

Turnaround

Independent school standard inspection report

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Reporting inspector	Susan Lewis

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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, 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.^{1, 2}

Information about the school

Turnaround school was registered in 2008. It is owned by the Turnaround (Inspiring the Next Generation Ltd.) company which provides education and care to young people being looked after by local authorities throughout England. This might be for emergency, short term and longer term placements. The school provides education for up to nine young people aged 9 to 17 years who are in the group's residential provision but are not able to attend local schools. Generally students attend the school for short periods of time until a placement is found for them in a local school. At the time of this inspection two students aged 12 years attended the school. Both are in the process of obtaining a placement at the local school. A further student from another of the group's residential provisions attended on a sessional basis to use the facilities but was not on roll. All of the students have severe behavioural, emotional and social difficulties, although the current students do not have statements of special educational needs. Often they have been excluded from their previous schools. Usually they have additional learning needs such as dyslexia and/or attention deficit and hyperactivity disorders.

Since the last inspection, in November 2009 and the subsequent monitoring visit in March 2011, the school has had a number of staffing difficulties. There is no headteacher, nor a teacher based at the school. A new headteacher has been appointed from January 2013. Currently the school employs tutors from an agency to teach science, mathematics and English. Staff from the residential provision provide a range of activities including off-site visits and outdoor pursuit activities. However the residential provision has also had staffing difficulties during the last academic year and a new manager had only been in place for just over a week at the time of the inspection.

The school aims to 'provide a bespoke curriculum approach, based on the individual's entitlement to an inclusive and relevant education'.

Evaluation of the school

The school does not currently meet its aims because the overall quality of education is inadequate. Although the school has improved its welfare provision since the last inspection and this is now satisfactory, the quality of education has deteriorated.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Students spend too little time in the school and there is no cohesive timetable. They make inadequate progress because there is not a planned educational programme for them, based on a clear identification of their learning needs. Teaching, assessment and behaviour are inadequate because of this and the lack of a consistent approach to managing students' behaviour so that they stay in lessons. Safeguarding procedures are robust but the school does not meet sixteen of the regulations for registration as an independent school.

Quality of education

The quality of education is inadequate because students are not given planned experiences in all the required areas of learning to build up their knowledge and skills systematically. Tutors do try to engage students in subjects such as English and mathematics but the lack of a clear daily routine that supports attendance at school means students feel they can opt in and out of lessons. Tutors struggle to keep students in class for the whole of the identified learning time. This, together with the lack of any clear assessment policy and practice or agreement about students' next steps in learning for each subject, results in limited progress in basic skills such as literacy and numeracy. Poorer teaching is characterised by low expectations and limited planning so that lessons do not get off to a crisp start, work is not provided with the right amount of challenge and students are not clear about what they are meant to be learning. Consequently they became restless and sometimes give up on their work. Although staff try to re-engage them, there are no behaviour management, sanctions and rewards systems agreed between tutors and care staff. This fails to give clear and consistent messages to students about the value that is put on education by the residential provision. The new manager of the residential provision is currently acting as headteacher and is determined this will change. She and the deputy manager have already identified and approached possible mainstream placements and ways of improving students' attendance.

There are strengths in the provision of creative and physical experiences and in support for independence. Care staff provide experiences such as cooking, outdoor learning, physical activities and project work. In addition, students take part in many visits to local community facilities and further afield both for outward bound purposes and to learn about budgeting through purchasing clothes or spending pocket money. Students enjoy these activities but they are not linked into their mathematics work or the development of information and communication technology skills or literacy, for example. Resources to support such basic skills work are limited within the school and restrict the programmes that can be offered. There is no computer in the classrooms, for example, and little science equipment. No targets are set for students in relation to their literacy and numeracy work and no science was being taught at the time of the inspection.

Although there is good evidence of students taking part in spiritual, musical and creative activities, their impact is weakened because there is no assessment system in place for the detailed planning of these. Similarly, the recording of students' levels and skills in different subjects on entry and at regular intervals after this are inadequate. Students currently in the residential provision who attended the school

previously have clear personal education plans which detail their provision and who is responsible for what. These and past records demonstrate good links were made with the schools in which these students are now placed, particularly a local high school, and these enabled students to smoothly transfer into school. These are not in place for current students because since the departure of the headteacher, no one has had responsibility for the overview of students' educational needs and ensuring that the provision meets these. Although tutors do complete notes of what has been taught, these are not shared or discussed with the residential care staff on a day to day basis. This means that the staff do not know how well students are doing and how much educational progress they are making. Placing authorities are not clear as to how much time students are spending in lessons or planned educational programmes.

Students are supported to complete accredited courses such as entry level unit awards or through ASDAN (Award Scheme Development and Accreditation Network). These and the outdoor activities programmes support students' personal, social and emotional development effectively and particularly their independence skills and the ways in which they begin to take account of others' views and needs. There are good links with other schools and with careers guidance as well as use of library facilities to support students' reflection on next steps. However, the weaknesses in support for their basic skills and broader subject knowledge limit their preparation for next steps and what they can bring to these. As a result, students' progress with their learning is inadequate.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is satisfactory because the many visits and the outdoor activities as well as the personal, social, emotional and health education programme provided by the care staff support these effectively. Students raise money for charity, care for chickens and achieve considerable challenges through their outdoor pursuits activities. They take part in many visits to museums and to cultural centres as well as to shops and places of worship within the local communities and value these. Sometimes good links are made with their schoolwork – for example in a piece of work entitled 'I believe' a student shows maturity and spirituality as he gives reasons for his belief in God or life on other planets. Diary work on a visit to a museum demonstrates how carefully another has reflected on a visit and people's experiences in the past. The school and residential provisions' 24-hour curriculum provide many opportunities for students to learn about and begin to appreciate other's points of view and cultures.

