

LPW School

Independent school standard inspection report

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Reporting inspector	Jill Bainton

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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

LPW School opened in November 2011 in Bristol as an independent special school for students aged from 14 to 16 years with behavioural, emotional and social difficulties. A small number are looked after by local authorities. The school operates in accommodation at a youth centre, which is leased from Bristol City Council by the proprietor, Learning Partnership West. The proprietor is a community interest company funded by commissioning local authorities, academies and trust schools. There are currently 14 students on roll, all in Year 11, none of whom has a statement of special educational needs. Admission to the school is by referral from commissioning schools. The students have a previous record of low attendance and a firm commitment to regular attendance is required from students and their parents and carers. Students attend the centre for four days a week and undertake work experience or independent study on the fifth day of the week. This is the school's first Ofsted inspection.

The school's stated aims include, 'We help to create the environment where young people can change their lives.'

Evaluation of the school

LPW School provides a satisfactory quality of education and is working towards meeting its stated aims. The school provides a satisfactory curriculum and teaching and students have made satisfactory progress during the very short time they have been at the school. Their attendance has improved considerably from low attendance rates at their previous schools. Students confirm that they enjoy the range of opportunities, including the vocational activities in the wider community. Provision for welfare, health and safety, including safeguarding arrangements, are good. The school meets all but one of the regulations.

Quality of education

The school's curriculum is satisfactory and provides an appropriate balance of academic, work-related and practical activities. There is an appropriate emphasis on developing students' literacy and numeracy skills and students are being appropriately prepared for Entry Level qualifications and GCSE accreditation. There

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

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

are suitable schemes of work for English and mathematics, but not all of the current schemes of work provide a comprehensive and consistent picture of the continuity and progression of knowledge and skills in all of the areas of learning required. This said, all areas of learning are taught. The students are working towards external qualifications, such as the Award Scheme Development and Accreditation Network (ASDAN) and Certificate of Personal Effectiveness (CoPE) awards. These qualifications are aimed at helping students to move smoothly into further education or the world of work. Further courses in art and food studies provide important aesthetic and therapeutic opportunities. Themed study weeks supported by outside agencies give the students additional opportunities to increase their knowledge, skills and understanding and widen their experiences. The programme of personal, social, health and citizenship education, (PSHCE) reflects the ethos of the school and makes a strong contribution to students' personal development.

The work experience placements are a strength of the school. Each student has the opportunity to take part in work experience placements for one day each week. These are selected well by the school. For example, an individual who wishes to work with the elderly is to be given work experience in a care home. Involvement in their chosen placements enables them to demonstrate independence and social skills as they prepare for further education and employment. Excellent careers support ensures that students have access to relevant information and advice as they prepare for the future. The curriculum is enhanced with a range of suitable out-of-school visits, which are planned to take place during each term.

Teaching and assessment are satisfactory. Provision is not good because teaching and the curriculum are not ensuring that students make consistently good progress. Teachers' planning takes into account the individual capabilities of each student based on their initial assessment and tasks are chosen carefully to encourage engagement and an active response. Relationships between students and staff are positive. Students confirm that they appreciate the positive and calm attitudes of staff. All staff work well together and demonstrate patience and persistence in maintaining their expectations that work will be completed and that the students will engage in learning. Students mostly respond well to the learning opportunities provided, particularly when activities move at a brisk pace. Currently, lessons of an hour are too long for those students with limited concentration to be able to remain on task. Some students fail to engage in small group lessons and the school plans to provide individual support sessions for them. Students' behaviour in lessons is satisfactory. Most students enjoy the challenge of the gym sessions but currently they have only one planned session each week. The provision made does not enable the students to build up their levels of fitness or provide enough physical exercise to further improve their levels of engagement and motivation to learn.

Students make satisfactory progress in their learning and have only been at the school for a very short time during the current term. Staff assess students' knowledge appropriately using level descriptors of the National Curriculum in English and mathematics when they join the school. The students' targets are currently being devised with them and there are plans to review them regularly.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is satisfactory. There is a good level of respect being established between adults and students who confirm that they enjoy the range of activities on offer. Rules are clear with appropriate sanctions in place but students are not sufficiently rewarded in the short term for hard work or good behaviour. The school plans to put in place a new reward system. Students gain a good understanding about what is expected of them through the positive staff role models and know the difference between right and wrong. The students are clear why they are at the school and confirm, both through discussion and their questionnaires, that they wish to gain some qualifications and go on to further education. They also confirmed that they felt safe in school. They made positive comments about the school, such as: 'This is better than my other school...the staff try and help you.' They develop an understanding of the wider world and receive good preparation for their future lives through activities to develop their life skills, such as cookery and mechanics. There is no student council but students expressed the view that, if established, it would be helpful to give them a more formal voice, even though they confirmed that they could always speak to staff. Previously students have taken part in charity fund raising.

