

# Progress Schools - Wolverhampton

The Way Youth Zone, School Street, Wolverhampton WV3 0NR

**Inspection dates**

20 July 2021

**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(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)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4*

- The school's curriculum plans set out an ambition to provide high-level, supportive and purposeful education that prepares pupils for further education, work-based learning or employment. Many pupils are likely to have special educational needs and/or disabilities (SEND) and may have experienced a disrupted education. Lesson plans and other activities are designed to meet the needs of these pupils.
- The proprietor has a track record of opening similar schools, based on the same ambition, in other parts of the country. They have evaluated their work in these other settings and have drawn on this information when planning provision on this site.
- At the time of this pre-registration inspection, staff had prepared suitable schemes of work for English, mathematics, science, history, geography, art and design, physical education and computing. These schemes of work set out a logical progression of knowledge and skills to be taught. Plans identify the school's ambition for pupils to work towards relevant academic and vocational qualifications. The proprietor intends to offer additional subjects in response to pupils' different interests, abilities and aspirations. Arrangements for assessment and tracking pupils' progress look likely to be effective.
- The proprietor aims to work with local colleges and employers. It is intended that these links will support the school's careers guidance programme. Documents seen during this inspection were well organised, realistic and suitably ambitious. Similarly, staff were able to articulate their aims and plans with informed clarity.
- The school's behaviour policy takes account of the likely needs of pupils and is designed to recognise and encourage good behaviour. It sets out the rewards and sanctions to be used.
- Classrooms and other areas are spacious and very well equipped for their intended purposes. The proprietor has already recruited some staff and is in the process of

recruiting more. When recruiting staff, the proprietor ensures that they have relevant qualifications.

- These standards 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) and 5(d)(iii)*

- The proprietor places a high priority on pupils' well-being and their spiritual, moral, social and cultural development.
- School staff have planned a programme of enrichment activities which include visits to different places of worship and local community work. Through such activities, the school aims to help pupils gain a broader awareness of life and diversity in modern Britain.
- On the school site, learning activities aim to promote British values and respect for others. The school's policies make specific reference to equality of opportunity and the protected characteristics. There is also a well-being programme, designed to help pupils build self-esteem and confidence. It is also intended to educate them about the dangers of ignorance, prejudice and extreme views. When COVID-19 (coronavirus) restrictions allow, staff plan to bring youth workers and speakers into school to work with pupils. The proprietor has systems in place to ensure that such visitors are suitable.
- When recruiting staff, the proprietor ensures that the interview process includes questions about how to respond to challenging behaviours and attitudes. On top of this, a planned induction programme for new staff communicates expectations about how to talk and act appropriately with pupils.
- These standards are likely to be met.

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

*Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- The school's behaviour policy is fit for purpose. It sets out the expectations for staff and pupils, and the procedures to be followed in response to any poor behaviour. The company has an online system for recording incidents of bullying and poor behaviour, and can use this to spot any patterns over time. The proprietor has established company-wide networks and training to support staff in managing behaviour.
- The school's safeguarding policy is informed by the most recent guidance from government. The proprietor has routines in place to ensure this policy and other related policies are updated at regular intervals. Further routines have been set up to ensure that staff understand how the policy informs practice. The proprietor intends to publish the policy on the school's website.
- Fire safety and first-aid procedures look likely to be effective. The school has organised systems for managing admissions, recording attendance and following up on any absences.

- A risk assessment policy has been drawn up that identifies the different types of risks that the school will need to manage
- These standards are likely to be met.

#### 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(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(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 single central register of employment checks on staff follows a company-wide format. Currently, two members of school-based staff have been appointed. The register shows that the required checks have been carried out and recorded correctly.
- The register also records company staff and people who regularly visit different schools and are likely to visit this school.
- The proprietor has ensured that no one has been employed who is barred from running and managing a school.
- These standards are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 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) and 29(1)(b)*

