

# **Education Youth Services Ltd, Carlisle**

## **Independent School**

Inspection report

DCSF Registration Number	909/6097
Unique Reference Number	135555
Inspection number	331374
Inspection dates	25 March 2009
Reporting inspector	Brian Blake HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

---

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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, the purpose of which is 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**

Education Youth Services Ltd, Carlisle is an independent day school for students aged 14 to 16 years of age with behavioural, emotional and social difficulties. The school, which is located in the centre of Carlisle, in Cumbria, is part of Education Youth Services Ltd, Hertfordshire, and opened in September 2007. There are currently 38 students on roll, of whom eight are full-time and the remainder part-time. The school aims to encourage every student to attain his or her potential by achieving academically and personally. All the students come from within the local authority, some of whom are referred directly and others by the mainstream school which they attend. This is the first inspection of the school.

## **Evaluation of the school**

The Education Youth Services Ltd, Carlisle School provides a satisfactory quality of education for its students. Staff respond well to the educational, emotional, and social needs of the students. The majority of students enjoy attending school, and through working in small class groups, are developing better attitudes to learning and improved behaviour and attendance. The curriculum provides satisfactory opportunities for the students to gain some qualifications and acquire and consolidate their key skills in literacy, numeracy and information and communication technology (ICT). The school meets the majority of regulations for independent schools.

## **Quality of education**

The quality of the curriculum is satisfactory overall and improving in the range of accredited courses on offer to the students. The school's curriculum policy satisfactorily outlines the range of subjects taught, although there is currently no technology provision for full-time students; part-time students generally have opportunities in their mainstream school. There is a good emphasis on developing the students' key skills in literacy, numeracy and ICT, which are helping the students to make satisfactory or better progress in their accredited courses. There are schemes of work for all subjects taught, except for physical education, which is delivered with help from local service providers. The overall quality of these schemes varies from very good in personal and social education (PSE), to satisfactory in other areas.

There are well established links with the Connexions service, which ensures that the students are developing satisfactorily their understanding of the world of work.

The overall quality and effectiveness of teaching and assessment are satisfactory. Relationships between teachers and students are generally good in lessons. The staff manage and organise the students' learning effectively, including those times when the behaviour of some students becomes disruptive to their own and others' learning in the lesson. Teachers' planning is good, although the lesson content varies in its usefulness in ensuring that the students make progress in line with their capabilities. Assessment processes are most effective in accredited courses, where there are specific requirements to assess and record the students' achievements. In non-accredited sessions, the overall quality of teacher assessment is satisfactory.

Although the standards achieved by the students are mostly below those expected for their age, the progress that the vast majority make during their time at the school is at least satisfactory, and good for a small minority in accredited courses. The majority of students show improvements in their attendance, behaviour and attitudes to learning.

### **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 students are satisfactory. The school provides a structured and well-organised learning environment, within which students are helped to develop their moral and social characteristics by interacting with both teachers and peers in a variety of different learning activities. The staff use praise effectively when the students respond well in lessons, or when they have completed a piece of work that helps them to make progress in their learning. The use of accredited courses, with a self-evaluation element, is helping the students to actively reflect on their efforts and progress; this is making a positive impact on the students' spiritual development in gaining a greater awareness of their personal qualities and general academic ability. At those times when a student exhibits challenging and disruptive behaviour, the staff make every reasonable effort to engage them in purposeful dialogue that will resolve the situation. As a result of this strategy, students' behaviour is satisfactory or better, and is significantly better than in their previous schools. The students appreciate the adult support provided in all lessons, which is helping many to enjoy attending school and participate in the range of activities on offer. Students' cultural development is satisfactory overall, and is well supported through the detailed and well-delivered PSE and citizenship curricula.

The students have numerous opportunities to enhance their appreciation and understanding of community life, public institutions and services, and of the major religions of the world. Together with a range of careers information and links with the Connexions service, the students are developing a satisfactory appreciation of the world of work, and their future economic well-being relative to others in local and national communities.

The attendance of the majority of students is satisfactory or better, and is significantly better when compared to their attendance at their mainstream schools. This improved attendance is helping the students to develop their enjoyment of the many different activities provided for them at the school. However, there remains a small minority whose regular attendance at school is poor.

