

Progress Schools – Warrington

Warrington Youth Zone, Dallam Lane, Warrington WA2 7NG

Inspection date

1 September 2022

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1)–2(2)(b), 2(2)(f), 2(2)(h), 2(2)(i)

- The proprietor body has an appropriate curriculum policy in place. Leaders will give pupils experience of a wide range of subjects, including linguistic, mathematical and scientific education. The curriculum policy is supported by suitable schemes of work. Leaders have considered the potential needs of pupils with special educational needs and/or disabilities (SEND) who are likely to attend the proposed school. Leaders have suitable plans to enable pupils to access the curriculum. The policies and schemes of work support the promotion of fundamental British values.

Paragraphs 2(2)(d)–2(2)(d)(ii)

- The scheme of work for personal, social, health and economic (PSHE) education relates to the proposed school's values and ethos. It contains a suitable range of topics. These are likely to enable pupils to learn about matters such as respect and healthy relationships. Leaders intend to promote pupils' understanding of the protected characteristics set out in the Equality Act 2010.

Paragraphs 2A(1), 2A(1)(b), 2A(1)(d)–2A(2)

- Leaders have a suitable relationships and sex education (RSE) policy in place. This sets out leaders' intentions to provide age-appropriate RSE for all pupils. Leaders are suitably prepared to consult with parents and carers about this when the proposed school is open. Leaders will also enable parents to request that their child be wholly or partly excused from sex education. The scheme of work for PSHE education includes suitable themes that will enable leaders to provide RSE. These include learning about consent and healthy relationships.

Paragraphs 3–3(j)

- Evidence from the proposed school's curriculum documents suggests that teaching is likely to enable pupils, including those with SEND, to make progress according to their age and ability. Classrooms contain suitable learning resources and are well furnished. There are also learning spaces with plentiful, high-quality equipment for activities such as music and physical education (PE) activities.

Paragraph 4

- Leaders have a clear policy that describes their intended approach to assessing pupils' performance. Leaders have appropriate systems in place to keep parents informed of their child's performance and progress.
- Leaders have ensured that all the independent school standards (the standards) in this part are likely to be met when the proposed school opens.

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

Paragraphs 5–5(d)(iii)

- Leaders intend to provide a carefully planned approach to the promotion of pupils' spiritual, moral, social and cultural development. This approach focuses on matters such as respect and tolerance. The scheme of work that leaders have designed will present pupils with opportunities to learn about a range of themes, such as fundamental British values. Leaders have appropriate plans to ensure that pupils learn how to contribute to the local community by working towards qualifications in citizenship.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b)

- The proprietor body has designed a suitable safeguarding policy. It pays due regard to current guidance from the government and provides references to other relevant documents. It describes leaders' intended approach to managing a broad range of safeguarding issues, such as child-on-child abuse, sexual violence and sexual harassment, and internet safety.

Paragraphs 9–10

- Leaders have a policy in place that describes their intended approach to the management of behaviour and bullying. The policy explains how leaders and staff will deal with any unacceptable behaviour. It also outlines the roles and responsibilities of staff and leaders in ensuring a calm and safe environment. The policy recognises that the proposed school will cater for pupils with needs such as those associated with social, emotional and mental health. The policy lays out how leaders intend to prevent and manage incidents of bullying, including homophobic and racist bullying. There is also a clear statement on the proposed school's intended approach to the use of exclusion.

Paragraphs 11–13, 16–16(b)

- Leaders have written appropriate policies for health and safety, fire safety, first aid and risk assessment. Leaders ensure that they maintain the premises to a high standard. Safety equipment, such as first-aid kits, are plentiful and easily accessible. The evidence indicates that these policies are likely to be implemented effectively when the proposed school opens.

Paragraph 14

- Leaders propose that there will be enough full-time teachers, teaching assistants and pastoral mentors, to ensure that there will be a high ratio of staff to pupils. It is, therefore, likely that there will be appropriate supervision of pupils.

