

# CJ's Training Base

Independent School

Inspection report

DCSF Registration Number	380/6118
Unique Reference Number	134427
Inspection number	316831
Inspection dates	10-11 October 2007
Reporting inspector	Brian Blake HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 08456 404040

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

CJ's Training Base is an independent co-educational school, providing part-time education for pupils aged 12 to 16. All pupils came from local secondary schools, or directly from Bradford local authority, as part of its education other than at school (EOTAS) provision. Some of the pupils placed by the local authority have been permanently excluded from school. The pupils exhibit a range of emotional and behaviour difficulties, and often have a history of very poor attendance at their mainstream school. Accordingly all pupils have some learning difficulties and/or disabilities and, currently, three out of 16 pupils have a statement of special educational need. The school's purpose is to transform the lives of the young people so that they can create futures for themselves as well as fulfilling their ambitions. To achieve this, the school provides two types of 12 week courses; one for two days per week, and the other for three days per week. The school was first registered in September 2003.

## Evaluation of the school

CJ's Training Base is a good school, providing a good quality of education and care for its pupils. The pupils benefit from working in small class groups, with very good adult support. The school is sensitive to the varying educational, social and personal needs of its pupils. The school meets almost all regulations for independent schools.

## Quality of education

The quality of the curriculum is good because it focuses on providing a number of activities and accreditation courses designed to meet the specific learning needs of the pupils, all of whom have experienced significant difficulties in their mainstream school. The policy that underpins what is taught outlines a clear rationale for the curricular provision, and is suitably linked to the National Curriculum experiences of the pupils. Accreditation opportunities, for example, the Award Scheme Development and Accreditation Network (ASDAN) bronze and silver certificates are welcomed and enjoyed by the pupils. Coverage of key literacy, numeracy and computer skills enables the pupils to make good overall progress during their time at the school. The use of off-site facilities for outdoor and adventurous activities and media education are helping to enrich the learning experiences of the pupils. Links are maintained with existing Connexions personal advisers, and together with the content of the ASDAN certificated courses, provides a satisfactory link to the world of work.

The quality and effectiveness of teaching and assessment are good. Planning for the 12 week courses is thorough, but gives a too great an emphasis on the activities pupils undertake rather than what the teacher wants them to learn, or what personal and social skills they need to develop in order to overcome some of the current difficulties they have with traditional teaching and learning. Teachers are making satisfactory use of information gained about pupils' progress in their lessons. However, there is some inconsistency in the way this information is collected and shared with the pupils. Some recent work by one member of staff in writing a progress report half way through one of the 12 week courses is good, although it makes no reference to the pupil targets that are set at the beginning of each course.

The overall progress that the vast majority of pupils make during their time at the school is good; most significantly so in improved attendance and behaviour. Pupils with a statement of special educational need also make good progress in relation to their capabilities because of the targeted and focused support provided by the school.

### Spiritual, moral, social and cultural development of the pupils

The quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils is good; it is outstanding for social development. The school promotes a well structured and well organised learning environment, within which pupils are able to develop their personal and social skills by taking greater personal responsibility for their behaviour. The code of conduct agreed between the school and the parents/carers before each pupil starts at the school is clear, and is helping to ensure that behaviour is generally good in and around the school. Pupils from different backgrounds, including those of different ethnic heritage work well together and appreciate each others' efforts in school. Procedures for ensuring that the pupils know exactly what is expected of them in terms their attendance, behaviour and achievement are clear and consistently applied by staff. Although the attendance of a small number of pupils remains a concern, that of the vast majority is good.

The school is encouraging the pupils to become more active citizens and valued members of the school community by ensuring that regular and ongoing discussions take place about their attitudes and progress to the learning activities provided. These strategies are working well, as confirmed by those pupils who spoke with the inspector, all of whom were very positive about attending the school, particularly the flexible approach to learning and the adult support that is bringing about secure and trusting relationships with staff. The vast majority of pupils enjoy their work at school because they feel their views are listened to and valued . A number of parents, responding in the pre-inspection questionnaire, confirmed many positive changes had occurred in their children since they started attending the school.