## **Welfare, health and safety of the pupils**

With the exception of a written policy relating to the health and safety on educational visits, all other regulations are met. Overall, the school's measures to promote the welfare, health and safety of its students, including child protection, are satisfactory. Staff are sensitive to the varying needs of the students, with the level of supervision very effective, both in and out-of-school. These actions ensure that all reasonable steps are taken to safeguard the students. Staff are clear about the sanctions to be used in the event of anti-social behaviour, and all incidents are recorded in detail in the school log book. The range of policies relating to health and safety, bullying, discipline and first aid meet the needs of the students very well. All reasonable efforts are being made to inform the students about health risks; for example, smoking, alcohol and substance misuse, and other aspects of unhealthy living. There are satisfactory opportunities within the curriculum for all students to participate in regular exercise. The safety checks on fire fighting equipment comply fully with the regulations. The school meets the requirements of the Disability Discrimination Act 2002 and has a three year accessibility plan.

## **Suitability of the proprietor and staff**

The school has clear procedures for ensuring that all adults who work in the school are suitably checked for their ability to teach the students. The single central register meets all requirements.

## **School's premises and accommodation**

The school's premises and accommodation are satisfactory overall, although recent water damage means that one classroom is still in a state of relative disrepair and unsatisfactory decoration, and a damaged carpet in another classroom, which is currently joined together with duck tape, poses a potential safety risk. Other parts of the school are in good condition and provide an environment conducive to learning. The school is located in the middle of terraced property, and comprises five floors, which includes a basement area with a boys' toilet, kitchen and dining room. There are five classrooms, all of which are sufficiently spacious for the range of curricular activities taught and the size of the teaching groups using them. There are specialist rooms for art and ICT; the latter has a good number of networked computers and printers. There is no outdoor space for the students, although the school makes use of local leisure facilities for physical education.

## **Provision of information for parents, carers and others**

The provision of information for parents, carers and others is inadequate overall, and a number of regulations are not met. Specifically, the school does not indicate sufficiently clearly in its information booklet the contact details of the proprietor during term-time and holidays, the particulars of the school's policy on and arrangements for admissions, discipline and exclusions, or the information that is available, on request, to parents and/or carers of students or prospective students. This latter area includes accurate information of the curriculum provided, the policies on health and safety, the promotion of good behaviour, the sanctions adopted in the event of students misbehaving, the results of any public examinations during the preceding school year, and a detailed summary of staff and their qualifications. The school currently does not provide an annual account of income received and expenditure incurred to either the local authority or the mainstream schools that have placed children at the school.

## **Procedures for handling complaints**

The school's procedures for handling complaints are clear and concise and meet all requirements for independent schools.

## **Compliance with regulatory requirements**

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

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide curricular experiences in the technological aspects of students' learning (paragraph 1(2)(a)(ii))

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

- prepare a written policy for the health and safety of students on educational visits (paragraph 3(2)(c))

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

- complete the repairs and improve the standard of decoration in the classroom that suffered water damage (paragraph 5(q))

- ensure that the damaged classroom carpet is replaced (paragraph 5(s))

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of the proprietor's contact details during term-time and holidays (paragraph 6(2)(b))
- provide particulars of the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e))
- ensure that parents are aware they can request
  - particulars of the curriculum offered by the school (paragraph 6(2)(g))
  - particulars of policies relating to health and safety, the promotion of good behaviour, and the sanctions adopted in the event of students misbehaving (paragraph 6(2)(h))
  - the results of any public examinations during the preceding school year (paragraph 6(2)(i))
  - summary particulars of staffing qualifications (paragraph 6(2)(k))
- provide an annual account of income received and expenditure incurred by the school for students wholly or partly registered at the school to the local authority, placing mainstream school, or on request to the Secretary of State (paragraph 6(7)).

## Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

### 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			√	
--	--	--	---	--

## School details

Name of school	Education Youth Services Ltd, Carlisle		
DCSF number	909/6097		
Unique reference number	135555		
Type of school	Secondary special school for students with behaviour, emotional and social difficulties		
Status	Independent		
Date school opened	3 September 2007		
Age range of pupils	14–16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 2	Girls: 6	Total: 8
Number on roll (part-time pupils)	Boys: 18	Girls: 12	Total: 30
Number of pupils with a statement of special educational need	Boys: 2	Girls: 0	Total: 2
Annual fees (day pupils)	£6,500		
Address of school	7 Victoria Place Carlisle Cumbria CA1 1EJ		
Telephone number	01228 541089		
Fax number	01228 548436		
Email address	k.brooke@eys.org.uk		
Headteacher	Mrs Kelly Brooke		
Proprietor	Mr Richard Atkinson - Education Youth Services Ltd		
Reporting inspector	Brian Blake HMI		
Dates of inspection	25 March 2009		