

# The Pivot Academy LS East

Unit 12 Killingbeck Drive, York Road, Leeds, West Yorkshire LS14 6UF

## Inspection dates

12 August 2020

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)*

- Leaders have thought very carefully about the curriculum for the new primary provision. The needs of all pupils have been considered, so that pupils with different abilities and starting points can make good progress.
- The headteacher has ensured that there is a curriculum policy in place. Teachers have worked together to develop long-term plans which set out what pupils will learn. Their plans gradually build on skills and knowledge so that pupils will be ready to move into secondary education.
- The timetable shows that an appropriate range of subjects will be taught. This includes English, reading, mathematics, science, personal, social, health and economics education (PSHE), sex and relationships education (SRE), technology, art, religious education, music, humanities, and physical education. A modern foreign language will be taught through a topic approach each term. Subjects are woven together into interesting topics and themes, to capture pupils' attention.
- Pupils with special educational needs and/or disabilities will be well supported. Lesson plans are flexible. This means that teachers can identify smaller steps of learning so that all pupils can achieve well.
- Pupils already attending the school have a variety of needs, including social, emotional and mental health (SEMH) needs, and pupils with autism spectrum disorder (ASD). Staff are well trained to meet these needs. The special educational needs coordinator is working with an external consultant to gain further experience. Leaders are looking to increase the numbers of pupils with these needs, to become an independent special school.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The proprietor has ensured that pupils receive impartial careers advice and guidance.

- An independent careers adviser works with pupils in Years 10 and 11 to look at life beyond school. Pupils' interests are explored, and possible college courses selected. In PSHE, pupils learn about how to apply for a college course and how to apply for a job. Pupils are supported to attend job fairs.
- Careers advice starts with key stage 3 pupils. They learn what it is like to interact in the community through understanding about equality and diversity. Some pupils experience the world of work through placements in a café or a garage. Careers weeks at the end of each term keep pupils focused on their aspirations for future jobs or further education.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- A framework is in place to assess the academic and social and emotional progress that pupils make. Teachers will check on what pupils have understood from the previous lesson. Regular reading and phonics tests inform teachers about how well pupils are doing. Any gaps in understanding will be picked up and addressed by the intervention teacher.
- Staff know their pupils well. Each pupil has a pathway plan and some also have a passport. These documents have detailed information about pupils' academic, social and emotional needs. The Pivot group's educational psychologist contributes to these plans through carrying out assessments and giving advice. This information is used in the planning of lessons and activities.
- Pupils' behaviour is well supported. All pupils have positive behaviour plans. These plans help staff to understand what they can do to support pupils who are having difficulties. The school's ethos is for pupils and staff to develop strong and trusting relationships. The importance of this is evident in conversations with staff.
- Leaders say that one of their aims is to inspire pupils to be motivated and independent in the classroom. They have created a curriculum with this in mind.
- There is a wide range of resources to support the delivery of the curriculum, for example reading books, reading and phonics schemes, and sensory and play equipment. Other equipment, such as the latest technology, will support pupils with SEND with their work.
- The standards in Part 1 are likely to continue to be met if the material changes that have been requested are implemented.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Pupils' spiritual, moral, social and cultural (SMSC) development is a strong feature of the curriculum.
- Staff say that pupils have respect for each other. Pupils are taught that people might be different from them. They act as mentors to other pupils in the school.
- Pupils have gained a better understanding of events that happen in communities. The police have talked to pupils about knife crime and gangs. The fire brigade visits

annually before 5 November to talk about fire safety. Pupils have visited a police station in Wakefield.

- Leaders prioritise the building of self-esteem and resilience in pupils. The school has gained recognition for their work in this area. They have achieved the mental health award from Leeds Beckett University. Pupils' resilience is developed through nurture breakfasts, daily PSHE sessions and time for reflection.
- Pupils have helped their community through various fund-raising events, for example Children in Need, Jeans for Genes and Radio Aire Cash for Kids appeal. They have also packed bags at a supermarket and washed cars at local businesses.
- Pupils have experience in participating in the democratic process. They voted for their peers to take up places on the student council. They have been taught about Brexit, following work on a Brexit project. They watch Newsround every day and discuss the current affairs which arise.
- The standards in Part 2 are likely to continue to be met if the material changes that have been requested are implemented.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- The proprietor ensures that effective arrangements are in place to safeguard and promote the welfare of pupils.
- The safeguarding policy is fit for purpose. It meets with the current government guidance and is available on the school website for parents to access. The policy gives guidance to staff on how to report any concerns about a pupil. It makes clear the responsibilities that staff at all levels have for keeping pupils safe.
- The designated safeguarding leads are knowledgeable. They have established a strong safeguarding culture among the staff. Annual safeguarding training is delivered to all staff, and the core team, which consists of the proprietor, the executive headteacher, the headteacher and the chair of the core team. There are regular opportunities to update staff on safeguarding issues, such as at morning briefings and weekly staff meetings.
- Leaders have a good understanding of the risks to pupils within the locality. They keep a close eye on the welfare of pupils, so that swift support can be provided if necessary. Pupils learn how to keep safe through the PSHE curriculum. They are aware of the dangers of knife crime and gangs.
- Leaders' checks on the suitability of staff to work with children are secure. All the required checks are recorded on the single central record.
- Leaders have planned carefully for an increase in pupils. The current safeguarding procedures are likely to support an increase in numbers.

