

# Progress Schools – Chorley

Inspire, Chorley Youth Zone, 63 Chapel Street, Chorley, Lancashire PR7 1BS

**Inspection dates**

4 October 2018

**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)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 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) and 2(2)(i)*

- Leaders have developed a suitable curriculum policy which reflects the likely needs of the pupils who will attend the school. Leaders intend that the school will help pupils re-engage successfully with education. The school's curriculum is designed to stretch and challenge all pupils, particularly the most able.
- Each pupil will have an individual education development plan to map out a suitable, personalised plan for their learning. Pupils at key stage 4 will be able to study for a range of qualifications that lead on to post-16 study, including GCSEs and functional skills.
- Leaders have well-considered plans in place to provide pupils with careers education, information, advice and guidance. Leaders are putting in arrangements to secure work experience opportunities for pupils.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(e), 3(f), 3(g), 3(i) and 3(j)*

- The head of school and specialist teacher will be qualified and experienced teachers. The executive headteacher intends to closely monitor the quality of teaching and learning across the school through frequent lesson observations, discussions with pupils and work scrutiny.
- Leaders shared sample timetables which suggest that time will be used well across the school day. Sufficient time is likely to be given to the teaching of English and mathematics.
- Leaders will make sure that there are suitable and sufficient high-quality resources, including computers, to support learning. These resources will be in place before the school opens.

### *Paragraph 4*

- Leaders have identified key performance measures to ensure that pupils are prepared well to return to school or move on to education, employment or training at the end

of Year 11. The school's proposed assessment and tracking system will enable leaders and teachers to evaluate pupils' progress from their different starting points.

- The standards in this part are likely to be met when the school opens.

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

*Paragraphs 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) and 5(d)(iii)*

- Leaders plan that pupils will take part in a daily current affairs lesson. This session will be sufficiently flexible to allow pupils time to find out about, consider and debate a range of topical issues. Moreover, the school will promote pupils' awareness of different issues such as obesity and homophobia through taking part in national and local events.
- Pupils' timetables will include a weekly lesson focused on British values.
- Pupils will be expected to take part in voluntary work in their local community. For example, pupils will be encouraged to help out at local homeless shelters.
- The standard in this part is likely to be met when the school opens.

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

*Paragraphs 7, 7(a) and 7(b)*

- The school has a suitable safeguarding and child protection policy which complies with current government guidance and pays heed to local arrangements.
- All staff are up to date in their safeguarding training and new staff undergo awareness training as part of their induction programme. The school's policy sets out clearly staff roles and responsibilities.
- Leaders have ensured that the school's policy takes account of particular safeguarding issues that are more prevalent in the local area.

*Paragraphs 9, 9(a), 9(b), 9(c) and 10*

- The school's behaviour and anti-bullying policy complies with statutory requirements. It is tailored to the particular needs of the pupils likely to attend the school, including the increased vulnerabilities of those pupils who have special educational needs (SEN) and/or disabilities.
- The policy sets out clearly how staff will deal with and prevent bullying at the school.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b) and 16(c)*

- The school has written health and safety, risk assessment and first-aid policies.
- There is adequate fire signage, a suitable assembly point and appropriate fire detection and alarm systems. The building has refuge areas for any staff, pupils or visitors who may not be able to evacuate the building in an emergency.
- All staff undertake first-aid training as part of their induction. There are sufficient suitable first-aid resources throughout the building.

- Leaders have prepared a range of written risk assessments for the building and for activities, as well as potential trips and visits, in readiness for the school's opening.

#### *Paragraph 14*

- Leaders are in the process of appointing staff. Leaders intend to have two teachers and two support staff in post prior to pupils joining the school. These staff will be based at the school. Leaders will review the levels of staffing as more pupils join the school. In addition, leaders will deploy staff from other schools run by Progress Schools Limited to cover any short- or long-term absence as well as to provide subject-specialist teaching. Leaders plan to contract qualified coaches to lead specialist courses such as in climbing and boxing.

#### *Paragraph 15*

- Leaders have electronic admissions and attendance registers ready for when the school opens.
- The school has a detailed attendance policy, which sets out clearly the actions to be instigated when a pupil is late or is absent from school.
- The standards in this part are likely to be met when the school opens.

