

# Teenage Works

Partington House, Partington Street, Failsworth, Manchester M35 9RD

**Inspection date**

19 February 2019

**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), 2(2)(i)*

- The proprietor has ensured that there is a clear written policy on the curriculum for the age range being proposed. This policy is supported by detailed subject plans and schemes of work covering a range of areas of the curriculum.
- The school proposes to deliver a curriculum that is bespoke to the needs of individual pupils. The curriculum is strongly based on delivering core skills in mathematics, English, science and computing, and pupils will work to achieve accredited qualifications in at least English, mathematics and computing.
- Pupils will also study a range of vocational subjects and will have the opportunity to work for qualifications in these areas. For example, pupils currently accessing the part-time alternative provision offered by Teenage Works can study subjects including hairdressing and construction.
- Leaders have appropriate plans for teaching personal, social, health and economic education (PHSE) and to ensure that good provision is made for pupils' spiritual, moral, social and cultural development. There is also suitable provision for developing pupils' understanding of British values, including democracy, respect for others and protected characteristics as set out in the 2010 Equality Act.
- The school plans to organise a range of activities to further enhance the curriculum, including visits to places of interest and enrichment days. Opportunities for pupils to develop skills and interest in art and music are also planned.
- Leaders have ensured that pupils will have access to an independent careers adviser, who will provide impartial, up-to-date careers guidance so that pupils can make informed choices about their future career options.

*Paragraphs 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders have appropriate experience in working in mainstream schools and alternative provision. They are supported by suitably qualified and experienced teaching

assistants. Leaders have also appointed a specialist member of staff to deliver science and food technology lessons.

- Leaders have a good understanding of the need for effective planning to ensure continuity in pupils' learning. Their schemes of work identify appropriate resources to support teachers' planning and the delivery of teaching and learning across the planned curriculum.
- The school's assessment policy gives a clear overview of assessment across the school. Leaders plan to use a wide range of ongoing assessments alongside formal assessments required for accredited qualifications. Examples of assessments for pupils currently accessing the alternative provision confirm that the school's assessment and reporting procedures are likely to be strong.
- The school building has suitable educational resources on site. These include well-appointed classrooms, areas for vocational training and a small computer suite.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 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)*

- Leaders have clear plans to make provision for pupils' spiritual, moral, social and cultural development, including preparing them for life in modern Britain. Their aims for the school are founded on principles of mutual respect and a determination to give pupils the skills and self-confidence to be successful in the future.
- There are detailed policies in place that confirm leaders' commitment to promote equality and diversity. These policies also include references to all the protected characteristics of the Equality Act 2010 and a commitment to neutrality in the teaching of political views.
- Leaders have ensured that appropriate arrangements are in place for the filtering of internet access. This will be carried out by an external provider and will be monitored by school leaders and governors.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 6, 7, 7(a), 7(b)*

- The proprietor has ensured that the school has an up-to-date safeguarding policy which takes account of the most recent guidance and legislation. The policy makes clear what staff should do if they have a concern about a pupil's well-being and makes clear procedures for making a referral to external agencies.
- The headteacher will be the designated officer for safeguarding and child protection. Leaders have ensured that a robust programme of safeguarding training for staff is in place.

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

- The proprietor has ensured that appropriate policies are in place to outline the school's proposed approach to managing behaviour and to outline its anti-bullying strategy.
- These policies pay appropriate attention to the specific needs of pupils who are likely to be admitted to the school.

*Paragraphs 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- The health and safety policy is suitably detailed and refers to appropriate legislation. The proprietor has also ensured that there is a policy for risk assessments and that detailed risk assessments are in place, covering a wide range of the school's activities.
- The proprietor has maintained high-quality records of fire and electrical checks that have been carried out and has plans in place to ensure that further checks are conducted within the required timescales. Suitable fire extinguishers are available on the premises. There are very clear procedures for fire evacuation, and fire escape routes are well signed.
- The first-aid policy is appropriate to the needs of this school. Staff have been trained to an appropriate level in first aid.
- Planned staffing levels are appropriate for the intended number of pupils the school intends to accommodate.
- The proprietor has ensured that strong systems are in place to ensure that records of admissions are suitably detailed and attendance registers are maintained. These computer-based systems reflect the information required.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 18, 19, 20, 21, including all associated sub-paragraphs*

- The single central record is in place. This details the required checks that leaders have carried out to ensure that all members of staff, governors and regular visitors are suitable people to be working with school-age pupils.
- The proprietor does not plan to recruit supply staff, but is aware of the suitability checks needed if they were used.
- School leaders have ensured that the standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 22, 23, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24, 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2)*

- Leaders have ensured that there are sufficient toilet and washing facilities in the school building. Hot water does not pose a scalding risk.
- The school does not have a separate shower room. However, pupils can use the changing and showering facilities of the adjoining karate studio when they take part in

physical education activities there. Leaders have also made plans to use the sports facilities at a local high school and have drawn up suitable risk assessments for when pupils get changed or use the showers there.

- The school has identified a room which is suitable for the short-term care of sick and injured pupils. It is close to toilet and washing facilities, and to simple first-aid provisions, and has room for pupils to sit or lie down. Leaders plan to provide further furniture for this space, and so the school is likely to be able to provide appropriate care for pupils who are not well.

