

# **The From Boyhood to Manhood Foundation**

## **Independent Special School**

Inspection report

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DfES Registration Number	210/6394
Unique Reference Number	134573
Inspection number	302905
Inspection dates	26-27 June 2007
Reporting inspector	Declan McCarthy AI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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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, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

## **Information about the school**

The From Boyhood to Manhood Foundation (FBMF) caters for up to 30 secondary aged boys with social, emotional and behavioural difficulties. It is housed in a single storey rented church hall near Camberwell Green in the London Borough of Southwark. A small proportion of pupils have statements of special educational need and a few pupils are in the care of local authorities. Nearly all pupils are Black British and a few are of mixed heritage. Pupils are drawn from Southwark, and neighbouring authorities such as Lambeth, Lewisham and Croydon. The school specifically admits boys who have been, or will shortly be excluded from mainstream education. Pupils are dual registered with mainstream schools or pupil referral units (PRUs). The school aims to re-integrate pupils back into education and help them to deal with their issues and challenges of life by clarifying the barriers to learning, which are impacting on their disruptive and anti-social behaviour. There are currently 18 pupils in Years 7 to 10 on roll including seven part timers who are reintegrating back into mainstream schools. Most pupils are placed for a three month assessment and intervention programme, when their needs are reviewed. Typically, the average length of stay, prior to return to mainstream schools or PRUs is 26 weeks. The school has a clear mission statement about pupils' educational and personal development and works very closely with the local schools, social services, police, youth and community workers and the Greater London Authority. This is its first inspection since it was registered in 2004.

## **Evaluation of the school**

This is a good school with some outstanding features. The teaching is good, and as a result pupils make good progress in learning. Pupils make outstanding progress in personal development, particularly in attendance and behaviour because provision for their spiritual, moral, social and cultural development is outstanding. The multi-disciplinary team of teachers and social workers work extremely well as a team to provide a highly relevant curriculum with an emphasis on changing boys' attitudes and behaviour away from the street culture of guns, knives and crime so they leave as young men ready to re-engage with learning. This is reflected in pupils' good academic results, high rates of return to mainstream schools and transfer to employment, education or training when they leave mainstream schools. The school

provides a good standard of care. It meets all but one of the regulations and is well aware of what it needs to do to improve its provision.

## Quality of education

The quality of the curriculum is good. The curriculum is highly relevant to the needs of pupils, with a good emphasis on developing literacy and numeracy skills and pupils' personal development. Weekly activities include self development group work, anger management training, 'key work' where staff help individuals with personal issues, careers programmes, physical activity, inter-personal skills, mentoring, art, drama, music and lifestyle management. In addition, an individual learning plan is devised for each pupil in consultation with his school. The whole curriculum is devised to stimulate an attitude of learning and instil self-confidence in the pupils, which it effectively achieves. Pupils are asked to sign a negotiated agreement based on their own needs before they start at the school. The curriculum meets the needs of those with a statement of special educational need. There is an appropriate range of subjects taught and some subjects, such as science are taught through projects, such as healthy eating. Planning for most subjects is satisfactory with appropriate schemes of work in place. However planning for science is embedded within other topics as there are limited opportunities to teach science. However there is sufficient coverage of science topics within other aspects of learning such as physical education. There is a highly effective programme for personal, social and health education, which permeates the life of the school and involves the whole school community. Pupils have the opportunity to engage in a variety of physical and adventurous activities, such as power walking, stretching, competitive games and meditation. A variety of workshops are not only designed to stimulate learning, but to improve pupils' personal development. For example, a very effective workshop focused on negative images of black women portrayed through hip hop music and culture. Pupils saw a video presentation and were constantly challenged by staff to reflect on the truth about hip hop music and culture in terms of the negative messages they portray about girls.

There are good links with local secondary schools to facilitate pupils' return. Learning is enriched through the wide range of high profile visits and visitors. These have recently included visits from Foreign Secretaries of State from two countries, a visit by the Metropolitan police commissioner and visits by local community support officers. The forthcoming planned residential visit to Ghana is aimed at helping pupils to appreciate their Black Britishness and compare it with Black African culture. The school offers a good range of accreditation to facilitate good progress. Some pupils have opportunities to sit GCSE in subjects such as English, mathematics and science. The school also has links with a college and local training providers so that pupils can experience vocational 'tasters' and complete courses leading to National Vocational Qualifications. This is embedded within strand two, which focuses on providing education and preparation for work. A link with the Connexions service ensures that pupils have access to suitable careers guidance. Nearly all pupils return to

mainstream schools or PRUs and then move on to a training course or further education.

The quality of teaching is good. This was also confirmed in discussion with pupils and ex-pupils and in the pre-inspection questionnaires from parents and local authorities who place pupils at the school. The exceptional team work between teachers and social workers ensures that all pupils are focused fully on activities and sustain high levels of participation in learning. Staff use their good knowledge of pupils to plan tasks that are pitched at an appropriate level. Pupils benefit from one-to-one support to improve their literacy skills. All staff have outstanding relationships with pupils and manage their learning and behaviour very effectively.

Teachers provide highly relevant activities, which engage pupils in learning such as physical work-outs and workshop activities. As a result, pupils enjoy their learning and make good progress, particularly in literacy and numeracy where all pupils gain at least two entry level certificates in adult literacy and numeracy. Teachers make good use of assessment to inform pupils about what they are expected to achieve by the end of the session and to record pupils' progress in learning and behaviour. The well-developed points system for rewarding good behaviour and attitudes effectively motivates pupils to complete their tasks. Although communication between local secondary schools and pupil referral units are good, the school does not always receive the fullest information on pupils' prior attainment on admission. Teachers use the limited range of resources available to them extremely well, despite the limitations of the accommodation. For example, although there is no space for an information and communication technology suite, pupils use the available computers to compose music and write lyrics. They also research widely and use the internet safely. For example, pupils used word processing effectively to complete and illustrate their survey project work on Black culture, which was well presented. Pupils' progress is considerably enhanced by their good attendance.