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

*Paragraphs 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(2)(f)*

- Leaders carry out all required checks to reassure themselves of the suitability of staff to work with children prior to appointment.
- Leaders have also carried out checks on all the Inspire staff and volunteers who may access the building during the school day.
- The school maintains all required information on a single central record, which is routinely checked by senior leaders.

*Paragraphs 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i) and 19(2)(d)(ii)*

- Leaders do not intend to employ supply staff. Leaders propose to utilise staff employed at other schools run by Progress Schools Limited to cover any short- or long-term absence.

*Paragraphs 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) and 20(6)(c)*

- All required checks have been carried out with respect to the proprietor, including those required in section 128 of the Education and Skills Act 2008.

*Paragraphs 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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- The school keeps all records in an electronic form. The school can reproduce these records in legible form.

- The standards in this part are likely to be met when the school opens.

## Part 5. Premises of and accommodation at schools

### *Paragraph 22*

- The school is housed upstairs in a youth centre which has been purpose built to a high standard. The premises and accommodation have been designed with the needs of children and young people aged eight to 25 in mind. All rooms have been freshly painted and there is new carpet and linoleum on the floors. There are three rooms designated as classrooms. The school has use of the full range of facilities, including a recording studio, art room and gymnasium, during the school day. The building is secure. The front door is locked during the school day and all visitors are required to sign in at reception.

### *Paragraphs 23(1), 23(1)(a), 23(1)(b) and 23(1)(c)*

- There are separate toilets for staff, pupils and people who have disabilities. Each toilet has a lockable door and a wash basin supplied with hot and cold running water.
- Adjacent to the basement artificial turf pitch, there are male and female changing facilities. These each have two shower cubicles which have lockable doors.

### *Paragraphs 24(1), 24(1)(a), 24(1)(b) and 24(1)(c)*

- There is a purpose-built medical room on the ground floor. This is suitable for use for both short-term care of sick or injured pupils as well as medical examination or treatment. This room has both a wash basin and a toilet. There is a wall-mounted bed that can be pulled down when needed.

### *Paragraph 25*

- The building has been finished to a high standard. There is suitable furniture in each classroom for the age and number of pupils.
- The facilities are clean, tidy and well maintained.
- There are fire notices displayed throughout the building. Signage for fire exits is clear and the assembly point is well marked.

### *Paragraph 26*

- The rooms are soundproofed so that pupils are not disturbed by lessons and activities taking place elsewhere in the building. In the communal areas, the use of sound insulation boards minimises the noise levels in these high-traffic areas.
- The building has an efficient heating system. The rooms are a comfortable temperature.

### *Paragraphs 27, 27(a) and 27(b)*

- The lighting has been planned with careful consideration given to the nature of the activity taking place in each room. Classrooms are brightly lit. The whole building benefits from the large windows at the front and side which let in plenty of natural light.
- The exterior of the building is well lit.

*Paragraphs 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)*

- Pupils have access to drinking water. There are water fountains installed in some rooms, for example, the gymnasium. The school intends to install water coolers in each of the classrooms ready for when it opens.

*Paragraphs 29(1), 29(1)(a) and 29(1)(b)*

- There is limited outdoor space. A small area at the rear of the building can be used by pupils at break- and lunchtimes. In addition to the purpose-built gymnasium, climbing wall, boxing ring and dance studio, there is an artificial turf pitch in the basement. This large space has two partial open sides. This space is suitable for pupils to use for playing as well as for physical education lessons.
- The standards in this part are likely to be met when the school opens.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(2)(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 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), 32(4), 32(4)(a), 32(4)(b), 32(4)(c) and 32(5)*

- Leaders have prepared a draft prospectus which includes all the required information.
- Leaders are in the process of updating the school's website, so that information is more accessible to parents and carers. Leaders know what information they are required to publish on the school's website when it is launched.
- Important policies, such as those for safeguarding and child protection, behaviour and complaints, are available from the school on request.
- Leaders have prepared sample annual reports in readiness for the school opening.
- The standard in this part is likely to be met when the school opens.

