

Inspection of North Bridge Enterprise College

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

Inspection dates: 26 to 28 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

What is it like to attend this school?

This school is friendly and welcoming. It offers a new start for pupils who have often spent long periods of time out of education. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from small group teaching. They often have one-to-one adult support. Teachers are tailoring the curriculum to meet pupils' individual needs increasingly well.

Staff genuinely care about pupils and treat them with respect. They model positive attitudes. Pupils develop trusting relationships with staff. Pupils learn to understand and manage their behaviour. Most pupils behave well. When pupils struggle to control their emotions, staff provide skilled, calm support. Pupils enjoy collecting stars for reward trips. These are provided as incentives for pupils' positive behaviour and engagement, and regular attendance. Pupils relish exchanging the stars for money. They learn the importance of saving their money to spend on rewards they value.

There is a suitably ambitious academic and vocational curriculum. Staff have high expectations for pupils' behaviour and for what they can achieve. Pupils gain a range of qualifications. These help them with their next steps into further education and employment. Pupils learn skills that prepare them for adulthood. They enjoy learning to cook. They learn to work with others through activities such as boxing, fishing and outdoor and adventurous educational experiences.

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

Since the last standard inspection, leaders have significantly improved the school. They have revised the curriculum. It is well sequenced across different subjects. Pupils are enabled to build their knowledge and skills logically. Learning pathways are personalised for individual pupils. Leaders work with pupils to make learning purposeful and to prepare them for adulthood. They carefully consider ways to interest pupils in their learning. Leaders ensure that the curriculum, including for pupils who attend alternative provision and those accessing learning in the community, is appropriate and meets their needs well.

During the last year, the school has appointed several new staff. New curriculum leaders have relevant expertise. They present information clearly for pupils. They adapt teaching, when necessary, to meet pupils' individual needs. They help pupils, including those with SEND, to build their knowledge and make progress in their learning. In English, pupils become increasingly fluent readers and resilient writers through practice and repetition. Staff take time to model and explain learning to pupils. They engage pupils in debates to inform them about potential life choices. In personal, social, health and economic (PSHE) education lessons, pupils reflect and discuss issues of relevance such as substance abuse.

Staff use their assessment of pupils' knowledge and skills to create individual learning plans for each pupil. They make sure that learning stimulates pupils. Over time, pupils, including those with SEND, engage with learning and develop personally. Yet, the targets identified for pupils' learning are sometimes too broad. This means that learning is sometimes too easy or too hard for pupils.

Pupils are supported to read well. Staff place high priority on the development of pupils' vocabulary. Pupils start every lesson with five minutes of reading. Staff encourage reading across all curriculum subjects. Pupils who need extra help with reading, including those with SEND, receive timely and effective support. Staff deliver phonics lessons to individual pupils, depending on their needs. Leaders make sure that pupils have access to a wide variety of books to encourage reading for pleasure.

A significant proportion of pupils access alternative provision for part of their time at the school. A small number of pupils are educated at sites within the local community. Leaders are vigilant. They keep a watchful eye on the quality of education and care that pupils receive. They make sure that these pupils achieve their best and are kept safe.

Improving pupils' attendance remains a high priority for the school. Leaders have strengthened their procedures to follow up pupils' persistent absence. They have rigorous systems in place to check that pupils are safe. They are tenacious in their work with parents, carers and the local authority. They work with external professionals to overcome barriers to pupils' regular attendance. However, leaders know there is more to do. Persistent absence remains high. This has a negative effect on pupils' learning and development.

There is a rich curriculum to support pupils' wider development. Pupils learn the importance of positive mental health. They develop their understanding of the world and grow in confidence. Pupils learn about risks such as from knife crime and gang culture. They learn how to stay safe, including from criminal exploitation and online challenges. Pupils discuss issues relating to bullying and diversity knowledgeably. They are proud that the school has achieved the Rainbow Flag Award in recognition of the school's work on the inclusion and visibility of lesbian, gay, bisexual, trans plus other related identities. Pupils receive appropriate relationships, sex and health education. The school provides independent careers guidance. There is a suitable programme in place to promote further education, employment and training options.

The proprietors take an active part in the running of the school. They make sure that the actions identified in the school's improvement plans are being implemented well. They ensure that all the independent school standards are met. School policies and procedures reflect the latest 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.

Staff are proud to work here. Leaders are considerate of their workload and well-being. Staff receive valuable training and support to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

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

- The targets identified in pupils' individual learning plans are sometimes too broad. This means that at times, learning is too difficult or too easy for pupils. The school should ensure that pupils' individual learning plans clearly identify the small steps of learning that pupils need to know.
- The persistent absence of pupils remains an ongoing challenge for the school. Too many pupils miss essential aspects of their education. Leaders should redouble their efforts to ensure that parents understand that persistent absence disadvantages their children educationally and socially.

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

Unique reference number	140816
DfE registration number	371/6001
Local authority	Doncaster
Inspection number	10299228
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	40
Number of part-time pupils	3
Proprietor	Keys Group Limited
Chair	James Madine
Headteacher	Emma White
Annual fees (day pupils)	£28,066 to £54,405
Telephone number	01302367005
Website	https://education.keyschildren.co.uk/school/north-bridg-enterprise-college/
Email address	emmawhite@keys-group.co.uk
Date of previous inspection	8 to 10 March 2022

Information about this school

- The school was judged by Ofsted to be inadequate at its last standard inspection in March 2022. Some standards were unmet. The school received progress monitoring inspections in October 2022, May 2023 and December 2023.
- The school is registered to admit pupils aged 11 to 17. At the time of the inspection, the school had pupils between the ages of 14 to 16.
- The school uses four unregistered providers of alternative education.
- At the time of the inspection, there were no pupils with an education, health and care plan.
- The school is registered to admit up to 50 pupils with social, emotional and mental health difficulties. Some also have secondary needs including autism spectrum disorder and moderate learning difficulties.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, executive headteacher, deputy headteacher, the designated safeguarding leader, the curriculum leader, the leader for pastoral support, the administration and attendance officer, some curriculum leaders and teachers. Inspectors also met with the director of education for the proprietor, who is also the chair of the governing body, some staff and pupils.
- Inspectors carried out deep dives in English, mathematics and physical education. Inspectors looked at curriculum plans, visited lessons, spoke to teaching staff and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work.
- Inspectors scrutinised leaders' planning for the curriculum in food technology and PSHE and looked at samples of pupils' work for these subjects.
- An inspector visited one alternative provider of education used by the school and spoke on the telephone with leaders for two of the other three alternative providers used by the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive

culture around safeguarding that puts pupils' interests first. Checks were made on staff training and safeguarding procedures.

- Inspectors checked the implementation of risk assessment and health and safety policies, including the Regulatory Reform (Fire Safety) Order 2005.
- Inspectors considered the responses to Ofsted's surveys for parents, pupils and staff.

Inspection team

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

Lynda Florence

Ofsted Inspector

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