### **Spiritual, moral, social and cultural development of the pupils**

Pupils' excellent progress in attendance, behaviour and personal development is due to the outstanding provision for spiritual, moral, social and cultural development. Pupils are generally well behaved and develop good attitudes to learning in lessons, nearly always adhering to the school's rules. Most pupils are punctual for lessons, despite the difficulties some experience in travelling long journeys to school. During discussion, pupils said that they enjoyed coming to school very much, and this was also reflected in their questionnaire returns. They respect the building and the property of others, handling equipment safely. An effective points system, individual targets in their learning plans and excellent relationships with all staff ensure pupils greatly improve their attitudes and behaviour. Two of the three linked strands of activity are highly effective in promoting pupils' personal development; strand one concentrates on raising pupils self esteem and aiding moral development and strand three concentrates on mentoring and community service, involving the young people in local community service programmes. The headteacher recently gave evidence to

the parliamentary committee that looked into young black people and the criminal justice system. Staff provide excellent role models for pupils and the very strong emphasis on moral development ensures that pupils move away from crime and gang culture to become more responsible individuals. There are very good opportunities for pupils to take responsibility in school, for example as peer mentors. Pupils develop a very good awareness of their own and other cultures, through, for example, the staff challenging their thinking about street culture and using Chinese meditation techniques to develop correct posture, breathing and concentration. Pupils leave school very well prepared for the next stage of their education and their future economic well being, through for example visits from the local community support officers and the police.

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

The provision for pupils' welfare, health and safety is good. There is a suitable range of policies that guide this aspect of the school's work. Arrangements for child protection including safeguarding are fully in place. All staff have undergone training in safe handling and restraint and high levels of staff involvement with pupils at all times ensure pupils are safe. Nearly all risks are thoroughly assessed, although the school has not yet carried out its own fire risk assessment, as required to ensure it provides a satisfactory level of fire safety. Nevertheless, pupils learn to adopt safe practices, for instance when using the internet. Staff provide outstanding pastoral care, through their excellent relationships with pupils and the excellent individual support and guidance they provide for pupils and their families through regular meetings and reviews. As a result, this impacts positively on pupils' academic performance and behaviour and they are always willing to confide in staff, should a problem occur.

Pupils learn about healthy lifestyles most effectively. They are provided with healthy nutritious well balanced breakfasts and lunches during the day, which include fruit and unlimited amounts of water. The school operates a strictly no smoking policy, which pupils consistently adhere to. Pupils exercise regularly through daily warm up stretches, power walking and participation in a range of competitive sports. A pupil has recently won a two year scholarship to train as a professional basket ball player in Spain. Pupils also learn to control their breathing and emotions through a highly effective daily routine of meditation. The building is accessible to people in wheelchairs, and benefits from a disabled toilet and the school has produced a satisfactory outline plan to improve access for disabled pupils, within its limited resources. Attendance and admissions registers provide all the required information about pupils.

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

The school is rigorous in undertaking all the necessary checks to ensure that all staff are suitable to work with children.

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

The premises and accommodation are satisfactory. The single storied building provides a large spacious hall, where effective team teaching takes place, as well as two other classrooms used for small groups and individual support. There is a small staff room and office for administration and meetings. Since it was registered, the increased use of the accommodation by other groups restricts what the school can offer. For example, there is limited storage space and limitations for the display of pupils' work due to the use of the accommodation by other providers after 4.00 p.m. There is also insufficient space for pupils to relax in and no facilities for physical education. Nevertheless, the school is highly effective in compensating for this by making very good use of local parks, through for example, daily power walking and use of other leisure facilities.

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

The school brochure and website are both very informative, containing all the information that it should for parents and other stakeholders. The school provides regular monthly reports to parents on their children's progress. Parents appreciate the opportunity to attend their child's end of term graduation ceremony where they see how well their child's achievements are celebrated. Most parents are very positive about the school, particularly their children's progress and the helpfulness of staff. However, a few feel that they do not get enough information about their children's progress.

## **Procedures for handling complaints**

The school has a clear, written complaints procedure which fully complies with requirements.

## **Compliance with regulatory requirements**

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

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

- ensure that it has a satisfactory level of fire safety, identified by its risk assessment under the Fire Precautions (Workplace) Regulations 1997, and by any report from the Fire Authority (paragraph 3(5)).

The school complies with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

## **What the school could do to improve further**

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

- extend the opportunities for pupils to be learn science
- to seek ways of improving the school's accommodation.

## School details

Name of school	The From Boyhood to Manhood Foundation
DfES number	210/6394
Unique reference number	134573
Type of school	Special
Status	Independent
Date school opened	2003
Age range of pupils	11-16
Gender of pupils	Boys
Number on roll (full-time pupils)	Total: 11
Number on roll (part-time pupils)	Total: 7
Number of pupils with a statement of special educational need	Total: 6
Number of pupils who are looked after	Total: 3
Annual fees (day pupils)	£1,800 per term
Address of school	1 Newent Close Camberwell Green Southwark London SE15 6EF
Telephone number	02077036415
Email address	officeman@fbmf.co.uk
Headteacher	Mrs Decima Francis
Proprietor	The From Boyhood to Manhood Foundation
Reporting inspector	Declan McCarthy AI
Dates of inspection	26-27 June 2007