## Part 7. Manner in which complaints are handled

*Paragraphs 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) and 33(k)*

- The school has a suitable complaints policy which is available on request.
- The complaints policy complies with all statutory requirements, including clear timescales for the management of a complaint.
- Leaders know their responsibilities with regard to maintaining and making available written records.
- The standard in this part is likely to be met when the school opens.

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

*Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders demonstrate suitable knowledge and experience to establish a school.

- Leaders have ensured that the school is likely to meet the independent school standards consistently when it opens.
- Leaders have made sure that the standards in relation to pupils' welfare, health and safety are likely to be met when the school opens.
- The standard in this part is likely to be met when the school opens.

#### Schedule 10 of the Equality Act 2010

- Leaders have prepared a detailed accessibility plan for the school.
- This requirement is likely to be met when the 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	146353
DfE registration number	888/6117
Inspection number	10077480

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 day school
School status	Independent school
Proprietor	Progress Schools Limited
Chair	Warren Bradley
Executive headteacher	Charlotte Barton
Annual fees (day pupils)	£12,000 to £36,000 per annum
Telephone number	0151 559 1867
Website	<a href="http://www.progress-schools.co.uk">www.progress-schools.co.uk</a>
Email address	<a href="mailto:info@progress-schools.co.uk">info@progress-schools.co.uk</a>
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not yet operating	13–16	13–16
Number of pupils on the school roll	Not yet operating	35	35

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not yet operating	Mixed
Number of full-time pupils of compulsory school age	Not yet operating	Up to 35
Number of part-time pupils	Not yet operating	Up to 35
Number of pupils with special educational needs and/or disabilities	Not yet operating	Up to 35
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not yet operating	Up to 35
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	Not yet operating	Up to 35

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not yet operating	2
Number of part-time teaching staff	Not yet operating	Not yet determined
Number of staff in the welfare provision	Not yet operating	2

## Information about this proposed school

- The proposed school is to be established in Inspire, a purpose-built youth centre for children and young people aged eight to 19, and up to 25 for those young people who have special educational needs (SEN) and/or disabilities. The centre, which is in Chorley town centre, opened in May 2018. Inspire has a range of facilities, including an artificial turf pitch, sports hall, fitness suite, recording studio, gymnasium, café and classrooms. There is also a small, secure outdoor space. The building is owned and maintained by the registered charity, Onside.
- The school has the use of three rooms as classrooms, toilets and changing rooms. The school has access to all of the facilities available at Inspire during the school day.
- The proprietor is Progress Schools Limited, a national organisation which currently runs eight schools.
- Progress Schools' stated mission is, 'We support the potential to succeed'. The proprietor states that its schools prepare pupils for further education, work-based learning and employment.
- The proprietor intends that the school will cater for pupils who are at risk of exclusion or have been excluded from school. The school will offer both full-time and part-time places.
- The proprietor intends that the school will cater for pupils who have a range of SEN and/or disabilities, including social, emotional and mental health difficulties. The school intends to offer places to pupils with education and health care plans as appropriate.
- A governing body of people with educational experience support the chief executive officer of Progress Schools Limited in his work.
- The executive headteacher is responsible for all schools operated by Progress Schools Limited. This executive headteacher is supported by a regional headteacher, responsible for those schools in the north of England. A head of school and specialist teacher will oversee the school's day-to-day operation.

## Information about this inspection

- The inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent day school registered for 35 pupils who are at risk of or have been permanently excluded from school.
- This was the school's first pre-registration inspection.
- The inspector met with the executive headteacher as well as Progress Schools' operational executive. These executives are both members of the company's senior management team. The inspector also spoke to the chief executive officer of the company that forms the school's proprietorial body.
- A tour of the premises was carried out by the inspector, accompanied by the executive headteacher.
- The inspector scrutinised available documents to check whether the school is likely to meet the independent school standards and other requirements. This included curriculum plans, the school's prospectus, its safeguarding policy and other policies concerning health and safety.

## Inspection team

Pippa Jackson-Maitland, lead inspector

Her Majesty's Inspector

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