

Learning4Life-GY

155–159 Freeman Street, Grimsby DN32 7AP

Inspection dates

22 October 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

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)(g), 2(2)(h), 2(2)(i)

- The proprietors have ensured that there is a written curriculum policy in place. For each subject offered, there is a clear overview of what will be taught and how work can be adapted to meet the needs of pupils with different abilities and starting points, so that all pupils can make good progress in their learning.
- The curriculum is well thought out, broad and includes a variety of subjects. These include English, mathematics, science, personal, social, health and economic (PSHE) education, information technology, and physical education. A 'topic' programme includes creative crafts, skills for independent life and enterprise.
- The timetable is designed to ensure that there is a taught programme of PSHE education. This is a wide-ranging programme which includes aspects of human and social education, learning about life in modern Britain and religious education. It will also comprehensively teach pupils about equality and diversity and how to keep themselves safe.
- A significant aspect of the work of the school is to provide courses in English for speakers of other languages. There are, therefore, many opportunities across all curriculum subjects for pupils to develop their speaking, listening, literacy and numeracy skills.

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

- The proprietor has ensured that pupils can access careers advice and guidance. A local provider has been employed to provide impartial careers advice and guidance.
- The PSHE curriculum covers careers education in all year groups. The proprietors have strong links with the local community and have arranged many opportunities for pupils to engage with employers and undertake work experience.

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

- Pupils' knowledge and understanding will be assessed when they join the school. Leaders will provide teachers with this information as well as detailed information about pupils' aptitudes, needs and prior attainment so that these can be considered in

the planning of lessons. In addition, teachers will have access to resources of a good quality across the curriculum.

- Policies and plans for the curriculum show that leaders intend to ensure that pupils show respect for people who have protected characteristics defined in the Equality Act (2010). For example, in one PSHE unit, pupils will consider diversity in sexuality.
- The proprietors have considered how they intend to monitor the quality of teaching in detail. They are aware of the need to use a wide range of evidence to check the impact of teaching on learning over time, such as through regular scrutiny of pupils' work. A 'progress tracker' has been developed which teachers will use to record both the academic progress that pupils make and aspects of their social, emotional and mental health development.
- The standards in Part 1 are likely to be met.

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 proprietors have considered how to promote pupils' spiritual, moral, social and cultural development sensitively and thoroughly. They are aware of the likely vulnerabilities that pupils may have, particularly since many may be new to Britain.
- The PSHE programme will include visits to local faith centres and businesses together with opportunities for pupils to engage in sport and cookery.
- Through the PSHE programme, pupils will have the opportunity to develop their self-knowledge, character and confidence, and to distinguish between right and wrong.
- The proprietors have designated one room as a prayer room and pupils will have access to this at appropriate times.
- The proprietors have developed a policy to ensure that appropriate checks are made on visitors to the school and that they will be accompanied by staff members. They have a policy to ensure that pupils receive a balanced view of material presented to them.
- The standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietors have planned for all staff to have appropriate safeguarding training. This includes training about keeping children safe and signs to look out for. It is intended that all staff understand the importance of the 'Prevent' duty. A designated safeguarding lead will ensure that staff receive regular updates about safeguarding, including information relating to current pupils, that staff need to be aware of.
- The proprietors have a comprehensive understanding of the risks that children may face in the local community. They are keen to establish rapidly a strong safeguarding culture in the school and intend to track pupils' well-being so that early help can be provided in the event of any vulnerability being identified.

- The proprietors have ensured that the school's safeguarding policy is compliant with the latest government requirements and will be available to parents and carers.
- Safer recruitment practice will be followed diligently, and systems are in place to ensure that all appropriate checks are made on adults and recorded in their staff files.

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

- There is an appropriate behaviour policy in place. The policy is founded on the principle that successful behaviours enable pupils to be successful in their personal and working lives. It reflects the core values of the school: ready, respectful and safe.
- There is an anti-bullying policy in place. The policy emphasises a zero-tolerance approach to any kind of bullying. Proprietors are especially aware that prejudice-based bullying can occur and emphasise that they intend to closely monitor any incidents and provide strong support for victims. They will also take action to prevent reoccurrence and educate those responsible.

Paragraph 11, 12, 13, 14, 15

- There is an appropriate health and safety policy in place which is complemented by comprehensive monitoring processes. Appropriate checks of fire alarms, fire extinguishers and fire escapes will take place regularly. Fire drills will also take place so that pupils and staff know what to do in an emergency. An unplanned evacuation took place during this inspection and demonstrated that staff knew the correct procedure to follow.
- A first-aid policy is in place and there is a book for recording any accidents that may occur. The school intends that every member of staff will have a first-aid qualification.
- The proprietor is aware of the legal requirements for school admission and attendance registers and has plans in place to ensure that they comply.

Paragraph 16, 16(a), 16(b)

- A written risk-assessment policy is in place. Proprietors have a clear understanding about hazard identification and the implementation of control measures.
- A number of risk assessments were seen during the inspection. These include using equipment, the premises and trips. All were found to be appropriately assessing and minimising risks to pupils.
- The standards in Part 3 are likely to be met.

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(2)(f), 18(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)

- The proprietor has established systems to ensure that all appropriate checks are carried out on staff that are employed before they take up their posts.
- The proprietors do not intend to have supply staff working at the school.

Paragraph 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(6)

- There is a single central register in place where all appropriate checks that have been

carried out on adults are recorded.

