

South Park Enterprise College (11-19)

Independent College

Inspection Report

DCSF Registration Number	813/6003
Unique Reference Number	135065
Inspection number	331392
Inspection dates	15 May 2009
Reporting inspector	Lynne Blakelock

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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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.

This was a light-touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the college

The college, which opened in April 2005, is housed in a new purpose built facility on the outskirts of the town. It is registered for 150 students between the ages of 11 and 19. Presently it serves 83 students between the ages of 11 to 16. It provides an alternative education programme for those students who are at risk of exclusion due to their challenging behaviour. Since the last inspection, the college has established a nurture group for those with educational, behavioural and social difficulties (EBS). Thirty six per cent of students have a statement of special educational needs, the majority of whom are classified as EBS. The three authorities that place students in the college support the costs of the students' education, which aims to promote inclusion through activity and work-related learning. The curriculum is predominantly educational, vocational and business-linked. The strong personal development emphasis aims to help students develop skills for employability and adult life. The college, which is led by an experienced headteacher, has nine learning mentors, three vocational mentors and eight nurture group mentors. It is run by a board of directors who have specific roles within the college. It was last inspected in November 2006.

Evaluation of the college

The South Park Enterprise College provides a good quality education. The college meets its aims, within a very supportive environment. An outstanding curriculum and effective teaching enable students to make good progress, both academically and in the personal qualities needed to meet the demands of adult life. The quality of care is good and is a strong factor in students' good progress. The college, which has moved forward since the last inspection, meets all of the regulations.

Quality of education

The curriculum, which is outstanding, is successful because it meets the needs of students very closely. Based on the academic, personal and social needs of students, it provides a wide variety of alternative learning opportunities which enable students to achieve well. The regular successes that students gain give them the confidence to move further forward. They are further motivated by being able to gain qualifications, through the Award Scheme Development and Accreditation Network (ASDAN). Their improved self-esteem cannot be over-estimated in the benefits it manifests in students' attitudes to themselves, each other and to the educational system, with which many had previously been unable to engage in.

At both key stages, the effective planning by the headteacher leads to students learning in either the college or nurture group. The college group works with mentors while the nurture group has individual support throughout their education. The college provides a wide range of learning activities based on the key skills of literacy, numeracy, information and communication technology (ICT) and this ensures an effective breadth of learning. Personal, social and health education runs through every aspect of learning. One lesson of each subject each week is discrete but tasks throughout the week in other learning areas ensure that skills are practised and transferred across subjects. This is shown particularly at Key Stage 3, where lessons include aspects of the National Curriculum that are relevant to science, through topics and practical life science. The vocational curriculum offers options as diverse as horticulture, woodwork and hairdressing, which students select each half term. This is evidence of the good curriculum organisation which is strengthened by careful planning for each student in the subjects that they study. Whilst many students participate in work placements, others choose not to.

Although there are no extra-curricular activities, enhancement of learning in the broadest sense is built into tasks. Such tasks promote a wide range of personal, inter-personal and academic skills that students need for success in their adult lives. The college's provision each Monday morning for learning mentors to meet with students and unpick issues that have occurred over the weekend, frees students from any concerns that prevent learning. It also helps students to deal appropriately with their problems. Partnerships with a wide range of organisations, such as Connexions and the Youth Service add to the diverse support that students receive, to help them to move forward as young citizens and to seek and gain employment. Careers advice runs throughout students' time at the college, with careers planning a part of discrete learning. The majority of students move on to work based training, for which the college prepares them very well, through, for example, work tasters.

The spacious accommodation for learning encourages students' positive attitudes to the college and to learning. All classrooms have new ICT work stations and there are specialist teaching areas, including an art room. Students have regular timetabled physical education lessons in a nearby sports hall, with a football area marked out in the college's grounds. Resources are personalised and regularly accessed through Youth Achievement and ASDAN work books and through other

books and computers. The common room offers a spacious area for student gatherings.

Provision for those students with learning difficulties is planned carefully. Mentors' links with the previous schools ensure the college knows each student's individual needs. The recent appointment of a special educational needs co-ordinator has strengthened practices and improved co-ordination for this provision throughout the college. The individual education plans provide well for students by identifying curriculum areas for development. In addition, the students have discrete, individual literacy and numeracy sessions to strengthen their basic skills.

