

Get U Started Training

Independent school standard inspection report

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Reporting inspector	Christine Inkster HMI

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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

Get U Started Training is an alternative learning provider which is located on an industrial estate in Cramlington, Northumberland. It was originally established in 2004 as a training provider in motor vehicle skills. It caters for students with social, emotional and behavioural difficulties who may have been excluded or are at risk of being excluded from mainstream secondary education. Students are referred from the local authority or their schools, where they may remain on roll and while some may return to their schools after a number of terms, others stay for the remainder of their school careers. The school is registered for 25 girls and boys aged between 12 and 17 years. There are currently 19 students on roll aged between 12 and 16 years with 13 full-time and six part-time students. There are nine students with a statement of special educational needs.

The school is a registered charity and sees its mission as 'supporting and motivating young people who are disadvantaged, disengaged and disaffected to become valued members of the community' by 'providing challenging and exciting learning opportunities that will allow them to realise their full potential'. The last registration inspection visit took place in August 2011 and this is the first full inspection of the provision.

Evaluation of the school

The school provides a good quality of education for its students, whether they are attending on a full- or part-time basis and is successful in meeting its aims. The curriculum is good and enables students to gain a range of skills which will serve them well in their future education and lives. Teaching and assessment are good and this enables students to make good progress. Provision for spiritual, moral, social and cultural development is good and this does much to promote students' confidence and self-esteem; their behaviour is good and has improved since being admitted into the school. Provision for the welfare, health and safety of students is good and safeguarding procedures are rigorous. The school meets all of the regulations for registration as an independent school.

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

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

Quality of education

The quality of the curriculum is good. It is planned to meet the individual needs of each student and covers the required areas of learning. There is a strong focus on developing functional skills in English, mathematics and information and communication technology (ICT) and students are able to work towards achieving Level 1 and Level 2 awards, certificates and diplomas in functional and vocational skills. The students also engage in the 'Employability and Personal Development' programme and build up a portfolio of evidence of the skills and knowledge they have acquired through the other programmes of work. Students are able to develop skills in motor vehicle maintenance, construction work such as joinery, plastering and bricklaying and can access other areas of provision such as careers education, work-related learning and developing thinking skills. There are a wide range of qualifications available in motor vehicle maintenance sessions including in accident repair work and spray painting. Students have opportunities to repair vehicles belonging to friends, relatives and staff. Students are also offered opportunities to participate in a range of sporting activities such as baseball and football and are able to attend a local gymnasium. The school has acquired an allotment and students also do gardening for elderly people in the community and these are leading towards accreditation in horticulture. Aspects of science and design and technology are also taught, including food technology and woodwork, and aspects of other subjects such as history and geography are woven throughout the curriculum. Personal, social and health education (PSHE) is taught effectively and students are able to gain Level 1 qualifications in substance misuse, alcohol awareness and can also gain a Level 1 certificate in Health and Safety at work. Some students show an interest in playing instruments such as the drums, which they make themselves, or guitar. They develop their skills in art and design linked to other areas of the curriculum such as decorating items made in woodwork sessions. Opportunities for enrichment are sometimes restricted because of the behavioural, social and emotional needs of the students. However, they do go on educational visits and for example, visit a range of restaurants from different cultures to widen their experience and understanding of cultures different to their own. However, opportunities to learn about a range of world religions are limited.

The quality of teaching and assessment is good. At first, because of the students' backgrounds and difficulties, the school's main emphasis is on re-engaging them in education. However, staff quickly get to know the students well and are successful in supporting their academic and behavioural needs. There are good relationships between staff and students and students often help and support one another. If difficulties do occur, staff ensure that disruption to learning is kept to a minimum. Staff have extensive experience and excellent subject knowledge and most students are interested and willing to engage in the activities provided. Students are able to work independently and they take a pride in their work. They are able to explain well the tasks they are engaged in, such as replacing brake pads on a car or making name plaques or a cage for a ferret in woodwork lessons. While there are discrete lessons each day in developing skills in English, mathematics and ICT, these skills are also reinforced in other areas of learning such as using mathematical skills when

working out how many tiles may be needed to cover a particular floor area. Students ask thoughtful questions, make sensible suggestions on how they can improve their work and are often involved in 'problem solving' activities.

Staff carry out baseline assessments when students join the school in order to identify their abilities and consider their complex behavioural, emotional and social needs. Staff keep individual records of students' achievements and files of work and these are moderated internally and externally. Work is marked conscientiously and students are aware of how they can improve their work through effective feedback. Diagnostic tests are carried out and appropriate 'next steps' in learning and targets are identified. Disabled students and those with special educational needs, including those with a statement of special educational needs, have specific targets identified on individual education plans and these are incorporated into planning to ensure their needs are met, enabling them to make good progress. On entry to the school, attainment is well below that which is expected nationally for their age as most students have experienced disruption to their education. They make good progress and by the time they leave, most have gained a range of qualifications which prepare them effectively for further education or employment.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is good. Students enjoy attending the provision and develop more positive attitudes to learning because every opportunity is taken to build their confidence and self-esteem. Students respond well to the rewards given and take a pride in their achievements. There is a positive behaviour management programme which enables students to gain an understanding of the difference between right and wrong and they are aware of the impact of their behaviour on others. Students are learning to overcome their difficulties because consistent strategies are used by staff, and students have access to counselling and anger management sessions. Consequently, behaviour is good. The comments from the local authority confirm that students make good progress with their behaviour in this provision compared to how they have behaved previously.

