

Progression 2 Work Wrap-Around Learning Hub

Ryan House, Ryan Business Park, Radford Road, Nottingham NG7 7EF

Inspection dates

24–25 February 2021

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)

- The proprietor has ensured that there is a written curriculum policy. The policy is supported by appropriate schemes of work for pupils in key stages 3 and 4. Pupils in these key stages will have the opportunity to study a wide range of GCSE qualifications. Pupils will experience linguistic, mathematical, scientific, technological, creative, artistic, human and social education.
- The policy, plans and schemes of work for pupils in key stages 3 and 4 do not undermine the fundamental British values of, for example, democracy, the rule of law and individual liberty.
- The planned personal, social, health and economic (PSHE) education curriculum incorporates the school's main aims, ethos and values. These are promoting pupils' health and well-being for developing their relationships and living in the wider world.
- The proprietor has not planned a suitable programme of activities for pupils in key stage 5. There has not been sufficient thought given to what these pupils will study, other than the opportunity to resit GCSE English and mathematics and complete work-experience placements. Consequently, these pupils will not have the opportunity to learn or make as much progress as they could. The proposed curriculum for key stage 5 and the plans associated with it do not take into account these pupils' ages, aptitudes and needs.
- The proprietor has plans to ensure that all pupils will receive impartial careers advice and guidance. This guidance matches nationally recognised benchmarks. It will enable pupils to make informed choices about a broad range of career options and will encourage them to reach their full potential.

- The proprietor has not planned for any extra-curricular visits or experiences that would help to prepare pupils effectively for life in British society.

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

- The proprietor has not ensured that classroom resources are of a good quality, quantity or range for the variety of subjects on offer for pupils in key stages 3 and 4.
- The proprietor has not identified how they will communicate to parents and carers their child's academic performance through an annual written report.
- There is a suitable assessment policy and framework in place. The policy gives teachers clear guidance as to how they should assess pupils and give them feedback on how to improve their work.
- Staff already appointed to the proposed school have the necessary skills, knowledge and experience to teach pupils with behavioural, emotional, social and communication needs. Staff will have a good understanding of the needs and prior attainment of pupils, including those with special educational needs and/or disabilities (SEND) and education, health and care (EHC) plans. Staff will consider pupils' individual needs when planning lessons.
- Staff will use effective teaching methods, activities and appropriate management of class time, including in the very limited number of subjects currently planned for key stage 5.
- The school is not likely to meet all the standards in this part.

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)

- The proprietor has ensured that there is an appropriate spiritual, moral, social and cultural (SMSC) curriculum for pupils in key stages 3 and 4. The planned schemes of work include topics such as self-awareness, anti-bullying and the tolerance of those with different faiths and beliefs.
- The planned SMSC curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. For example, pupils will learn about the harm caused by transphobic bullying in the 'relationships' unit.
- The proprietor has not planned how pupils can take responsibility for their behaviour and understand how they can contribute to the lives of those working locally and in society more widely. There are no planned visits to local shops, amenities or businesses.
- The curriculum does not enable pupils to acquire an appreciation of, and respect for, their own and other cultures.
- The school is not likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 16, 16(a), 16(b), 32(1), 32(1)(c)

- The proprietor has ensured that the proposed school's safeguarding policy, which is on the school's website, meets statutory guidance. The policy explains the procedures to follow should a safeguarding concern be raised about a member of staff.
- Staff have received appropriate safeguarding training. There is a system in place for staff to follow should they have a safeguarding or welfare concern about a pupil.
- The proprietor will ensure that staff receive a thorough induction before they start working at the school. Staff will have to read and understand relevant policies, including those that relate to health and safety, staff conduct, first aid and whistle-blowing.
- There is a system in place to filter out inappropriate internet content. The proprietor will frequently check the effectiveness of these filters.
- The welfare, health and safety of pupils are not fully considered. There is no risk assessment policy. The proprietor cannot check that staff are completing risk assessments appropriately, nor if appropriate action is taken to mitigate any identified risks. This includes identified risks in school and specific individual safeguarding risks that pupils may face when undertaking off-site visits.

Paragraph 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- The proprietor has ensured that there is an appropriate behaviour policy in place. Pupils will have individual behaviour support plans where necessary. Pupils will collect points for positive behaviour. These will be 'spent' on rewards and trips out.
- The proprietor has ensured that there is an appropriate anti-bullying policy in place. The policy contains relevant definitions of the different types of bullying and contains strategies for staff to use to help prevent bullying from occurring. It contains clear procedures for staff to follow should an allegation of bullying occur.
- The proprietor will keep a record of any sanctions imposed upon pupils for serious misbehaviour or incidents of bullying.

Paragraph 11, 12, 13

- The proprietor has ensured that there is an appropriate health and safety policy in place. The document contains guidance for staff regarding pupils' potential medical conditions and the administration of any required medicines.
- The proprietor has ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has been completed. There is an emergency evacuation plan and staff have received fire warden training. Fire extinguishers and fire doors are regularly checked. There are plans for termly evacuation practices.
- The proprietor has ensured that there is an appropriate first-aid policy. There are named first aiders on site who have received first-aid training. There is a first-aid box and an accident book to record any incidents.

