

Progression 2Work Wrap-Around Learning Hub

Ryan House, Ryan Business Park, Radford Road, Nottingham NG7 7EF

Inspection date

28 July 2021

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration

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)

- The curriculum will include a broad range of subjects. This will allow pupils to develop their literacy, numeracy, speaking and listening skills. Pupils will be able to gain qualifications in academic subjects, as well as some vocational accreditations.
- Pupils will follow a programme that is designed to meet their individual needs. Leaders will make sure that these curriculum pathways are linked closely to targets on pupils' education, health and care plans (EHC plan).
- Leaders will provide pupils with additional reading support, if required.
- There are detailed curriculum plans in place for each subject. These plans include different approaches that teachers will take to delivering the curriculum, to make sure that it is ambitious for all pupils.
- As part of the curriculum, each pupil will choose additional activities to enrich their programme, for instance music, art, sports activities, gardening or gaming. These activities will help to enhance pupils' educational experiences.
- The personal, social, health and economic (PSHE) education curriculum will help pupils develop an understanding of fundamental British values. Leaders will adapt the curriculum to cover any issues that are relevant to individual pupils.

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

- Preparing pupils for their next steps is a priority for leaders. Pupils will be taught the skills they will need to continue in education or gain employment. They will receive one-to-one advice about possible career pathways. Pupils will be able to take part in work experience or longer work placements so that they can learn about careers that may interest them.

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

- The proposed school currently operates as an alternative provision. It was not possible to observe any teaching because the inspection took place during the school holiday.
- Leaders intend to employ subject specialists to deliver the curriculum, particularly in English and mathematics.
- The headteacher will check regularly on the quality of teaching by visiting lessons and reviewing pupils' workbooks.
- Pupils will complete assessments in reading, writing and mathematics when they join the school. Leaders will use this information to plan an appropriate programme of study for each pupil.
- Regular checks on what pupils know and can remember will help teachers to identify any gaps in pupils' learning. Teachers will use this information to modify the curriculum.
- Leaders will provide information each term to parents and carers outlining how well their children are progressing.
- Leaders have purchased a range of new resources to support the delivery of the curriculum, including textbooks, science equipment and art materials.
- Leaders will meet regularly to review pupils' progress and identify any issues. Pupils who are falling behind will receive more support.
- The school is likely to meet all the standards in this part.

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)

- Leaders aim to develop pupils' self-confidence and resilience. Daily briefings will provide opportunities for pupils to share their views and listen to each other's ideas.
- Pupils will be encouraged to show respect and tolerance towards people with views or backgrounds different from their own. This includes differences recognised as a protected characteristic.
- The PSHE programme is comprehensive. It covers themes such as mental health and well-being and preparation for pupils' next steps. Pupils will learn about fundamental British values through the curriculum.
- Pupils will learn about different cultures and faiths, including those in the local area. Trips to the local mosque and Sikh temple will enhance pupils' cultural understanding. The school will celebrate festivals of the major world religions throughout the year, for instance Eid al-Adha.
- Pupils will make contributions to the local community, for example by making donations to the local food bank. They will be encouraged to gain work experience in local businesses to help develop their employability skills.
- Leaders propose to engage pupils in educational visits to the local area each month, for example to Nottingham castle and the Mary Potter library. Planned visits to the

local court and the local police station will help pupils to develop an understanding of public institutions.

- Leaders will check that staff and visitors present pupils with balanced views, so that pupils can make up their own minds about issues.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- A copy of the safeguarding policy is on the proposed school's website. It makes it clear that safeguarding is everyone's responsibility. Leaders have updated this policy to reflect upcoming changes to the statutory guidance. This revised policy will be uploaded to the website at the start of the new term.
- The policy guides staff about what to do if they are concerned about the actions of an adult towards a pupil, including the actions of a company director.
- Leaders have received recent safeguarding training. They understand their responsibilities to safeguard pupils and promote their well-being. Leaders know how to seek extra help if it is needed.
- All staff will complete safeguarding training as part of their induction, including staff employed through an agency. Their training will be updated regularly, for example in response to risks in the local area or other concerns.
- Leaders are aware of local safeguarding risks that pupils may face. They know how to identify any signs that a pupil may be at risk, particularly pupils who are vulnerable and need extra support.
- There are procedures in place for staff to report a concern about a pupil. Leaders will keep detailed safeguarding records for each pupil, including their actions to keep pupils safe.
- Pupils will be taught how to stay safe through the PSHE curriculum, for example through modules on healthy relationships and online safety. They will be encouraged to speak with staff if they have any worries.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- The school's behaviour policy sets out clear expectations. It explains how staff will promote positive behaviour.
- Leaders will agree individual behaviour targets with pupils when they join the school. These targets will take into account pupils' individual needs, including those outlined on EHC plans. When necessary, pupils will be supported with an individual behaviour plan. Positive behaviour will be rewarded using a points system.
- The anti-bullying policy makes clear that bullying of any type is unacceptable. Pupils will be taught about the impact of bullying through the school's PSHE programme.
- Leaders will maintain a record of incidents of poor behaviour and bullying.