#### *Paragraph 11*

- The health and safety of the two schools in the Pivot group is the responsibility of the business manager.
- The health and safety policy meets current legislation. There are regular checks of the premises, such as Legionella testing, and gas and electrical appliances testing. These

checks are well documented and make an important contribution to keeping staff and pupils safe.

- Leaders say that the current health and safety measures will be replicated at the new primary provision, should their requested increase in pupil numbers be granted.

*Paragraph 12*

- A fire risk assessment is in place for the new provision.
- Records show that appropriate checks of fire alarm, fire extinguishers and fire escapes take place regularly in the existing provision. Fire drills take place so that pupils and staff know what to do in the event of a fire.
- Staff have received training on how to operate fire extinguishers and fire marshals have been appointed.
- Leaders say that their procedures for fire safety would be replicated in the new provision, should their requested increase in numbers be granted.

*Paragraph 14*

- The school has high staff-to-pupil ratios. This means that there are enough numbers of staff to supervise pupils. Staff work with pupils throughout the day. Pupils are greeted at the school door at the start of the day. Staff and pupils have their lunch together. Pupils are escorted into the care of transport providers at the end of the day.
- Leaders intend numbers of pupils to rise gradually, and staffing levels to increase accordingly, if the material change is granted.

*Paragraph 16, 16(a) and 16(b)*

- A written risk assessment policy is in place. The policy makes clear what a risk is and when a risk assessment is required.
- A range of risk assessments was seen during the inspection. This included risk assessments for breaktime, classrooms, a visit to a museum and individual pupil risk assessments. All were thorough and included the hazards and the control measures that were put in place to minimise risks to the pupils. Risk assessments have been completed for the new premises. The quality of risk assessments seen indicates that leaders are able to identify potential risks and put measures in place when admitting younger pupils and those with SEND.
- The standards in Part 3 are likely to continue to be met if the material changes that have been requested are implemented.

**Part 4. Suitability of staff, supply staff, and proprietors**

*Paragraph 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(c)*

- The proprietors have procedures in place to make sure that all the required checks have been carried out on staff employed at the school.
- The proprietors do not use supply staff.

*Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6)*

- All checks carried out on staff are recorded in a single central record.
- It is likely that additional members of staff, required for an increase in pupil numbers, would continue to be recruited safely.
- The standards in Part 4 are likely to continue to be met if the material changes requested are implemented.

#### Part 5. Premises of and accommodation at schools

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- The new building for the proposed primary provision is situated near to the existing school. It was previously a nursery. It is being refurbished to a good standard. Due to delays caused by the COVID-19 (coronavirus) pandemic, there is still work to complete. Leaders have a comprehensive and clear schedule for the work to be completed by 10 September 2020.
- There are two toilets with washbasins on the ground floor, one of which is a disabled toilet. There are two further toilets with washbasins on the upper floor. All four toilets are unisex single cubicles.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2)*

- A medical room is situated on the ground floor directly opposite a toilet. There is a sink and a cabinet for the storage of medical supplies. A bed for sick pupils will be in place when the school opens.

*Paragraph 25, 26, 27, 27(a), 27(b)*

- There are four classroom areas in the new building. The rooms are large and bright. There is an additional play area on both floors. A kitchen will be available for pupils to study food technology. There are office spaces for staff to work. Class sizes will be eight pupils. The increase in pupil numbers requested can be accommodated in this building. Leaders plan to teach a number of pupils in the community.
- There are locks to the windows on the upper floor for safety and grills on the downstairs windows. There are smoke detectors in each room.
- There is enough lighting across the building. The acoustic conditions are suitable for teaching.
- External lighting to the building means that people can enter and leave the premises safely.

*Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- Drinking water will be available to pupils in classrooms and at lunchtime.
- The water supply in the toilets is sufficient so that toilets are flushable. Sinks have hot and cold running water. The hot water did not pose a scalding risk during the inspection. Labels to indicate which taps are suitable for drinking water will be in place when the school opens.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- The new premises have an appropriately sized outdoor area for pupils to play. Leaders intend to have an artificial grass surface for ball games in one space. There is a pleasant area with trees to the other side of the building. This area remains from the previous nursery provision. It is set up for outdoor learning activities. Plans are to have an outside classroom and a vegetable plot for pupils to grow their own plants.
- The play areas are fully enclosed by a fence around the perimeter. A higher fence is to be erected.
- The standards in Part 5 are likely to continue to be met if the material changes requested are implemented.