The quality of teaching and assessment is good. As a result, students make good progress in lessons. By the end of Year 11, all students achieve at least one key skill pass that is equivalent to a GCSE and many attain three at this level. The majority achieve a qualification in literacy and numeracy. Most students enjoy lessons because their learning is personalised to their needs, teaching and learning methods engage them and tasks prepare them well for adult life and work. Learning mentors know the stages that students have reached and give focused academic guidance to further their progress. Relationships between teachers and students are a real strength and impact significantly on students' positive attitudes, their behaviour and growing confidence in their work. The modern computers are used well as learning aids. In all lessons, students practise and refine their academic and personal skills. Speaking and listening skills are constants in learning, with problem solving activities capturing students' imaginations. They are generally challenged well and in a majority of lessons, tasks are timed to ensure a good pace to learning.

Since the last inspection, assessment systems have improved. All students are assessed formally on entry, leading to individual learning plans in literacy and numeracy, which are reviewed regularly. Such reviews inform planning of lessons and focus students on their next steps in learning. More informal assessment takes place through 15 hour challenges on key skills and, for example, career planning and personal effectiveness. Students' progress is recorded regularly and records of their progress are in place. However, termly reports from staff for all subjects to enable a more detailed picture of the progress that is being made across subjects, are not in place.

Spiritual, moral, social and cultural development of the pupils

Students' spiritual, moral, social and cultural development is good. Their cultural understanding and empathy is a recognised area for further development, although the college continues to seek meaningful ways of increasing students' knowledge and understanding of the diverse world in which we live. Students generally settle quickly into the environment and enjoy college because it is a caring community, where students are valued for themselves, encouraged and supported. Well structured routines encourage students' sense of security in the college. Although some students can display challenging behaviour, the vast majority generally behave well, helped by regular and careful supervision, good management by staff and

consistently high expectations. They respond to the respect that staff afford them and to the appropriate rewards for good behaviour. The college does not permanently exclude students and the 19 fixed term exclusions last year were considered as a last resort. The attendance of many students is good and has improved this year. That of a small minority is very irregular and slows down their progress.

Through their activities, students have widespread opportunities to participate in community projects, such as the provision of wild life boxes and to raise money for good causes. Some use their skills in Chikara physical arts prowess to support the college's anti-bullying message. Students have regular chances to air their views, both formally and informally. Their economic well-being is promoted effectively from the time they join the college. This is through the emphasis on developing good personal and social skills, money management and by the varied and on-going careers advice and vocational courses. These courses include topics on the police and other public services and institutions.

Safeguarding pupils' welfare, health and safety

The good provision for the welfare, health and safety of students contributes significantly to their well-being. Policies and procedures to ensure students' health and safety, including child protection arrangements, are in place. Students say that they feel safe and well supported by the staff. Comprehensive risk assessments of all activities, on site and on work placements, and regular fire drills, ensure that their learning environment is safe and suitable. It is backed up by health and safety training for every student prior to starting work placements. Although students say there is no persistent bullying, the effectiveness of the anti-bullying policy is enhanced by the individual contracts drawn up to meet up any issues that students have. The curriculum enables students to understand the need to keep fit and eat healthily which the college encourages by regular sports provision and nutritious foods. The weekly 'Choices' clinic ensures that students can access advice about lifestyle issues so that they have the information they need to make informed decisions. The college's three year plan complies with the Disability Discrimination Act 2002.

The college meets the requirements for the suitability and checking of staff.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the college could do to improve further

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

- receive termly reports from staff for all subjects in order to provide a more detailed picture of the rate of progress that is being made by students across subjects.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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College details

Name of college	South Park Enterprise College (11-19)		
DCSF number	813/6003		
Unique reference number	135065		
Type of college	Secondary		
Status	Independent		
Date college opened	1 April 2005		
Age range of pupils	11-19		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 60	Girls: 21	Total: 81
Number on roll (part-time pupils)	Boys: 2	Girls: 0	Total: 2
Number of pupils with a statement of special educational need	Boys: 29	Girls: 2	Total: 31
Number of pupils who are looked after	Boys: 5	Girls: 0	Total: 5
Annual fees (day pupils)	£8614		
Nurture Group	£22680		
Address of college	Newdown Court Newdown Road South Park Industrial Estate Scunthorpe DN17 2TX		
Telephone number	01724 291509		
Fax number	01724 291516		
Email address	linda.bennett@7ks.co.uk		
Headteacher	Mrs Linda Bennett		
Proprietor	Mr Tony Hammond		
Reporting inspector	Lynne Blakelock		
Dates of inspection	15 May 2009		