

# Inspection of Ness Point School

32/34 Gordon Road, Lowestoft NR32 1NL

---

Inspection dates: 8 to 10 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Outstanding</b>
----------------------	--------------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Does the school meet the independent school standards?	<b>Yes</b>
--	------------

## **What is it like to attend this school?**

Pupils experience success at this school. In their words, 'It is OK to be yourself here.' They benefit from an extensive range of therapeutic support. Many enjoy education for the first time in their school career and are thriving. This is due to staff knowing pupils exceptionally well and ensuring they get the right support at the right time. Pupils have smooth starts to school because leaders forge close relationships with families before they begin.

Pupils study an engaging and ambitious curriculum which meets their needs. This links to their aspirations and their social and emotional development, so they gain independence. Pupils learn the skills they need to function in society and, importantly, how to regulate their behaviour. There are few incidents of bullying. Pupils typically support one another and accept that they are all different individuals. If any bullying occurs, staff deal with it immediately. Pupils have very positive relationships with adults and trust them to deal with any concerns they may have.

There is a wide choice of enrichment experiences available, such as learning to play the drums, circus skills and culture, along with visits to the theatre. These opportunities help to develop pupils' characters and widen their horizons.

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

Leaders have put in place an ambitious and intelligently designed curriculum. Subject planning is well sequenced and there are thoughtful adaptations for pupils' differing needs. Teachers check pupils' starting points carefully so that pupils experience success from the start. Staff work with the therapy team to ensure the curriculum is accessible. They focus on building pupils' stamina for learning. This is so pupils can gain accreditations and qualifications to secure the next stage of education, employment or training. Pupils have successfully gained apprenticeships after their placements.

Teachers precisely check what pupils know and can do. They make sure that if a pupil does not understand or is not secure in their knowledge, they will revisit that aspect again. Pupils appreciate the expert guidance of their teachers. They can talk knowledgeably about how their learning has improved over time. For example, in art, pupils clearly explained the distinctive features of pop art and showed an understanding of the artist Andy Warhol. They linked this to their own use of colour as artists.

Leaders have thought carefully about the development of pupils' understanding of the world and about the texts to use with pupils in their English lessons. Staff do not shy away from teaching more difficult literary texts such as 'Frankenstein'. Staff make such texts accessible through a variety of means, dependent on the needs of the pupil. The emphasis on teaching pupils communication is helping them to express themselves maturely and to debate. Staff read to pupils often, and pupils can choose to read from an array of books in the library. Pupils appreciate the fact

they can order books through the library that suit their interests, such as Norse mythology.

Leaders are implementing a phonics programme for new entrants who are learning to read. As yet, not all staff have received training in teaching this programme. Leaders have plans in place to address this. They are altering the structure of the morning sessions so that pupils who are learning to read receive the required teaching time for phonics.

Staff's support for pupils who have experienced significant trauma is strong. Leaders work with families to understand a pupil's social and emotional journey. This forms the basis of the pupil's 'living and learning plan', which also incorporates the targets from the pupil's education, health and care (EHC) plan. This is a document which staff use daily to inform changes to approaches, depending on how well the pupil has learned the previous day. Staff also work with families to ensure consistency in approaches to behaviour. This is so pupils engage with routines. Staff identify pupils' triggers quickly and respond deftly, de-escalating situations so pupils continue learning.

The delivery of personal, social, health and economic (PSHE) education and relationships and sex education (RSE) is highly effective. Pupils follow a core curriculum and also receive extra tuition where needed. This is responsive to the behaviours pupils show. For example, if a pupil shows risky online behaviour, then they receive appropriate support and guidance, with the involvement of external professionals as necessary. Pupils are prepared well for future choices of careers. They receive expert, impartial guidance. Staff also support pupils to develop life skills through visits to supermarkets and restaurants. Pupils learn the value of money through earning as they learn. They learn how to save and how to budget, and they understand the value of money by spending in real-life situations.

Pupils appreciate the extensive range of opportunities they have to enrich their learning. They particularly enjoy swimming, going to the gym each week, learning how to cook and taking part in local community activities.

The proprietor and governors are clear about their role in monitoring and driving the development of the school. They have ensured that the school meets all of the independent school standards. They provide effective support and challenge to school leaders, making sure they visit often, and their views are informed by first-hand experience of the school. They have made sure there are effective systems in place for ensuring the welfare, health and safety of pupils. The accessibility plan complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are well trained. Staff have a clear understanding of their safeguarding responsibilities and understand the risks that pupils face. They are

vigilant and quickly report any changes in pupils' behaviour and appearance to safeguarding leaders. Pupils' individual risk assessments and support plans are thorough and up to date. Leaders work cooperatively with parents and external agencies to support pupils to be safe.

The safeguarding policy is published on the school's website and reflects current guidance.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Some staff have not received training to teach and support pupils who are learning to read. This means that a few pupils are struggling to access the curriculum. Leaders should continue to implement their plans for effective phonics delivery by ensuring that all staff are appropriately well trained so they can improve pupils' accuracy, fluency and stamina with reading.

## **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 information from Ofsted Parent View 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.

## School details

<b>Unique reference number</b>	148425
<b>DfE registration number</b>	935/6029
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10243316
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent School
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	16
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	PCT Education
<b>Chair</b>	Michael Millage
<b>Headteacher</b>	Sally Alden
<b>Annual fees (day pupils)</b>	£47, 690
<b>Telephone number</b>	01502 218220
<b>Website</b>	<a href="http://www.pct.education">www.pct.education</a>
<b>Email address</b>	<a href="mailto:office@pctcare.co.uk">office@pctcare.co.uk</a>

## Information about this school

- The school was first registered on 5 May 2021. This is the first standard inspection of the school.
- The school caters for up to 20 pupils aged 11 to 16. Pupils are referred by local authorities. Typically, pupils have an EHC plan relating to their social, emotional and mental health needs. Most pupils have experienced trauma and significant disruption to their schooling.
- The school uses supply staff if necessary.
- The school does not use alternative provision.

## Information about this inspection

Inspectors 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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors met with the proprietor, the headteacher, senior leaders and staff. The lead inspector had a telephone conversation with a member of the governing board.
- Inspectors carried out deep dives in these subjects: English, mathematics, art, and PSHE including RSE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors met with the designated safeguarding leads. They spoke to a range of staff and pupils. Inspectors scrutinised safeguarding records, including those related to risk assessments, health and safety checks and the safer recruitment of staff.
- Inspectors considered the views of parents who responded to Ofsted Parent View, the online questionnaire. They considered the views of staff through conversations and scrutiny of responses to the Ofsted online staff survey. Inspectors spoke to pupils in class and around the school and held meetings with groups of pupils.
- Inspectors had a tour of the school premises, checked the school's website and scrutinised the admissions and attendance registers and a range of other documentation to check that the school complies with the independent school standards.

## **Inspection team**

Liz Smith, lead inspector

His Majesty's Inspector

Russell Ayling

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022