- The school is housed in a modern purpose-built youth centre. There is a suite of different classrooms which includes some specialist facilities such as an art room, a sensory room and a hairdressing area. In addition, the school has a dance and drama studio, a gymnasium, a sports hall and a boxing ring.
- There is plenty of outdoor space, including an all-weather sports pitch and a hard-surfaced area with benches and space to mix at social times. Indoors, there is a recreation area and a cafeteria where pupils can get breakfast and lunch.
- There are female and male changing rooms and showers, lockable toilets and adequate hot and cold water. Drinking water is clearly marked as such.
- The school has a suitable room for the short-term care of any poorly pupils.
- These standards are likely to be met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 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)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f) and 32(3)(g)*

- The proprietor was able to supply all the required documents and information for this pre-registration inspection. This was up to date and easy to understand. The proprietor states that any reports from future inspections will be made available on the school's proposed website.
- The school has systems for tracking, recording, and reporting pupils' progress and attainment. The proprietor intends to ensure that all the required information in relation to the annual review of a pupil's education, health and care (EHC) plan will be supplied to the relevant local authority.
- Suitable arrangements are in place to provide information about income and expenditure to placing local authorities.
- The school intends to have a website that will follow the format used by other schools run by the same proprietor.
- These standards 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) and 33(k)*

- The school has a complaints policy that sets out informal and formal procedures and timescales. It also describes the procedure to be followed if a complainant remains dissatisfied with the school's response. If necessary, the proprietor intends to use an external consultant to act as an independent panel member on any appeals hearings.
- These standards are likely to be met.

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

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

- The proprietor and other leaders are informed and evaluative. They have a track record of opening and operating other schools based on the same model being proposed on this site.
- During this pre-registration inspection, leaders were able to provide all the required information quickly and easily. Over time, they have established company-wide systems that enable them to collect, analyse and evaluate information about their work and performance. They use this to inform future school development and to ensure that they keep on top of the independent school standards.
- The school's plans, policies and schemes of work are likely to ensure that pupils can re-engage with education and make progress. These plans are equally mindful of pupils' well-being and emotional and behavioural needs.
- These standards are likely to be met.

### Schedule 10 of the Equality Act 2010

- The proprietor has created an accessibility plan that sets out their plans to ensure that all pupils can participate fully in the curriculum and school life. It identifies actions related to staff training and SEND, and access to the premises, curriculum and information. It covers the period up until August 2022.
- The proprietor's actions and plans mean that the school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

## **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	148643
DfE registration number	336/6008
Inspection number	10195163

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 other
Proprietor	Progress Schools Limited
Chief executive officer	James Madine
Headteacher	Jade Gibson
Annual fees (day pupils)	£12,000 to £30,500
Telephone number	01902 229923
Website	<a href="http://www.progress-schools.co.uk">www.progress-schools.co.uk</a>
Email address	<a href="mailto:wolverhamptonPS@progress-schools.co.uk">wolverhamptonPS@progress-schools.co.uk</a>
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	11-16	11-16
Number of pupils on the school roll	Not applicable	30	30

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 30
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 30
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 applicable	Up to 30



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	3
Number of part-time teaching staff	1	2
Number of staff in the welfare provision	0	0

## Information about this proposed school

- The school is housed in a modern purpose-built youth centre near the centre of Wolverhampton. The youth centre is open to the local community out of school hours.
- The school is one of several other similar schools run by Progress Schools Limited and located across the country.
- Leaders propose to work closely with Wolverhampton local authority, which will be the main referring authority for placing pupils at the school.
- Pupils who will attend the school are likely to have had a disrupted education and/or be at risk of permanent exclusion from school because of social, emotional and mental health difficulties or non-attendance. Many pupils are likely to have SEND. Some may have an EHC plan, predominantly for social, emotional and mental health needs.
- The school will not have a religious character and does not intend to use an alternative provision.

## Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first pre-registration inspection.
- The inspection was conducted on site.
- Before and during the on-site inspection, the lead inspector reviewed a range of documents and policies provided by the proprietor.
- During the on-site visit, the inspectors met with the proprietor and other staff. They discussed the school's plans and proposals. This included the proposed curriculum, health, welfare and pastoral arrangements, safeguarding, admissions procedures and arrangements for communicating with parents and local authorities.
- The inspectors conducted a tour of the premises with school leaders and checked the single central register of employment checks on staff.

## Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

Eve Morris

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Parent View**

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021