Paragraph 15

- Leaders have electronic systems in place for the proposed school's admissions register and attendance register. The intended admissions register will contain all the required information. The attendance register will use recognised codes to indicate attendance and absences.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

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

Paragraphs 18(2)–18(2)(d), 18(3), 20(6)–20(6)(b)(ii), 21(1)–21(3)(b), 21(6)

- Leaders' processes for checking the suitability of staff and members of the proprietor body are likely to be effective. The single central record that leaders will use is thorough and detailed. It currently contains all relevant information for the proprietor body and for the headteacher, who is already in post. The same document will be used to record checks on future staff. Leaders know the checks that will be necessary when making use of supply staff and they have made provision for these checks within their procedures.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- The premises are approximately one year old. They are maintained to a high standard. The proprietor body is likely to be able to ensure pupils' health and safety while the premises are in use, as far as is reasonably practicable.
- Toilet facilities consist of single cubicles that can be locked individually from the inside. The toilets have a suitable supply of cold water and are in very good condition. There is hot and cold water for handwashing. The temperature of the hot water does not present a risk of scalding. There are well-maintained facilities for pupils to shower and change following PE lessons. Drinking-water coolers are available for pupils throughout the day on the ground floor of the proposed school. Leaders presented evidence that further water coolers will be delivered for the first floor in time for the opening of the proposed school.
- The proposed school will contain several classrooms for pupils to learn a range of subjects and take part in various educational activities. For example, there are very well-equipped learning spaces for computer-based work and for performing and recording music. There is also a full-sized indoor sports hall available for PE and a climbing wall room for extra-curricular activities. All classrooms have suitable lighting and acoustic conditions. There is also external lighting to allow safe entry to and exit from the building.

- There is a well-equipped room for the short-term care of sick or injured pupils. It contains a height-adjustable bed, a toilet and suitable washing facilities. It will be exclusively available for the care of sick or injured pupils throughout the school day.
- There is plenty of external space at ground floor level for pupils to use during PE and recreation time. There is also an outdoor, multi-use games area on the roof of the building, which is secure and safe for pupils' use.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Part 6. Provision of information

Paragraphs 32(1)–32(1)(c), 32(1)(f), 32(1)(h), 32(1)(i), 32(2)–32(2)(b), 32(2)(b)(ii), 32(2)(d)–32(3)(e)

- The proposed school does not have a website. However, when the proposed school opens, there will be a dedicated page on the company's existing website. Leaders intend that this will contain all the relevant information that must be published, including policies relating to the health, safety and welfare of pupils and the school's safeguarding policy. All policies and other information that are not on the website will be available on request.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 32(3)(f), 33–33(k)

- The proposed school's complaints policy reflects the requirements set out in the standards. For example, it is in writing and contains clear time scales for responses at each stage of the management of a complaint. The proprietor body intends to publish the policy on the company's existing website.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1)–34(1)(c)

- The chair and members of the proprietor body have suitable qualifications and experience to enable them to lead and manage the proposed school. For example, they have previously worked with pupils with SEND and in alternative provision.
- Leaders demonstrate the knowledge and skills needed to ensure that the standards are likely to be consistently met and pupils' welfare secured.
- Leaders have ensured that all the standards in this part are likely to be met when the proposed school opens.

Schedule 10 of the Equality Act 2010

- Leaders have suitable actions in place to ensure accessibility for pupils with disabilities. For example, leaders intend to focus on raising staff's awareness of how to support pupils with language and communication difficulties to access the curriculum.

Leaders also intend to make routine checks that there are no physical barriers that prevent access to the building.

- Leaders have ensured that this requirement is likely to be met when the proposed school opens.

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.

Proposed school details

Unique reference number	149355
DfE registration number	877/6015
Inspection number	10251793

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	Other independent school
School status	Independent school
Proprietor	Progress Schools Limited
Chair	Charlotte Barton
Headteacher	Paul Foxton
Annual fees (day pupils)	£12,500 to £36,000
Telephone number	0151 559 1867
Website	www.progress-schools.co.uk
Email address	warringtonPS@progress-schools.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	35	35

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	35

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 35
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 35
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 35

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- Progress Schools – Warrington is proposed to be an independent school based in the town of Warrington. The school will admit pupils from Warrington local authority.
- The proprietor body intends to cater for pupils who have experienced or are at risk of permanent exclusion from mainstream schools. Leaders also intend to admit pupils with social, emotional and mental health difficulties.
- Leaders plan to run a breakfast club at the school each day.
- It is not proposed that the school will cater for pupils with complex needs.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent school registered for 35 pupils aged 11 to 16.
- The inspection was the proposed school's first pre-registration inspection.
- The inspector met with the chair of the proprietor body and the headteacher of the proposed school. He also met with other leaders from the existing school group. He analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and health and safety. He undertook a tour of the premises.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

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