

Inspection of Take 1 Learning Centre

Gregory Boulevard, Nottingham NG7 6BE

Inspection dates: 19 to 21 November 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 Good

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

What is it like to attend this school?

Pupils are known and valued as individuals at this welcoming school. Staff greet pupils warmly as they arrive for the day. They always have time to check on pupils' well-being and to ensure that pupils are in the right frame of mind to be successful. Happy pupils speak very highly of the support they receive and their relationships with staff.

The school has high expectations of what pupils can achieve. The staff are determined that pupils will develop the knowledge, skills and qualifications that they need to be prepared for their next steps. More than this, staff want pupils to see the value of education and to see themselves as successful learners. Most pupils live up to these expectations and achieve the ambitious goals the school has for them.

Pupils behave well. They receive helpful guidance about the difference between right and wrong and how to conduct themselves. Staff quickly provide calm and effective support on any occasions that pupils need reminding about their behaviour.

Pupils benefit from enrichment opportunities. They visit the library to reflect on how they can continue to read when they leave school. Pupils develop their talents and take part in sporting competitions against other schools.

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

The school's curriculum is tailored to the pupils who attend. Pupils join the school at various points in the academic year and stay for varying lengths of time. Therefore, the school has designed an ambitious curriculum which is focused on helping pupils to achieve qualifications in English, mathematics and other subjects. This is not at the expense of pupils studying a broad range of subjects including music technology, art and business enterprise for example. Pupils say that they enjoy these subjects and understand how they are relevant to their lives beyond school.

Most subject curriculums identify exactly what pupils should learn and when. Teachers check pupils' understanding closely. They identify gaps in pupils' learning and take every opportunity to fill those gaps. Most pupils achieve well across the curriculum. In a small number of subjects, the school has not identified the important knowledge as clearly. This makes it difficult for staff to identify and address gaps in pupils' knowledge. In these subjects, pupils do not necessarily build their knowledge as well as they could.

Staff are experts in working with pupils who have had negative experiences of education. They take an individual approach to helping each pupil. Pupils with special educational needs and/or disabilities (SEND) have their needs identified. Staff provide the resources, space and advice that pupils with SEND need to learn successfully.

The school transforms pupils' perceptions of reading. Pupils have regular opportunities to read aloud. They read various types of text, including poetry, with expression. Pupils' performances are celebrated by staff and their peers. They say that they enjoy reading and read far more than before they joined the school. Staff identify quickly pupils who need extra help with their reading and provide effective, personalised support. Pupils become confident readers.

Pupils enjoy being at school when they attend. They take their work seriously and encourage one another to do their best. The school works hard to remove the barriers to pupils' attendance. Leaders know each pupil well and analyse the reasons why some pupils are persistently absent. Most pupils attend far more than in their previous settings. They often improve their attendance further as they spend more time at the school. Despite the school's best efforts and success with most pupils, some pupils do not attend as well as the school would like. Some pupils are often late to school.

The school prepares pupils well for life beyond school. There is a comprehensive careers programme in place which provides pupils with the information and guidance they need. Pupils complete work experience and receive support from careers mentors. They develop an understanding of how to identify and achieve their goals. Pupils study faiths and beliefs different to their own. They develop life skills including how to lead healthy lifestyles and look after their emotional and mental health. There is a strong focus on developing pupils' speaking and listening skills. Pupils learn how to debate and discuss important issues. They listen respectfully to others and take pride in sharing their ideas.

The school organises events which enable pupils to develop important skills and which foster a sense of community. The Christmas dinner event held each year involves pupils designing a menu, budgeting to purchase the ingredients and then making the meal which is enjoyed with their peers, families and staff. Pupils use words such as 'family' to describe the environment at the school.

The proprietor and governors ensure that the school meets all of the independent school standards. They have set out a clear vision for the school. This vision is shared by staff who speak highly of the consideration given to their workload and well-being. Everyone associated with the school works hard to improve pupils' perceptions of education and of themselves. The school has developed a range of successful strategies to communicate with parents and carers about pupils' successes and next steps.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

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

- In a small number of subjects, the important knowledge that pupils should learn has not been clearly set out. As a result, it is difficult for staff to identify whether pupils have missed learning and to provide consistently high-quality feedback to help pupils learn as well as they could. The school should ensure that the important knowledge that pupils should learn has been clearly set out in every subject.

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	145129
DfE registration number	892/6024
Local authority	Nottingham
Inspection number	10322507
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	11
Proprietor	Salome Graham
Headteacher	Naomi Fearon (co-headteacher) Courtney Rose (co-headteacher)
Daily fees (day pupils)	£150
Telephone number	01159708982
Website	www.take1studios.co.uk
Email address	info@take1studios.co.uk
Date of previous inspection	15 to 17 June 2021

Information about this school

- Take 1 Learning Centre operates from premises Gregory Boulevard, Nottingham, NG7 6BE.
- The school is registered to provide part- or full-time education for up to 25 pupils aged 14 to 16 years. Most pupils have previously been permanently excluded from their mainstream schools.
- During the inspection, the school wrote to the Department for Education confirming that a second building that the school can access was not in use.
- The school does not use any 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.

- 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 met with the proprietor, the co-headteachers and the chair of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, music technology and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, 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.
- Inspectors also looked at curriculum plans, spoke to leaders and visited lessons related to some other subjects.
- 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.
- To inspect compliance with the independent school standards, inspectors reviewed documentation, including policies and plans, and the lead inspector had a tour of the site with the co-headteachers.

- Inspectors considered responses received on Ofsted Parent View, including free-text responses. They met with parents in person at the school gates. Inspectors also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector His Majesty's Inspector

Adrian O'Malley Ofsted Inspector

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