

# Act Fast NL Ltd

Kieradan Park, North Moor Lane, Scunthorpe DN17 3PS

## Inspection dates

15 June 2022

### Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g) and 2A(2)*

- At the previous inspection, inspectors found that leaders had not taken the required action with regard to the statutory guidance for the teaching of relationships and sex education (RSE). Consequently, parents had not been made aware of the school's policy and their parental rights within the policy.
- At this time inspectors also found that the teaching of RSE was not clearly planned in the school's curriculum. The RSE curriculum was not compliant with the statutory guidance.
- The school's RSE curriculum is now delivered as part of the wider personal, social and health education (PSHE) curriculum. This is now compliant with statutory guidance. The curriculum plan has been carefully considered to ensure this sets out the precise detail of what pupils need to know and in what order.
- There is a long-term overview which shows the content pupils will cover from Year 7 to Year 11. These components are broken down into smaller, progressive units of learning which are delivered to small groups of pupils. Adults leading these sessions take a measured and often individual approach, to try to best meet each pupil's needs. The curriculum overview, including year group planning, is available to parents on the school's website
- Aspects of PSHE are now woven into the whole curriculum. The development of pupils' social and emotional well-being is considered to be central to the school's planned curriculum offer. Leaders meet weekly to review the delivery of PSHE, including pupils' responses to this. Where necessary, pupils receive additional bespoke support. This may be delivered by an external professional.
- Parents have been carefully considered within the consultation process for RSE. This work is ongoing. Parents and pupils were invited to attend meetings to discuss the curriculum offer. Leaders also shared information electronically and by telephone. RSE is a standing item on the agenda for the community coffee mornings for one session each half term. Parents are invited to attend these at the café belonging to the school.

- All pupils attend PSHE and RSE lessons unless parents request that they are withdrawn. The information about parental right to withdraw is detailed on the school's website and has been shared with parents as part of the consultation.
- The standards in this part are now met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5, 5(b), 5(b)(vi)*

- Previously, while the PSHE curriculum included reference to the protected characteristics, the coverage of the protected characteristics in the curriculum strategy was not as detailed as it could be. This meant that pupils' understanding was not as developed as it should be.
- Leaders and staff in this setting now actively promote the spiritual, moral, social and cultural development of pupils. The PSHE curriculum is carefully planned to first build open and communicative adult and pupil relationships. There are dedicated spaces in school where these lessons take place.
- Pupils are explicitly taught about protected characteristics and RSE within their PSHE curriculum offer. Pupils have opportunities to learn about the importance of individual responsibility, and how they can contribute to their local community. For example, pupils regularly attend the school's café to support the local community and a pupil recently completed a thousand-mile bike ride in 24 hours to raise money for The British Legion.
- More widely within the setting, staff can demonstrate how they are able to build on what pupils learn in PSHE and RSE sessions. They use this knowledge to challenge stereotypes and address any inappropriate 'banter' within the workshop or during ride time.
- The standards in this part are now met.

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

### *Paragraph 7, 7(a), 7(b)*

- School leaders continue to ensure that safeguarding is effective. Further systems have been developed so that processes are transparent and accessible to all members of staff.
- Staff make detailed records of all incidents and accidents using the school's electronic systems. Senior leaders monitor these records on a regular basis.
- Pupils and young people who attend the setting say they are happy in school. Pupils feel they are important to staff. They feel they are listened to and their needs are met. Throughout the day, pupils appear calm, confident and happy. They interact easily with staff and the positive rapport between them is evident.
- These standards were met at the previous inspection and remain met.

### *Paragraph 15*

- The admissions register at the previous inspection did not record pupils' previous school placements. Leaders did not keep a record of what amendments have been made to the register, who made them and when.
- The school administrator has ensured that the admissions register now meets requirements. This includes previous school placements. Any amendments made are tracked and identified within the detailed online registration system.

- Registers are taken twice a day and correct codes are used.
- This previously unmet standard is now met.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- Leaders carry out the required checks on staff before they commence work at the school.
- The single central record is compliant with the relevant legislation and guidance. It records the recruitment checks made on staff, is up to date and completed accurately.
- The standards in this part were met at the previous inspection and continue to be met.

#### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- At the previous inspection leaders were not aware of their responsibilities in implementing the statutory guidance for the teaching of RSE. As a result they were unable to demonstrate good skills and knowledge appropriate to their role so that the independent school standards were consistently met. They were therefore unable to fulfil their responsibilities effectively at that time.
- There is now a detailed leadership structure in place to support this school. The school operates with a senior leadership team (SLT) which brings a wide range of skills and expertise to this setting. The SLT consists of the two proprietors, the head of learning pathways, the designated safeguarding leader and the vocational curriculum leader. The SLT meets weekly.
- This team is complemented by the wider leadership team. In these meetings the SLT is joined by the head of mathematics, the special educational needs and/or disabilities coordinator (SENDCo) and the leader of the hub provision for pupils with autism spectrum disorder. The wider leadership team joins the SLT meetings every second week.
- The proprietors, as part of this leadership structure, meet with leaders every week to ensure they have a full and accurate picture of what is happening in school. This is in addition to the daily briefings that take place with all staff.
- The standards in this part are now met.

## 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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets the following independent school standards

#### Part 1. Quality of education provided

- 2A(1) The standard in this paragraph is met if the proprietor–
- 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
- 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
- 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)
- 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

#### Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
- 5(b) ensures that principles are actively promoted which–
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 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].

## **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.

## School details

Unique reference number	145462
DfE registration number	813/6006
Inspection number	10243329

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 status	Independent school
Age range of pupils	11 to 25
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	39
Of which, number on roll in sixth form	11
Number of part-time pupils	19
Proprietor	Peter Sembiente & Cheryl Sembiente
Chair	Peter Sembiente
Principal	Peter Sembiente
Annual fees (day pupils)	£33,000 to £34,000
Telephone number	01724 856868
Website	<a href="http://www.actfast-nl.co.uk">www.actfast-nl.co.uk</a>
Email address	<a href="mailto:info@actfast-nl.co.uk">info@actfast-nl.co.uk</a>
Date of previous standard inspection	12–14 January 2022

## Information about this school

- This school was last inspected on 12 to 14 January 2022. This was an unannounced standard inspection carried out under section 109(1) and (2) of the Education and Skills Act 2008.

- Places at this school are commissioned through three routes:
  - a service level agreement as an alternative provision provider for North Lincolnshire local authority
  - full and part time placements commissioned by neighbouring local authorities
  - placements brokered directly with schools.
- All pupils at the setting have education, health and care plans for a range of special educational needs. These include autism spectrum disorder and social, emotional and mental health needs.
- The school does not use any alternative provision.

## **Information about this inspection**

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The previous standard inspection took place on 12 to 14 January 2022 and the school was judged not to meet some of the requirements of the independent school standards.
- This was the first monitoring inspection to take place.
- The inspection was conducted without notice.
- The inspector met with the proprietor, senior staff from the SLT and the SENDCo. The inspector also met with a member of the school's accountability and standards board.
- The inspector reviewed safeguarding documentation; checked the school's processes for the safe recruitment of staff; reviewed the school's systems for acting on safeguarding concerns; talked to a range of staff; visited lessons and met with groups of pupils.

## **Inspection team**

Zoe Lightfoot, lead inspector

Her Majesty's Inspector

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