However, despite evidence of improving relationships and social understanding and in behaviour within the residence, behaviour is inadequate overall within the school. This is because students opt out of learning experiences too readily and do not attend school regularly enough. This, and students' use of unacceptable language, is not managed in any consistent way by tutors and staff. Records do show that students' physical outbursts reduce over time and that they do take more responsibility for this, apologising to inspectors and care staff for example for

outbursts. Students are developing a more secure sense of right and wrong and fairness, and staff are increasingly able to appeal to this to help them to manage their own behaviour.

Welfare, health and safety of pupils

The provision for health, welfare and safety is satisfactory. The school has a comprehensive range of policies including an appropriate safeguarding and child protection policy that has all the required elements. Levels of staff training in child protection and in first aid meet requirements. Appropriate risk assessments are in place for the range of activities including off-site activities and in relation to individual students. There are appropriate behaviour policies and descriptions of rewards and sanctions in place but some inconsistencies in the ways in which behaviour is managed, such as refusal to attend education or complete work, or verbal abuse. The new manager has quickly recognised this and has introduced a rigour into systems and into the management of behaviour that has yet to fully impact, but gives clearer messages to students.

Students' safety is a priority but within a clear context of managed risk. Students say they feel safe and that there is no bullying. If there were they are confident that staff would handle this appropriately. Students' behaviour plans make clear how risks will be managed and they move safely around the school. Appropriate records are kept of any incidents through daily and weekly logs and recording of more serious incidents in an incident file. The required checks on equipment, including fire safety equipment and fire risk assessments are carried out and regular fire evacuations take place.

There is an appropriate emphasis on healthy lifestyles and good attention paid to students taking part in a range of physical activities to keep fit and healthy. Local facilities are used well to support this.

Since the departure of the headteacher the school's attendance registers have not been kept up to date and the admissions register does not clearly show who is on the roll of the school and when they started to attend, or left the school.

Suitability of staff, supply staff and proprietors

The school carries out all the required checks on staff and on members of the proprietorial body prior to their appointment. It maintains a single central register of checks on staff suitability in line with requirements.

Premises and accommodation at the school

The school is based in a farmyard building that has been appropriately converted and is maintained in good decorative order. The new manager has recently audited all accommodation including the school and devised an action plan to ensure any

minor repairs are swiftly carried out. There are two adequately sized classrooms, with appropriate washroom facilities and external space. Further rooms are available in another converted farm building as needed. Good use is made of local community facilities and of the local environment to support spiritual, moral, social and cultural development and physical activities as well as links to other schools. All regulations are met.

Provision of information

The school provides all the required information for parents, carers and others such as placing authorities. Records show annual reports on students' progress have been provided previously to placing authorities, parents and carers, although no current students have yet been in school for long enough for this to be required.

Manner in which complaints are to be handled

The school has a complaints procedure which meets the regulations.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure there is a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively (paragraph 2(1))
- ensure the curriculum gives pupils of compulsory school age a full time education with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative (paragraph 2(2)(a))
- ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(2)(b))
- ensure that the curriculum enables pupils to acquire skills in speaking, listening, literacy and numeracy (paragraph 2(2)(c))
- ensure the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i))

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made.

- ensure that the curriculum provides adequate preparation for pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).

The school does not meet all requirements in respect of teaching and assessment (standards in part 2) and must:

- ensure the teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a))
- ensure the teaching encourages pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves (paragraph 3(b))
- ensure the teaching involves well planned lessons, effective teaching methods, suitable activities and appropriate management of class time (paragraph 3(c))
- make sure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons (paragraph 3(d))
- provide classroom resources of an adequate quality, quantity and range that are used effectively (paragraph 3(f))
- put in place a framework to assess pupils' work regularly and thoroughly, and ensure information from such assessment is utilised to plan teaching so that pupils can make progress (paragraph 3(g))
- ensure that the teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h))
- put in place a framework in place by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or by national norms (paragraph 4).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- maintain an admission and attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006⁴.

⁴ www.legislation.gov.uk/uksi/2006/1751/contents/made.

Inspection judgements

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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School details

School status	Independent		
Type of school	S162aInt		
Date school opened	October 2008		
Age range of pupils	9-17 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 2	Girls: 0	Total: 2
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 2	Girls: 0	Total: 2
Annual fees	£18200		
Headteacher	Christine Downing		
Proprietor	John Stampe		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 November 2012

Dear Students

Inspection of Turnaround, Buxton, SK17 0TB

Thank you for welcoming me into your school recently. It was good to see the different things that you have to do and hear about the things you enjoy doing. You take part in lots of interesting visits and outings and these help you to understand more about working with others and taking responsibility for your own actions. However, Turnaround school has had some problems over the last year, because the headteacher has left and there is no full time teacher. It is not providing you with all the opportunities to learn that it should and you spend too little time in education.

Although staff look after you and keep you safe, no one is checking that you are making enough progress in the different subjects. You do not have lessons in all the subjects that you should or only spend a little time studying them. This means that you do not make the progress you should. When you are interested in a topic you can concentrate and work well, but you do not always stay and behave in lessons as you should.

I have asked the management to do a number of things to improve your school to make sure that:

- the teaching, and the ways in which they check on your progress, improve to help you to make better progress
- all the subjects that you should be taught are taught and that you spend enough time studying them
- teachers and care staff work together to help you to improve your behaviour and attendance.

You can help too by coming to school every day and staying in lessons and continuing to improve your behaviour

Yours sincerely

Susan Lewis
Lead inspector