

J.A.M.E.S

The Eric Gibbs Centre, Highfield Garage, Frizinghall Road, Bradford BD9 4JB

Inspection dates

1 May 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(b)

- At the school's standard inspection in January 2018, the inspector found that leaders had not provided training for staff in how to recognise additional needs and teach pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND did not receive the support that they needed to make the progress that they could.
- During the last inspection, it was found that the range of academic accreditation offered to pupils was not sufficiently broad, particularly for those who were dual registered with their home school.
- The school's action plan shows that the headteacher has provided further training for staff on autism spectrum disorder and SEND. This has increased staff's levels of skill in teaching pupils from these groups. The action plan also outlined an increased range of other qualifications that would be offered to pupils.
- School leaders have taken action to review their curriculum policy, and, as a result, new schemes of work are now in place. Schemes of work and lesson plans are adapted to meet the learning needs of all pupils in the group. A newly developed assessment system identifies how well pupils are progressing through the curriculum. Staff check pupils' progress against learning outcomes so that any gaps in knowledge can be quickly addressed.
- The support for pupils with SEND in the classroom is effective because staff have a better understanding of their needs. This is as a result of the training that they have received in mental health and autism awareness.
- The curriculum has improved since the previous inspection because the range of accreditation offered to pupils has been extended. The Prince's Trust accreditation in career planning, practising leadership skills, preparing for a healthy lifestyle and a first aid qualification has broadened the curriculum offer.
- These standards are now met.

Paragraphs 3, 3(a), 3(c), 3(d) and 3(e)

- The standards in these paragraphs were not met at the standard inspection in January

2018 because some staff did not have sufficient depth of subject knowledge in the areas that they teach. Pupils did not catch up with the gaps in their learning because work did not take account of their individual needs. Assessment was inaccurate, and, as a result, pupils continued to make the same mistakes in their written work. Pupils' progress was slow overall because staff did not plan English and mathematics work consistently for each pupil across the whole provision.

- In the school's action plan, the headteacher recognised that in order to develop the curriculum effectively, staff needed to gain qualified teacher status, or the school needed to employ a teacher. The headteacher also undertook to ensure that work in English, mathematics and science would be planned more consistently between the motor vehicle workshop and the classroom.
- Since the previous inspection, the headteacher has employed a teacher who has sufficient depth of subject knowledge to teach and plan across the curriculum. Tutors are working alongside the teacher, and this is strengthening their subject and curriculum knowledge. Staff now have a better understanding of the needs and abilities of the pupils.
- Leaders have recently developed a new assessment system. Pupils' progress can now be tracked over time and this information will be used to inform lesson planning.
- The recently appointed teacher has introduced schemes of work in the core subjects of English, mathematics and science. Lesson planning incorporates learning outcomes for three levels of learning to meet the needs of all pupils in the class. Pupils with SEND are supported well by tutors, who provide help and guidance with learning and engagement in lessons.
- English and mathematics work is now planned consistently for each pupil across the provision. Work has commenced on ensuring that English, mathematics and science are more cohesively planned between the motor vehicle workshop and the classroom. For example, topics on the theme of 'build a business' have been developed to incorporate mathematical activities within the workshop environment.
- Work in pupils' books shows that they are making better progress. For example, pupils' written work shows improvement in the use of inverted commas, apostrophes and pronouns. In mathematics, pupils learn how to calculate decimal notations and simple fractions.
- Leaders acknowledge that there is still further work to do in developing the assessment system and in planning work more consistently between the motor vehicle workshop and the classroom.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- At the school's standard inspection in January 2018, these standards were met.
- The school's safeguarding procedures remain effective. The safeguarding policy is available for parents on the school's website and refers to statutory guidance. Staff receive regular training and updates to keep pupils safe.

- When necessary, referrals are made to the local authority designated officer and allegations against staff are investigated appropriately.
- Pupils says that they feel safe in school because the staff understand their needs.
- These standards were met at the last inspection and continue to be met.

Part 6. Provision of information

Paragraph 32(1) and 32(1)c

- At the school's standard inspection in January 2018, this standard was met.
- The safeguarding policy is available on the school's website and meets the required standard.
- This standard was met at the last inspection and continues to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a) and 34(1)(b)

- At the school's standard inspection in January 2018, the inspector found leaders and managers had not ensured that the independent standards were consistently met. Systems for checking the quality of teaching and learning were concentrated around aspects of classroom practice and not sufficiently focused on pupils' progress. Leaders had not provided levels of accreditation in a wide enough range of subjects. School leaders' evaluation of the strengths and areas for improvement within the school was not accurate in identifying areas which needed improvement. Trustees had not offered senior leaders sufficient challenge, and, as a result, improvements were too slow and some of the independent standards were not met.
- The headteacher is currently developing systems for checking the quality of teaching and learning through her engagement in the national professional qualification for headship.
- Leaders have taken effective action in meeting the independent school standards. The curriculum has been reviewed so that it meets pupils' needs more effectively. Schemes of work have been developed to take better account of pupils' needs and aptitudes. The new assessment system gives staff a more accurate view of pupils' progress in English, mathematics and science. Work is now planned better so that any gaps in learning can be addressed quickly.
- Leaders have used their action plan to monitor success towards addressing the unmet standards. They acknowledge that the addition of timescales and success criteria would give a more accurate picture of what has been successful and what still needs to be addressed.
- The new chair of trustees and leaders share the same drive and determination for the school to be the best that it can be. They work together to evaluate the school's effectiveness and to ensure that they have chosen the right priorities for development. The chair of trustees attends the education sub-committee and management meetings. Minutes of these meetings provide evidence that the board is now more informed. This means that members are better able to challenge leaders.
- These standards are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- The proprietor must ensure that:
 - the written policy on the curriculum, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraph 2(1)(b)).

- The proprietor must ensure that teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in subjects taught
 - involves well-planned lessons and effective teaching methods, activities and management of class time
 - shows good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(a), 3(c), 3(d), 3(e)).

- The proprietor must ensure that persons with leadership and management responsibilities:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a), 34(1)(b)).

School details

Unique reference number	140566
DfE registration number	380/6009
Inspection number	10101745

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent special school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	23
Of which, number on roll in sixth form	0
Number of part-time pupils	12
Proprietor	JAMES
Chair	Mr P Robinson
Headteacher	Miss Mandy Lakes
Annual fees (day pupils)	£65 per day
Telephone number	01274483075
Website	www.jamesuk.org
Email address	enquiries@jamesuk.org
Date of previous standard inspection	30 January–1 February 2018

Information about this school

- The school caters for the needs of up to 45 secondary-age pupils who come from across the Bradford metropolitan area. A small number come from other areas.
- There are 12 part-time pupils, who attend for two days per week and attend other schools.

- Many pupils have additional needs, such as social and emotional needs. A small number have other needs such as attention deficit disorder or autism spectrum disorder.
- The school uses one alternative provider, HAMMIT.
- The school was last inspected in January 2018.
- The headteacher remains the same. However, the chair of the board of trustees has been recently appointed.
- The school has no specific specialism or religious denomination.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the school's standard inspection in January 2018.
- The inspection was conducted with no notice to the school.
- During this inspection, the inspector held meetings with the headteacher, the chair of the board of trustees, the operations manager, staff and pupils. The inspector observed learning and scrutinised a wide range of documents, curriculum policies and planning, pupils' workbooks and assessment records. The inspector looked at the school's single central record and safeguarding policy.

Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector

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