate up to 36 pupils on site a day and can have a larger number on roll, to accommodate a range of full-time and

part-time pupils. Pupils are aged between 11 and 16 years.

- The school caters for pupils who have a variety of special educational needs, including specific learning difficulties, moderate learning difficulties, behavioural, emotional and social difficulty and autism spectrum disorder.
- The school does not have a religious character.
- The school does not use any alternative provision.
- The school provides pupils with activities relating to forest school work and developing motocross skills alongside academic work.
- Pupils currently take part in physical education on the school premises. In addition, pupils access local sports and gym facilities for additional physical education activities.

## Information about this inspection

- This inspection was carried out over two and a half days. This inspection also considered an application by the school for a material change.
- The inspector toured all buildings currently used by the school, both inside and outside.
- The inspector observed teaching and learning in a range of lessons and made some shorter visits to classrooms. The headteacher observed some lessons jointly with the inspector.
- The inspector held meetings with one director (who is also the principal), members of the steering group, the special educational needs coordinator, the teaching and learning leader and the designate lead for the proposed further education provision and pupils.
- The work of several pupils was reviewed.
- Pupils' behaviour in lessons and around the school was observed. The inspector met informally with pupils. No pupils responded to Ofsted's questionnaire for pupils.
- The inspector evaluated a range of documentation, including leaders' plans for developing further education provision, admissions and attendance registers, policies, monitoring information, and child protection and safeguarding information. The inspector also looked closely at all other documents and policies required as part of the independent school standards.
- Consideration was given to the school's evidence of its communication with parents. There were no responses to Ofsted's online questionnaire, Parent View. However, the inspector spoke with several parents. Three staff responded to Ofsted's questionnaire for staff.
- The Department for Education commissioned Ofsted to consider the school's application to add special educational needs and post-16 education up to the age of 25.

## Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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