



## - The School at Hackney City Farm -

### Summary of the Ofsted Inspection January 2022

In the report produced by Ofsted following the school inspection in January there were a number of points raised highlighting its unique value in helping the young people in their personal development and re-engaging them in a learning environment.

These are young people for whom mainstream education has proved to be too challenging and instead thrive within the school's unique ethos; 'Engage, nurture, care and prepare'. This is illustrated in the results too; with all 5 leavers going on to further education.

### Below are some of the comments in the report.

Pupils are settled, routines and expectations for them are clear. Staff work closely with pupils to help them manage their emotions. This supports pupils behaving well on site and talking to staff if they are worried, including about bullying. Pupils enjoy working on the farm, in the on-site shop or as 'apprentice baristas' in the farm café. They engage well in the activities provided in the classroom and around the site. Pupils talk positively about their visits to Southend or the Tower Bridge Experience

Staff understand the social, emotional and behavioural difficulties faced by pupils with special educational needs and/or disabilities. This allows staff to provide appropriate support that engages pupils positively.

Pupils behave well. They are courteous with visitors to the school and farm site. Pupils sustain concentration in the activities provided for them, engaging positively in the tasks they are set. Leaders prioritise developing pupils' character. For example, in physical education (PE), pupils learn the importance of teamwork, following rules and accepting the decisions of others. They are then expected to model these behaviours in the classroom. This supports pupils in showing respect for adults and towards each other and creates a positive atmosphere.

Pupils' attendance and punctuality is variable. Leaders make contact with families to follow up absences and lateness. On occasion, leaders send pupils home following specific incidents. Pupils understand that people should be treated equally, and that racist language is inappropriate.

Pupils receive effective careers guidance. They benefit from personalised interviews and support with applications to different further education providers. Pupils access a variety of work experience on the farm site and with external organisations. For example, some pupils have completed work experience with local media and music production companies.

Staff enjoy working at the school. They feel that leaders listen to and value their ideas and opinions.

Leaders have ensured the premises are safe. Staff manage risks associated with working on the

farm, using power tools or when cooking. Pupils are safe when engaging in these activities.

There is a planned programme of activities aimed at helping pupils understand how to stay safe. This includes proposed workshops on the risks of knife crime and radicalisation.

### **Challenges**

The report highlighted areas in which the school didn't meet the Independent School Standards. Alternative Provision has different legislation concerning the curriculum offer.

### **Safeguarding**

The school had checks in place for all staff and assistants on the site, however at the time of the inspection these weren't entered into the Single Central Register, this was corrected before the end of the inspection. Similarly, the Admissions Register wasn't readily accessible at the start of the inspection however again this was provided later in the inspection process.

### **Education and learning**

The education of the young people at the school was challenged in the report; the school has a very flexible curriculum concentrating in providing subjects and activities that engage the young people. These are children who before they attended were very much disengaged in the learning process, lacked confidence, or had specific behavioural issues. As a result of the report the Governors are reviewing the curriculum and ensuring it has a better reporting process on the subjects and activities offered to the pupils. Additionally, work is being done to illustrate the ways in which staff crossover working together across the school in core subjects to challenging misconceptions and gaps in learning and subsequently ensure that errors and misconceptions do not persist.

### **Relationships and sex education**

Although the school provided learning around relationships and sex education it did not have a policy as set out in the DfE 2020 guidelines, this has now been rectified and the students receive guidance and learning specialists from the Learning Trust. Before starting at the school all teachers receive safeguarding training and since the inspection, they have received additional courses provided by LBH's safeguarding team. The Governors are confident in the staff teams abilities in swiftly using the processes in place following a suspected safeguarding concern or disclosure.

Other concerns raised by the inspection have been reviewed and action completed, such as the procedure for marking full time exclusions when required and the facilities provided on the site such as showering and medical room.

The Governors are pleased to work with the local education authority, DfE and Ofsted to ensure the school provides a safe, challenging and nurturing environment for pupils to continue to thrive and grow in learning and experience and subsequently prepare them for a bright future.