

Inspection of Take 1 Learning Centre

Gregory Boulevard, Nottingham NG7 6BE

Inspection dates: 15 to 17 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils enjoy coming to this school. They feel safe and are kept safe. Pupils behave well. They appreciate the reward points they receive for attending regularly and working hard. Incidents of bullying are extremely rare. Pupils have a good attitude to school. They are resilient and want to achieve here.

Staff have high expectations of every pupil. Staff believe that all children deserve a chance to succeed, regardless of what adversity they have experienced. Pupils gain qualifications that prepare them well for their next steps. These include in English, mathematics, business and enterprise and fitness. There are chances for pupils to develop their talent and interest in music technology.

Pupils receive effective, independent careers advice. Staff ensure that pupils have clear action plans. These help pupils to work towards realistic goals. Work experience placements are available where appropriate. Most pupils successfully move on to places of employment or training. Recently, pupils moved on to plumbing and childcare courses and motor vehicle apprenticeships.

Staff know the pupils very well. Relationships between staff and pupils are positive. There is a culture of mutual respect, care and warmth. Pupils have trusted adults to talk with. One pupil said, 'There is always help here if we need it.'

What does the school do well and what does it need to do better?

Leaders have created a broad, ambitious curriculum that matches pupils' individual needs. Pupils study a range of appropriate subjects that interest them. Teachers focus on the important life skills that pupils will need as adults. In mathematics, pupils have been learning how to read analogue clocks and timetables and use money. In English, pupils have been writing letters of application and curriculum vitae. This is to help them when they apply for future college courses or training.

Recently, some pupils have gained GCSE passes in English and mathematics. Pupils have also gained functional skills passes in information and communication technology. Staff assess pupils' abilities accurately and frequently. Pupils' work is well matched to their abilities. While the curriculum is appropriate, it does not always allow pupils to discuss, debate and present content. This prevents pupils from deepening their knowledge and understanding, as well as from improving their self-esteem.

Staff have good subject knowledge. They present content clearly and in a logical order. This helps pupils to know more and remember more over time.

Leaders have improved their focus on encouraging pupils to read. There are daily opportunities for pupils to read for pleasure. There is a good selection of books for

pupils to choose from. Pupils often read their work and curriculum texts aloud. This helps to build their confidence.

Pupils listen attentively in a calm atmosphere. Clear routines and school rules mean that little learning time is lost. Incidents of discrimination and poor language are rare. The use of any fixed-term or permanent exclusion is appropriate but rare.

Pupils' attendance and punctuality is improving. Leaders thoroughly follow up any absences. They make phone calls and, when necessary, home visits. The vast majority of pupils improve their attendance over time. Pupils' attendance improves significantly when compared to their previous setting. Pupils can attend a daily breakfast club should they wish.

Pupils' personal development is a strength. The personal, social, health and economic (PSHE) curriculum prepares them well for life in modern Britain. For example, pupils have the opportunity to learn about other faiths and cultures.

The curriculum includes sex and relationships education. Pupils consider the dangers of substance abuse. The curriculum encourages pupils to be resilient and to develop their character. They know how to eat healthily and maintain an active lifestyle. Pupils are well prepared for the next stage of their education, employment or training.

Overwhelmingly, staff enjoy working at the school. They are proud to do so. Staff are determined that every pupil will succeed. They appreciate the training opportunities provided. They told us that leaders are appreciative of their workload and well-being.

The proprietor has ensured that all the independent school standards are met. The premises are suitable and safe. There is an appropriate open space within walking distance for pupils to exercise. A local leisure centre provides extra facilities for physical education. The required policies contain the most up-to-date statutory guidance. The school complies with schedule 10 of the Equality Act 2010. The school's safeguarding policy is available on the school's website.

The proprietor and those responsible for governance know the school's strengths and weaknesses. They have procedures in place to check the work of leaders and staff. Some of this monitoring work has been hampered due to COVID-19 (coronavirus). However, on occasions, this monitoring can be ad-hoc. It is not planned in a coherent way to hold leaders fully to account at all times.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received up-to-date safeguarding training. They know how to spot the signs of potential abuse and neglect. Staff are knowledgeable about current safeguarding issues. These include county lines drug trafficking, knife crime and the Prevent duty. There is an appropriate system for staff to record any safeguarding or welfare concerns. Safeguarding records are detailed and appropriate. These records are shared appropriately with relevant outside agencies.

The single central register meets requirements. Staff cannot work at the school until all the necessary checks have been completed.

The safeguarding policy contains the most up-to-date statutory guidance.

What does the school need to do to improve? (Information for the school and proprietor)

- Pupils do not consistently receive opportunities to be able to engage in discussion and debate about what they are learning. This can limit opportunities for pupils to reflect on their own learning and become more self-confident. Leaders should ensure that the curriculum contains frequent opportunities for teachers to promote appropriate discussion and debate, so that pupils build their learning over time and grow in self-esteem.
- Checks on leaders' work by the proprietor and those responsible for governance are not always coherently planned so that they gain a precise understanding of the provision. On occasions, this limits their capacity to hold leaders fully to account. The proprietor and those responsible for governance should ensure that they assure themselves fully of the effectiveness of leaders' work in leading the provision and developing it further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	145129
DfE registration number	892/6024
Local authority	Nottingham
Inspection number	10194789
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	10 (Pupils are dual registered)
Number of part-time pupils	3
Proprietor	Salome Graham
Chair	Tracy Turberfield
Headteachers	Naomi Fearon and Courtney Rose
Daily fees	£90–£95 per day
Telephone number	01159 708982
Website	www.take1studios.co.uk
Email address	info@take1studios.co.uk
Date of previous inspection	13 to 15 November 2018

Information about this school

- Take 1 Learning Centre is located in the Hyson Green area of Nottingham. Prior to registration as an independent school, the centre operated as an alternative provision for pupils at key stage 4.
- The school is registered to provide part- or full-time education for up to 25 pupils aged 14 to 16 years. Pupils have previously been permanently excluded from their mainstream schools. They usually exhibit challenging behaviour, social and emotional difficulties and are poor or non-attenders.
- Pupils join the school at different points during the academic year. There are currently 10 pupils on roll, seven of whom are full time. A small number of pupils have education, health and care plans and are looked after by the local authority.
- Pupils are placed at the school by the local authority's pupil referral unit. They are dual registered at both the unit and the school. Some pupils also attend other part-time providers under contract with the local authority.
- Take 1 Learning Centre provides a variety of vocational courses in, for example, music technology and health and fitness. The school offers accredited functional skills and GCSEs in English and mathematics.
- The school does not use the services of any alternative providers.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- We considered the school's compliance against all of the independent school standards, including: 5, 5(b), 5(b)(iii); 34(1), 34(1)(a); and 34, 34(1)(b), which the school was judged to not meet at the previous standard inspection.
- This was the first routine inspection the school received since the COVID-19 pandemic began. We discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- We looked closely at the quality of education in English, mathematics, PSHE and business and enterprise. This involved talking with the subject leaders, visiting lessons, viewing samples of pupils' work and speaking with pupils about their learning.
- We scrutinised various documents and records relating to safeguarding. We checked the single central register and the school's recruitment procedures.
- The lead inspector undertook a tour of the school site to check compliance with part 5 of the independent school standards. We also looked at various documents and policies to check compliance with other parts of the standards.

- We held various meetings with the headteachers and other staff. We also held meetings with the proprietor, the chair of the governing body and a representative from the local authority.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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