Students' attendance is monitored rigorously and non-attendees are supported and collected from home if necessary. Students are given a bus pass and most travel to school independently. Their attendance is much improved when compared to previous attendance rates in other settings. The school is implementing successful strategies to manage any challenging behaviour, which they expect, over time, will reduce any disruption caused by inappropriate behaviour and increase the amount of purposeful learning time. Students' behaviour is satisfactory but the lack of a more instant reward system inhibits more effective behaviour management. Students are suitably introduced to English services and institutions through the PSHCE curriculum and through educational visits. The school assists students to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.

Welfare, health and safety of pupils

Provision for students' welfare, health and safety is good. The school has devised and has effectively implemented a range of policies which pay due regard to national guidance. These include guidance for anti-bullying, health and safety, behaviour and safeguarding which all meet requirements. The designated person responsible for child protection is trained appropriately in both safeguarding and safer recruitment. All staff are suitably trained in child protection and the detailed safeguarding policy fully meets requirements and is on the school website.

The school undertakes appropriate risk assessments for all activities and visits outside the school and is vigilant in checking safety within the building and outdoor

area. There are sufficient staff who are suitably trained in first aid and any accidents and incidents are carefully recorded. Students are encouraged to eat healthily; however, limited opportunities are available for regular exercise, which the school plans to increase. The precautions for fire prevention are good. A fire risk assessment is routinely undertaken; fire appliances are checked annually and fire drills are undertaken each term and are formally recorded. The students are well supervised at all times. The admission and attendance registers are kept in accordance with requirements.

Suitability of staff, supply staff and proprietors

The school has carried out all of the required checks on all staff and others to confirm their suitability to work with children. The single central record contains all of the necessary information.

Premises and accommodation at the school

The school is held in a local authority youth centre. There is a large central area which incorporates several small classrooms, a gym and a sports hall. There is an outdoor netball court available for the students' recreational use. The premises and facilities provide a suitable and safe environment for learning. The school is actively looking for new premises, as the venue is some distance from where most of the students live.

Provision of information

The school provides all of the required information for parents, carers and others through its website and through written documentation. The school provides suitable written termly reports on the students' attainment and progress and staff take every opportunity to involve parents and carers in their children's learning.

Manner in which complaints are to be handled

The school has a set of procedures for parents, carers and students, which meet regulatory requirements.

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:

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

- ensure that the curriculum policy is supported by appropriate plans and schemes of work for each subject (paragraph 2(1)).

What the school could do to improve further

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

- shorten the duration of lesson times to around 30 minutes to help the students maintain their concentration throughout the lesson
- provide additional physical education sessions during the week and consider establishing a student council to involve students in decision-making
- provide one-to-one lessons for those students who find it difficult to engage in group lessons
- provide a more effective reward system which provides more immediate rewards for hard work or good behaviour.

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	Special school for students with behavioural, social and emotional difficulties		
Date school opened	November 2011		
Age range of pupils	14–16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 8	Girls: 6	Total: 14
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 2	Total: 2
Annual fees (day pupils)	£9,900		
Address of school	4 Colston Avenue Bristol Avon BS1 4ST		
Telephone number	0117 9873700		
Email address	enquiries@lpw.org.uk		
Headteacher	Christopher Cross		
Proprietor	Learning Partnership West		

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.

20 September 2012

Dear Students



Inspection of LPW School, Bristol, BS1 4ST

Thank you for your welcome when I inspected your school recently. I enjoyed my visit, including the opportunity to speak to a number of you. The inspection judged that LPW School provides a satisfactory quality of education, which enables you to make satisfactory progress. Nearly all regulatory requirements are met.

I was pleased to learn from talking to you, and your questionnaires confirm, that you enjoy being at the school and feel it is meeting your needs and aspirations. You recognise that the staff care about you and you show respect to them. I know that although you have only been at the school for a short time, you are beginning to work well together and concentrate on your work and give of your best.

Some of you seem to take a long time to get to school in the morning and the school is aware that the present venue is on the other side of Bristol and so it takes a considerable time on public transport for some of you to get to school. It is trying hard to find suitable premises closer to where most of you live. Do try to get to school on time and make the most of the opportunity it offers you. Your attendance is better, so do keep it up. You confirmed that you are keen to take part in the work experience that the school is currently organising, which will help you prepare for life after school.

I have asked the school to provide shorter lessons to enable you to keep up your levels of concentration, give some of you more individual teaching, provide you with more sessions of physical activity, ensure that you are rewarded when you work hard and behave well, and to consider setting up a school council. I have asked the school to ensure that all the written curriculum schemes of work are in place.

With all my best wishes for the future.

Yours sincerely

Jill Bainton

Lead inspector