

# North Bridge Enterprise College

Eco Power Stadium (East Stand), Stadium Way, Doncaster DN4 5JW

**Inspection date**

3 May 2023

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1), 2(1)(a)*

- At the previous monitoring inspection, it was reported that work had been done to ensure that the curriculum has been broadened to better meet pupils' needs. A range of vocational courses have since been embedded.
- There is variation in the extent to which all pupils are benefiting from these changes. Although some pupils have timetabled lessons at the main school site every day, most pupils do not. Many pupils access the main school site on only one or two days per week. A small number of pupils do not access the main site at all. Where pupils do not access the main site, they are taught in alternative provisions, in community spaces or at home.
- Leaders state that the arrangements for the off-site provision are helping pupils to build more positive attitudes towards learning. However, leaders do not always take into account how the alternative providers that pupils attend are linked to the aspirations and future choices that pupils might wish to make.
- In some cases, the learning taking place at the main school site does not align with pupils' learning at off-site settings. This means that some pupils are taught many one-off lessons, rather than a structured and well-sequenced curriculum.
- When pupils are taught at the main school site, there is more to do to ensure that the curriculum is implemented according to the plans that leaders have drawn up. At present, some lessons do not follow the plans which have been developed. This means that there is sometimes a lack of ambition for pupils.
- These independent school standards (the standards) remain unmet.

#### *Paragraph 2(2), 2(2)(b)*

- At the last inspection, these standards were not met because pupils were not able to comprehend what they had read. Leaders needed to further refine their approach to supporting the weakest readers.
- Since the last inspection, leaders have further developed their phonics programme.

Teachers assess pupils' reading ability and place them on a suitable phonics programme based on these assessments.

- Leaders make use of commercial programmes to identify suitable articles that pupils can read and discuss. There is a focus on ensuring that pupils understand the vocabulary that pupils use.
- Although there are systems in place to ensure pupils benefit from this programme regardless of where they are taught, there remains work to do to ensure that the phonics programmes are delivered as effectively as they can be. Leaders are aware of this and have plans to train more teachers to widen the success of this work. Pupils spoke positively about the ways they are encouraged to read.
- These standards are now met

*Paragraph 3, 3(b), 3(c), 3(h)*

- At the time of the last inspection, improvements in the quality of teaching were not consistent. There was evidence that improvements in the curriculum were ensuring that teachers were more able to understand which aspects of subjects pupils were struggling with.
- On the evidence of this inspection, these improvements have stalled. Evidence from lessons and pupils' books (including work done at the main school site and off-site settings) shows that there is not a sharp focus on the precise knowledge that pupils have learned and remembered. There is not enough account taken of the prior knowledge that pupils have. This means that lessons sometimes focus on the basic elements of a subject. This does not encourage pupils' curiosity or challenge them to develop more sophisticated understanding of subjects.
- Sometimes teaching at the main school site does not make the best use of class time, and this means pupils are not encouraged to think and learn for themselves.
- Behaviour observed during this inspection was calm in lessons and at transition points. Leaders have thought carefully about pupil groupings and there is evidence that this is beginning to lead to improvements in the atmosphere around the school site.
- Standards 3, 3(b) and 3(c) remain unmet. Standard 3(h) is now met.

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

*Paragraph 9, 9(b)*

- At the time of the previous monitoring inspection, leaders had introduced a new behaviour policy with a system of strikes. There were inconsistencies in the way this system was working.
- In recent months, there have been further refinements to the behaviour policy. Leaders have replaced the system of strikes. They now have more of a focus on rewards. Pupils understand the rewards system and are encouraged by the trips and visits linked to this system.
- There is a stronger focus on the way in which teaching groups are made up and how adults intervene with pupils to manage behaviour and encourage pupils to think about their actions. Pupils speak positively about their relationships with teachers and the ways that teachers help them.

- Behaviour records (linked to incidents of poor behaviour) and feedback gathered from pupils and members of staff spoken to during this inspection all show that the standards of behaviour at the school have improved.
- These standards are now met.