## Welfare, health and safety of the pupils

The school's measures to promote the welfare, health and safety of the pupils, including child protection, are good. The school takes its responsibilities in these areas seriously, and the range of policies relating to health and safety, bullying, discipline and first aid show sensitivity to the varying needs of the pupils. The school satisfactorily promotes aspects of healthy living, including specialist talks and discussions on substance and alcohol abuse, and smoking. Despite this, however, a number of the pupils continue to smoke, although they do understand the health dangers associated with this habit. There are good opportunities to engage in exercise within the curriculum, including a whole-day session on outdoor and adventurous activities run by local authority specialists.

Appropriate risk assessments are carried out for all school-based and out-of-school activities, including the use of external specialist facilities for outdoor and adventurous activities. The safety checks on fire fighting equipment comply fully with requirements, as do the notices and fire exit routes from the school buildings. However, there is currently no practising of fire drills that include exiting the school buildings, as part of the school's procedures for fire safety while the pupils are at school.

## Suitability of the proprietor and staff

The school meets all requirements for ensuring that staff are suitably qualified and appropriately checked for them to work with the pupils. Procedures for checking new staff comply fully with requirements.

## School's premises and accommodation

The school's premises and accommodation are satisfactory. The school is based in two buildings, one of which houses two large classrooms, washrooms and toilet facilities, and the other, across the road, provides a covered indoor hall for games, an open social area, staff offices, and music facilities, which includes a sound recording studio. The buildings are generally of a satisfactory standard, although there have been problems with a leaking roof in the covered games hall. Classrooms are of a suitable size for the number and age of pupils who use them. Work surfaces are clean and tidy, and provide sufficient space for individual and group work. The nature of the courses on offer means that there is no need for a full range of specialist practical areas. Computers are safely placed in each classroom to allow ease of access during lessons. There is currently no satisfactory provision for pupils who are ill, although the room currently used is close to toilet and washroom facilities. However, a new fully equipped and purpose-built school is close to completion and is specified to meet all statutory requirements relating to premises and accommodation, including provision for pupils who are ill.

## Provision of information for parents, carers and others

The provision of information for parents, carers and others is good. The entitlement to school policies and other information is made clear in the prospectus that parents, schools and local authorities receive. End of course progress reports are also provided, and are sufficiently focused on the personal achievements and successes of the pupils during their placement at the school.

## Procedures for handling complaints

The procedures for handling complaints are clearly stated in the school's policy and comply fully with all requirements.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(I)).

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- review the necessity for practising fire drills and exiting the buildings, as part of the school's approach to ensuring the continued safety of pupils whilst on site
- develop further teachers' planning so that in addition to listing teaching activities, there is increased reference to what pupils will learn, and what personal and social skills they need to develop in order to overcome some of the current difficulties they have with traditional teaching and learning
- develop the link between pupils' targets, set at the beginning of the 12 week courses, and the progress reports produced for parents, the mainstream schools that the pupils attend, and the local authority.

## School details

Name of school	CJ's Training Base		
DCSF number	380/6118		
Unique reference number	134427		
Type of school	Co-educational school		
Status	Independent		
Date school opened	September 2003		
Age range of pupils	12-16		
Gender of pupils	Mixed		
Number on roll (part-time pupils)	Boys: 13	Girls: 3	Total: 16
Number of pupils with a statement of special educational need	Boys: 3	Girls: 0	Total: 3
Fees for 12 week course of:			
two days per week	£1,764		
three days per week	£2,334		
Address of school	353 Great Horton Road Bradford West Yorkshire BD7 3BZ		
Telephone number	01274570232		
Fax number	01274501724		
Email address	joe.woodyatt@tlg.org.uk; helen.laws@tlg.org.uk		
Headteacher	Mr Joe Woodyatt		
Proprietor	The Lighthouse Group		
Reporting inspector	Brian Blake HMI		
Dates of inspection	10-11 October 2007		