Paragraph 14

- The proprietor is aware of their responsibility to ensure that staff supervision of pupils is appropriate. Depending upon their individual needs, some pupils may require support on a one-to-one basis.

Paragraph 15

- The proprietor has not ensured that the school's admissions register holds all the necessary statutory information.
- The school is not likely to meet all the standards in this part.

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

Paragraph 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(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(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)(b)(iii), 20(6)(c), 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(5), 21(5)(a), 25(a)(i), 25(a)(ii), 21(5)(c), 21(6)

- The proprietor has ensured that the school's staff recruitment policy meets current requirements. The proprietor has received up-to-date safer recruitment training.
- The proprietor has ensured that all the relevant checks are undertaken on staff, including supply staff, before they start working at the school.
- The school's single central register meets current requirements.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proprietor has ensured that the proposed premises have suitable, separate toilets and washing facilities. Staff have the use of a toilet and washing facilities on the ground floor. The hot water does not pose a risk of scalding to users.
- Pupils will have direct access to drinking water through a water fountain. The fountain is clearly marked and is in a separate area to the toilets.
- Pupils will use a local gym for physical education. Pupils will use the showers and changing accommodation situated at the gym.
- There is a local park close to the proposed school for pupils to access should they wish to exercise outside.

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

- During the inspection, the proprietor purchased a camp bed and privacy screen. This will ensure that there is a suitable area for the short-term care of sick and injured pupils. This temporary area is not used for teaching. It is close to a toilet facility.

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

- The proprietor has ensured that the proposed premises are cleaned and maintained to a good standard.
- Both classrooms have suitable acoustic conditions and appropriate lighting. There is external lighting that ensures pupils, staff and visitors can safely access the premises when it is dark.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- The proposed school's website contains all the necessary information and documentation.
- The proprietor will ensure that relevant policies are available for parents to either download or receive paper copies on request.
- The proprietor will ensure that particulars regarding the educational provision for pupils with EHC plans and for pupils for whom English is an additional language will be published on the school's website.
- The proprietor does not have in place an annual written report to parents of their child's progress and attainment in the main subject areas taught.
- The school is not likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The proprietor has ensured that the complaints policy is available to parents on the proposed school's website.
- The policy explains to parents how to complain, should the need arise. There are clear timescales and procedures for a formal complaint. Parents may attend a formal complaint panel with a representative.
- The proprietor will retain a record of all parental complaints, and the findings and recommendations. This record will be made available during future inspections.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- The proprietor does not yet demonstrate a thorough enough knowledge or understanding of the independent school standards. They have not ensured that the proposed provision meets all the independent schools standards. During the inspection, the proprietor acted to prevent additional standards from being judged as unlikely to be met.
- The proprietor has not ensured that staff consider safeguarding risks to pupils when they take them off site for educational visits.
- The school is not likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The proprietor has not written an accessibility plan for the proposed school.
- The school is not likely to meet the regulation in this part.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	148188
DfE registration number	892/6026
Inspection number	10180714

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	Progression 2 Work Limited
Headteacher	Jason Cosford (from April 2021)
Annual fees (day pupils)	From £24,375
Telephone number	07513 379871
Website	www.progression2work.com
Email address	johanne.varley@progression2work.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	6
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	0
Total hours operating as a school per week	22 (for 1 pupil)
Total hours of teaching provided per week	22 (for 1 pupil)

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 16	11 to 18	14 to 16
Number of pupils on the school roll	6 (dual registered)	25	4

Reason for inspector's recommendations

- The proposed premises are only suitable for up to eight pupils to be on site at any one time.
- A reduced number of pupils on the school roll permits there to be a combination of pupils who are on the school roll and those from the alternative provision in attendance each day, which is the proprietor's plan.
- The proposed premises are unsuitable for 11 to 16 year-olds to be together at social and recreational times.
- The proposed key stage 5 curriculum is not fully planned or organised.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	1	25
Number of part-time pupils	5	0
Number of pupils with special educational needs and/or disabilities	1	To be confirmed
Of which, number of pupils with an education, health and care plan	0	To be confirmed
Of which, number of pupils paid for by a local authority an education, health and care plan	0	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	4
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	N/A	N/A

Information about this proposed school

- The school currently operates as an alternative provision.
- The school is located in Ryan Business Park in Nottingham.
- The school will cater for pupils with moderate learning difficulties. These include pupils with a diagnosis of autism spectrum disorder and pupils with behavioural, emotional, social and communication needs.
- Some pupils may have an EHC plan.
- Most pupils are likely to be funded by local authorities.
- The school will offer GCSE qualifications in a variety of subjects, including English and mathematics.
- The school may use the services of alternative providers.
- At the time of the inspection, the proprietor stated that they would no longer be proposing to provide an education for pupils with hearing impairment.
- A headteacher will commence their employment in April 2021.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020-21. Some of the inspection was conducted remotely.
- This was the proposed school's first pre-registration inspection.
- I held several meetings with the proprietors. I scrutinised a wide range of documentation, including policies, schemes of work and the school's website.
- I conducted a tour of the proposed site.
- I checked the school's single central register and arrangements for the safeguarding of pupils.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 6. Provision of information

- 32 (1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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Store Street
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