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

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

- At the time of the last inspection, leaders were aware that they needed to continue to refine approaches to behaviour. The audits and checks made by leaders and governors were helping to create a clearer picture of the school.
- In some regards, leaders have continued the improvements started at the last inspection. The safeguarding systems continue to be strengthened. This includes arrangements for ensuring the safety of pupils at alternative provisions and other off-site settings. Behaviour systems at the main school site have been further developed and are having a more positive impact.
- Work remains around the quality of the curriculum for pupils, especially with regard to how the off-site provision provides pupils with suitable courses and qualifications. Furthermore, it was unclear during this inspection how some of the decisions made about off-site settings were in the best interests of pupils. It was also unclear why some pupils' timetables did not provide them with more access to regular teaching at the main school site.
- Leaders have not fully developed internal systems to monitor the success of the various provisions for pupils. Leaders need to do more to identify when a particular provision is not working for a pupil. When this situation has been identified, more needs to be done to intervene in order to ensure that pupils get the best possible experiences.
- These standards remain unmet.

## **Compliance with regulatory requirements**

The school does not meet 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.

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 140816   |
| DfE registration number | 371/6001 |
| Inspection number       | 10284331 |

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                       | Independent special school  |
| School status                        | Independent school  |
| Age range of pupils                  | 14 to 16  |
| Gender of pupils                     | Mixed   |
| Gender of pupils in the sixth form   | Mixed   |
| Number of pupils on the school roll  | 32  |
| Number of part-time pupils           | 0   |
| Proprietor                           | Keys Group  |
| Chair                                | Nicola Kelly  |
| Headteacher                          | Emma White  |
| Annual fees (day pupils)             | £23,790 to £45,270  |
| Telephone number                     | 01302367005   |
| Website                              | <a href="https://education.keyschildren.co.uk/school/north-bridge-enterprise-college/">https://education.keyschildren.co.uk/school/north-bridge-enterprise-college/</a> |
| Email address                        | emmawhite@keys-group.co.uk  |
| Date of previous standard inspection | 8 to 10 March 2022  |

## Information about this school

- North Bridge Enterprise College was judged by Ofsted to be inadequate at its previous standard inspection in March 2022. A number of standards were unmet at the time. The school received a progress monitoring inspection in October 2022 where some standards remained unmet. This inspection was the school's second progress monitoring inspection since the previous full inspection in March 2022.
- The school is based in the grounds of the 'Eco Power Stadium' in Doncaster.

- The school is registered to take pupils aged 11 to 17. However, at the time of this inspection, the school was only accepting pupils between the ages of 14 and 16.
- Most pupils access a mix of learning on this site, along with learning at other providers and home with support from North Bridge Enterprise College Staff.
- At the time of this inspection, there were only four pupils on site. This was in line with the allocated timetables for individual pupils. All other pupils were at off-site settings or placements with alternative providers of education.
- The school makes use of eight unregistered alternative providers of education. These are Cirque Skills Pathway, Enhancement Training and Developing Futures, Isle Study Centre LTD, Future Pathways, The Unity Project (South Yorkshire), Flying Futures, Club Doncaster Sports College and Journey Education. The school also makes use of one provider of online tutoring (virtual learning): Academy 21.
- At the time of the inspection, the number of pupils with an education, health and care plan was incorrectly listed as three on the government's website, Get information about schools. The actual number is zero.

## 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 inspection was carried out at no notice over one day.
- The inspector met with the headteacher, the deputy headteacher and leaders for safeguarding. The inspector also met with teachers responsible for leading reading. The inspector visited lessons and met with groups of pupils. The inspector spoke with the chair of the school's governing body who is employed by the Keys Group.
- The inspector scrutinised curriculum plans and looked at examples of pupils' work.
- The inspector scrutinised records relating to safeguarding and looked at policies for behaviour.
- The school's use of external settings, including unregistered alternative provision and education provided at other off-site settings, has the potential to impact several other standards that were not in the scope for this inspection. This is because of potential variability in the quality of pupils' teaching and learning experiences at alternative provider settings. Although Ofsted explores the rationale for leaders' use of any alternative provision, we do not evaluate the quality of education provided in these settings.

## Inspection team

Matthew Vellensworth, lead inspector

His Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time.

#### **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 effectively so that the independent school standards are met consistently.

### **The school now meets the following requirements of the independent school standards**

#### **Part 1. Quality of education provided**

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-



- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively.

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Piccadilly Gate  
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Manchester  
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