- The standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The building is currently used for Learning4Life-GY 16-19 Alternative Provision. This will effectively be incorporated into the new 14–19 school when it opens. The school is located in a building that is also used for a variety of community activities. However, access to the school rooms is controlled by secure keypads and maglocks. The building is fully accessible for disabled people.
- There are suitable toilet and washing facilities for the sole use of pupils in the school. There are also facilities for disabled people to use.
- Pupils will visit local leisure facilities for some physical education lessons. These have suitable changing and showering facilities which will be available for pupils to use.

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

- There are two suitable medical rooms available for the short-term care or examination of injured pupils. Each has a sink and toilet. These large rooms are used as male and female changing rooms but can quickly be made available should a medical need arise.
- There is a lockable cabinet where medication can be stored safely.

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

- The premises are maintained well and consideration is made for the health and safety of pupils. The site is clean and bright. Each classroom has sufficient lighting and the acoustic conditions are such that lessons can run alongside each other without interruption. Several rooms have air conditioning. There is appropriate external lighting in place, so people can enter and leave the building safely.

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

- There are clearly labelled water supplies that are readily available for pupils to use.
- The water supply in the toilets is working and toilets are flushable. The temperature of the water for hand washing does not pose a scalding risk to pupils.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- There is a large multi-use games area within five minutes' walk of the school which can be used for pupils to socialise at lunchtimes. This can also be used for outdoor physical education activities. It has a large AstroTurf area, games area and skateboard park. This facility also has a building which offers changing rooms, showers and toilets.
- A large, purpose-built gymnasium located in the same building as the school has recently been made available for the school's sole use. It can be securely accessed from the school. This was not in the proprietors' original submission for registration but will provide a valuable additional facility for activities such as fitness and dance, and additional space for assemblies.
- All standards in Part 5 are likely to be met.

Part 6. Provision of information

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

- The proprietors have ensured that all required policies will be available to parents on request and they will also be available via the school website.
- The admissions information is clear and available to parents. A written admissions policy is in place.
- The proprietors intend to publish particulars of previous years' academic performance on the school's website. An area for the performance of the school has been established on the website in readiness.
- The proprietors have documents which show how pupils' progress information will be reported to parents.
- There are comprehensive policies in place which relate to supporting pupils with special educational needs and pupils who speak English as an additional language.
- The proprietor intends to publish inspection reports on the school website, so that they are available to parents.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d)

- The contact information for the chair of governors is available on the school website. A scrutiny panel has the role of governance in the school. The contact information for the proprietors and the principal is also available on the school website.
- The standards in Part 6 are likely to be met.

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 a comprehensive complaints policy is in place and accessible to parents. Timescales are clearly mapped out alongside explanations of each stage of the complaints procedure.
- The complaints policy is available on the school's website.
- The standards in Part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietors have a strong understanding of how to meet the needs of the learners who will attend the school. One proprietor also has the role of principal and the other is the chief executive officer. Both bring a wealth of experience to the school and have strong links with the local community.
- The proprietors understand the importance of ensuring that the school meets the independent school standards consistently. They have established the scrutiny panel which includes six independent members whose expertise includes safeguarding,

working with children who are looked after and local authority children's services. They plan to meet every six weeks to ensure compliance, monitor the progress of the school and carry out wider governance responsibilities.

- Pupils' welfare and success are a priority for the proprietors of the school. They have a clear strategy to monitor and evaluate the success of the school. They are serious about fulfilling their responsibilities effectively and actively promoting pupil well-being.
- The standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a relevant and up-to-date plan in place to improve access to the curriculum, physical environment and written materials for pupils with a disability.

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	147462
DfE registration number	812/6008
Inspection number	10124112

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	Learning4Life-GY CIC
Chair	Sandra Snell
Principal	Claire Smith
Annual fees (day pupils)	£12,000 to £32,000
Telephone number	07773 559596
Website	www.learning4life-gy.co.uk
Email address	office@learning4life-GY.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	n/a	14–19	14–19
Number of pupils on the school roll	n/a	40	40

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	up to 20
Number of pupils with special educational needs and/or disabilities	n/a	20
Of which, number of pupils with an education, health and care plan	n/a	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	n/a	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	n/a	4
Number of part-time teaching staff	n/a	2

Information about this proposed school

- Learning4Life-GY will be an independent day school for boys and girls aged 14 to 19. The school plans to open in January 2020. The school will provide education for a number of pupils with special educational needs, including those with education, health and care plans.
- The proprietors currently run a 16 to 19 alternative education provision with the same name on the school site. This will be incorporated into the independent school when it opens.
- The school's vision is to be an inclusive educational provider supporting learners to be ready for their next steps; respectful to one another, their community and others; and safe in their learning environment and everyday lives. The school's work will include providing courses in English for speakers of other languages and bespoke educational packages for older pupils who have education, health and care plans.
- The school does not intend to use any alternative provision or have any additional offsite units.

Information about this inspection

- This first pre-registration inspection was commissioned by the Department for Education following the proprietors' application to open an independent school.
- The inspection was conducted with two days' notice.
- The inspector conducted the inspection with the two directors. The inspector conducted a telephone interview with the chair of governors.
- The inspector reviewed documents and policies associated with the independent school standards. The school building was toured inside and out. In addition, the inspector visited a nearby multi-use games area that the school proposes to use.

Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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