Students make a positive contribution to the community as they do gardening for elderly people in the area, repair cars for friends, relatives and staff and engage in fundraising activities to support those less fortunate than themselves. There is a weekly meeting held for students to discuss any concerns, ideas and achievements and the meetings are chaired by the students. Students are supportive of one another with older students looking after younger ones or those new to the school and this helps to develop their social skills. Students are beginning to develop their understanding of those from cultures different to their own through projects such as 'Show Racism the Red Card' and through visiting restaurants of different cultures. However, their cultural awareness is not as well developed as it could be. Most students have had a disrupted education and many did not attend school prior to admission. However, the attendance of most students has improved with some achieving 100% attendance. Students are well prepared for future education or

employment through the basic skills they acquire in literacy, numeracy and ICT as well as specific skills in motor vehicle work, construction and horticulture.

Welfare, health and safety of pupils

The welfare, health and safety of students are good. Arrangements for safeguarding are effective and all staff have received appropriate and up-to-date child protection training, including the designated member of staff. A number of staff are trained in first aid and any incidents or accidents are recorded appropriately. There are a range of policies for example, for health and safety, including for educational visits, anti-bullying, good behaviour and appropriate risk assessments are carried out on the premises, and for visits and activities which take place. Students are supervised effectively, particularly when using equipment and machinery and appropriate safety procedures are implemented. Students are aware of the dangers and use the equipment sensibly and safely. The vast majority of students who completed the questionnaire said they felt safe in school. They are aware of the different types of bullying, including cyber-bullying and know that they can approach members of staff if they have any concerns. Any issues raised are quickly resolved. There are suitable arrangements in place for fire safety including annual checks on the premises and equipment and weekly checks on the fire alarm and emergency lighting systems. Regular fire drills are conducted. The kitchen area where food is prepared is clean and hygienic. Students are encouraged to eat healthily and there are opportunities to participate in games and exercise. Students learn about healthy lifestyles, particularly in respect of substance misuse and alcohol awareness. The school has an accessibility plan which fulfils the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

The school has carried out all the required checks, including criminal records bureau (CRB) checks, on staff and proprietors to ensure they are suitable to work with children. The school maintains a single central register of checks on the suitability of staff which meets the regulations.

Premises and accommodation at the school

The school is located in two single-storey units on an industrial estate. One unit contains the teaching room, computer suite, dining room and offices as well as the construction training area which provides sufficient room for several construction projects. There are four ICT stations in the computer suite, some laptop computers and an interactive whiteboard in the teaching room. The second unit houses a motor vehicle maintenance training area which has full workshop facilities including hoists and a spray-painting bay. There is a hard-surfaced area in front of the units which is used for recreation and is surrounded by a secure steel fence and accessed by gates. There is some outdoor furniture and a small greenhouse which is used for horticultural projects as well as an allotment located close to the school. These facilities provide a suitable environment for safe and effective learning.

Provision of information

The school meets all the regulations by providing the necessary information for parents, carers and others through an up-to-date prospectus and an informative website. Annual reports are completed and shared with parents, carers and the placing local authority. The local authority receives summary reports on each student on a monthly basis and seeks the views of students and their parents and carers. Parents, carers and the local authority believe students make good progress in this provision and inspection evidence confirms this view.

Manner in which complaints are to be handled

The school has a complaints policy and set of procedures which meet all of the regulations. These are made available to parents, carers and others, including on the school website.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

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

- extend the religious education programme to enable students to learn more about a broader range of faiths
- improve opportunities for students to develop their awareness of cultures different to their own in order to promote understanding and harmony.

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 – social, emotional and behavioural difficulties (SEBD)		
Date school opened	September 2011		
Age range of pupils	12-17 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 0	Total: 13
Number on roll (part-time pupils)	Boys: 6	Girls: 0	Total: 6
Number of pupils with a statement of special educational needs	Boys: 9	Girls: 0	Total: 9
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£45 - £100 per day		
Address of school	11-12 South Nelson Industrial Estate South Nelson Road Cramlington Northumberland NE23 1WF		
Telephone number	01670 707110		
Email address	getustarted@hotmail.com		
Headteacher	Amanda Peake/Philip Gallagher		
Proprietor	Get U Started Training Ltd		

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.



22 June 2012

Dear Students

Inspection of Get U Started Training, Cramlington NE23 1WF

Thank you very much for welcoming me when I visited your school recently. I enjoyed talking to you and observing your lessons. I would like to tell you what I found.

Your school provides a good quality of education and you are making good progress because the quality of teaching and assessment is good. You know how to keep yourselves safe and are able to use equipment safely and sensibly in the workshops. You are able to work well independently but also work effectively together helping one another and sharing equipment. Through the good curriculum, you are developing valuable basic skills in literacy, numeracy and ICT and are developing many important workplace skills, particularly in motor vehicle and construction which will enable you to go onto further education, training and employment. The staff have great expertise and experience in these subjects and you are fortunate to have the opportunity to learn from them. The staff care about all of you and they work very hard to help you to learn new skills and keep you safe and healthy. I was very impressed with the confidence you showed when repairing cars or making things in woodwork sessions.

All schools need to improve so I have asked the staff to help you to learn more about different religions and also develop your understanding of those who come from different backgrounds and cultures to your own so that you can show understanding and tolerance towards others. You can help by attending the provision every day (and I know that many of you do) and work hard so that you can learn valuable skills to help you in the future. You have shown me that you can behave very well, so please try hard to keep it up! Thank you once again for all your help. I wish you all success in the future.

Yours sincerely

Christine Inkster
Her Majesty's Inspector