## Part 6. Provision of information

### *Paragraph 32(1)(c)*

- The proprietor has ensured that parents who are unable to access the school's website can get a copy of the safeguarding policy from the school.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor, chair of the core team and senior leaders work very closely together and share the same vision. They are focused on providing high-quality standards of care and education for their pupils. They have high expectations of each other and of what the pupils can achieve.
- The chair of the proprietor body has a very good understanding of standards in the school. This is because of the close working relationship he has with the school. The proprietor has systems in place to check on the quality of aspects of the work of the school. Staff are supported in their professional development.
- The proprietor and senior leaders have strong relationships with local authorities. By opening a new primary provision for pupils with SEND, they are addressing gaps in existing provision.
- Checks and procedures that are already in place to ensure the health and safety of the pupils and staff will be replicated at the new provision.
- Leaders have planned very carefully for the increase in numbers and the addition of a primary curriculum. Currently, the school has some pupils with education, health and care plans (EHCP). The systems and knowledge that are already in place would support an increase in pupils with an EHCP. The curriculum that has been devised for primary pupils is appropriate.

## Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a three-year accessibility plan in place. This plan sets out how the school will improve access to the curriculum for pupils with SEND through training staff in how to deliver the recommendations set out in pupils' EHCPs. Leaders are ensuring that the premises are accessible for all pupils. Parents, carers and pupils will be able to access information and policies on the school's new website.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	146339
DfE registration number	383/6006
Inspection number	10155873

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	The Pivot Academy Ltd
Chair	Linda Baines
Headteacher	Cheryl Lotherington
Annual fees (day pupils)	£24,375 to £33,000
Telephone number	0113 320 4069
Website	Not available
Email address	cheryl.lotherington@pivot-group.co.uk
Date of previous standard inspection	25–27 June 2019

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	7 to 16	7 to 16
Number of pupils on the school roll	40	105	105

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed



Number of full-time pupils of compulsory school age	43	105
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	26	105
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	12	105
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	12	105

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	9
Number of part-time teaching staff	1	0
Number of staff in the welfare provision	8	16

## Information about this school

- The Pivot Academy Leeds East is a secondary school with a focus on alternative education provision for up to 55 pupils aged 11 to 16.
- The school was first registered by the Department for Education (DfE) in November 2018. The first standard inspection took place in June 2019, when it was rated as Good.
- The existing school is located in the east of Leeds in a refurbished office building on Killingbeck Drive. It has been adapted to create classroom and learning spaces.

- The new primary provision is located close to the existing school, also on Killingbeck Drive. It was previously a nursery school, which has been refurbished to accommodate primary-aged pupils.
- This school is part of a network of Pivot schools that provides alternative education provision for pupils. Their mission statement is 'putting children at the centre of everything that we do'.
- Most of the pupils have behavioural, emotional and social difficulties and have been excluded from, or are at risk of permanent exclusion from, their mainstream school.
- Pupils access local leisure centre facilities for physical education activities.
- The school does not use any alternative education provision.

## Information about this inspection

- This inspection was commissioned by the DfE during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely to be in line with social distancing requirements set out in COVID-19 guidance.
- Evidence was gathered to check whether the school is likely to meet the independent school standards, through a visit to the school, through looking at documentation remotely, and by conducting meetings remotely over the telephone.
- A visit to the school took place on 12 August 2020 to see the proposed premises and meet with the safeguarding leader, proprietor, headteacher and executive headteacher.
- On 13 August, I held telephone meetings with curriculum leaders and the headteacher, the chair of the core team, the business manager, and the PSHE leader to discuss the school's provision for pupil's SMSC development. The final feedback meeting was conducted over the telephone with the proprietor, the executive headteacher, the headteacher and the chair of the core team.
- I looked at a wide range documents that had been provided by the headteacher. These documents included: the single central record, the health and safety policy, the risk assessment policy, fire risk assessment, curriculum policy and curriculum plans, the safeguarding policy, the SEND policy, a range of risk assessments and the accessibility plan.
- Due to the restrictions during the COVID-19 pandemic, the school has not been able to complete all of the refurbishment to the new premises. However, there is a detailed plan of work which outlines timings. It is anticipated that the work will be completed on 10 September 2020.
- This inspection was commissioned by the DfE to consider a request by the school for a material change. The material change request was to increase the age range of pupils from 11 to 16 to 7 to 16, to increase pupil numbers from 55 to 105 and to cater for pupils with special educational needs and to be registered as an 'other independent school'.
- The school proposes to meet the needs of pupils with SEMH and pupils with ASD.
- This is the school's first material change inspection.

## Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector

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