*Paragraphs 25, 26, 27, 27(a), 27(b), 28, 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- The school building is well maintained and inside spaces are warm and welcoming. Classrooms are furnished appropriately for the age of the school's intended pupils, and many are equipped with whiteboards and audio-visual equipment. Classrooms are well lit and acoustics are good.
- External lighting is adequate, so that people could safely make their way into or out of the school building after dark.
- Pupils have ready access to fresh drinking water in the upstairs and downstairs kitchen areas.

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

- Pupils have access to a sizeable indoor games and recreation room for use at break and lunchtimes. Leaders have also begun to develop a small outdoor garden area to which they plan to add seating. This will provide pupils with a pleasant outdoor space for relaxation.
- The school has access to a nearby allotment, where pupils will be able to grow their own vegetables.
- The school also plans to use various local indoor and outdoor sports facilities for physical education. Leaders have produced suitable risk assessments for these proposed activities.
- School leaders have ensured that the standards in this part are likely to be met.

## Part 6. Provision of information

*Paragraphs 32, 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(1)(i), 32(1)(j), 32(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), 32(5)*

- The school has a website in place that already showcases the work that Teenage Works does in providing part-time alternative provision and evening youth-group support. This website provides all the necessary contact details for the provider, along with information about staff and governors.
- All the policies that the school is required to have are in place. The safeguarding policy is up to date and meets requirements.

- Leaders currently produce reports for those pupils who access their part-time alternative provision. These reports are impressively detailed and of a good quality. Currently, leaders also work closely with schools and parents and have established effective lines of communication to enable them to do this successfully.
- School leaders have ensured that the standards in this part are likely to be met.

## 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), 33(k)*

- The complaints policy is comprehensive and clearly written. It contains all the necessary steps and the timelines for the efficient handling of any complaints.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 34, 34(1), 34(1)(a), 34(1)(b), 34(1)(c), 34(2)*

- Leaders at the proposed school, including governors, have significant educational experience, including in supporting pupils who struggle to sustain a placement in a mainstream setting. They clearly have the knowledge and skills required for their roles. Leaders and governors share a clear vision for the school and high aspirations for all pupils.
- Leaders have established a comprehensive suite of policies and procedures which provide for the welfare, health and safety of pupils. They have a good knowledge of the independent school standards and recognise the need to ensure that these are met consistently. To this end, they already have plans in place to improve aspects of the building and outdoor spaces further.
- School leaders have ensured that the standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor has developed an accessibility plan for the school. This is available on the school website.
- The plan identifies ways in which the school caters for the needs of all pupils. Although the school is on two floors, leaders have ensured that provision is in place to cater for any pupil with mobility needs. The school's bespoke approach to curriculum planning is likely to cater well for pupils with special educational needs and/or disabilities (SEND).
- School leaders have ensured that the standards in this part are likely to be met.

## **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	146773
DfE registration number	353/6006
Inspection number	10094780

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 school
Proprietor	Teenage Works Ltd
Headteacher	Louise Hodson
Annual fees (day pupils)	£14,300
Telephone number	0161 222 8168
Website	<a href="http://www.teenageworks.co.uk">www.teenageworks.co.uk</a>
Email address	<a href="mailto:admin@teenageworks.co.uk">admin@teenageworks.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	N/A
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	N/A
Total hours operating as a school per week	N/A
Total hours of teaching provided per week	N/A

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–16	11–16
Number of pupils on the school roll	N/A	20	20

## Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	20
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	Not known
Of which, number of pupils with an education, health and care plan	N/A	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Not known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	3
Number of part-time teaching staff	N/A	2
Number of staff in the welfare provision	N/A	3

## **Information about this proposed school**

- Teenage Works is located in a former office building in Failsworth. The provision was initially established as Teenage Kicks youth club, providing structured evening activities for 11- to 16-year-olds. In April 2018, Teenage Works started offering some part-time alternative provision at the request of local schools.
- The school has several small classrooms, a computer suite, a recreation room, meeting spaces, offices and kitchen facilities. There is a small garden area outside that pupils can use at breaktimes. The school is also able to use sports facilities at a local high school, nearby football pitches and a karate studio that is located on site.
- The school will cater specifically for pupils who have struggled to remain in mainstream education. It proposes to admit up to 20 pupils. A significant proportion of pupils are likely to have SEND and may also have an education, health and care (EHC) plan.
- The school's stated mission is 'Engaging the young people of today for a brighter tomorrow.' The school aims to prepare its pupils to move on to further education, work-based learning or employment.
- School leaders are highly experienced educational professionals with considerable experience in both mainstream schooling and alternative provision. Members of the governing body bring a wealth of experience in education, training and social care. Between them they have a clear vision for the school and the support they intend to provide for potentially vulnerable pupils.

## 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 20 pupils.
- This was the school's first pre-registration inspection.
- The inspector toured the building and the premises.
- The inspector scrutinised a range of documentation provided by the school in relation to the independent school standards. This included documents outlining the school's policy and procedure in areas such as safeguarding, the curriculum, assessment and pupils' progress.
- Discussions were held with the proprietor, the headteacher and three governors, including the chair of governors.

## Inspection team

Neil Dixon, lead inspector

Her Majesty's Inspector

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