Paragraph 11

- The health and safety policy sets out suitable procedures to ensure the safety of staff and pupils. Leaders have a detailed schedule of health and safety checks planned for the recently acquired premises to make sure that the school is safe.

Paragraph 12

- A detailed fire risk assessment of the site and premises will be completed before the school is due to open. Leaders will respond to any action points identified to rectify any issues. Once planned building work has been completed, leaders will ensure that appropriate fire and emergency evacuation procedures are in place.

Paragraph 13

- All staff will receive first-aid training. First-aid kits are well stocked and will be located throughout the school.
- The first-aid policy makes first-aid procedures clear. All injuries will be recorded in the accident book and reported to parents.

Paragraph 14

- Leaders will make sure that pupils are supervised appropriately on site and during off-site activities. Some pupils may require extra support from staff, depending on their needs.

Paragraph 15

- There is an admission register to record appropriate information when pupils join the school.
- The attendance register includes a summary of the codes that staff must use to record why a pupil is absent from school.

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

- Leaders have implemented a suitable risk assessment policy. Risk assessments outline potential hazards and advise staff of the actions they must take to mitigate identified risks. A director will check and sign off all risk assessments.
- The school is likely to meet all the standards in this part.

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), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c)

- Leaders have undertaken recent training in the recruitment of staff. They understand their duty to carry out the necessary recruitment checks to ensure that new staff are suitable to work with children. They know they must complete these checks before a member of staff begins to work at the school.
- A single central record is in place. It records the checks required before a staff member takes up their post, who completed them and when.

- Leaders know the information they require if they choose to appoint supply staff through an agency.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(b), 28(1)(d)

- There are individual toilets available for pupils to use, with suitable washing facilities nearby. Leaders have planned work to ensure that these toilets are for the sole use of pupils and can be locked from the inside. This work will be completed before the school opens in September.
- There is an accessible toilet with washing facilities available for use by pupils.
- Leaders plan to develop the shower facility so that pupils can use it after on-site physical education (PE). This will be operational before the school opens. Leaders also intend to use a local gym for PE. This facility will provide pupils with changing accommodation and showers.
- Leaders have arranged for existing water heaters to be tested to ensure that the hot water they produce is at an appropriate temperature. Leaders will carry out regular checks to ensure that pupils are not at risk of being scalded.

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

- There is a room set aside to care for pupils who are sick or who have suffered an injury. It will contain a medical couch and a privacy screen for pupils to use. The room is next to the accessible toilet. Leaders have arranged for a sink with hot and cold running water to be installed in this first-aid room before the school opens.

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

- The building has plenty of space available to provide education for the proposed number of pupils.
- Leaders have organised for essential improvements to the building to take place before they plan to open the school in September. The landlord has agreed to clear the site of any unwanted equipment and resources within three weeks of the starting date of the lease agreed with the company. At the time of the on-site inspection, the building was being decorated internally. An electrician is due to install new electric heating throughout the building. A new kitchen will be fitted. All this work will be completed before the start of the new school year.
- Once the school is open, leaders will carry out weekly site checks. Any issues identified with the building's fixtures and fittings will be remedied.
- Classrooms have suitable acoustics. Some windows currently sealed shut with paint will be released, so as to allow natural ventilation.
- There is plenty of natural light in the teaching spaces. Leaders have booked an electrician to check that all the internal and external lights are suitable and working well.

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

- Pupils will be able to access drinking water from dispensers throughout the day.

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

- The school has a large outside area for pupils to use for PE, as well as during social times. This space is mainly tarmacked. Leaders plan to install some suitable play equipment, such as a basketball hoop.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 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)(g)

- Leaders will ensure that parents have access to all the information and policies required, either through the school's website or on request. This includes documents related to admissions, the curriculum, behaviour and safety.
- Leaders have devised an annual report that will provide parents with information about their children's attainment, progress and attendance.
- Leaders understand they must provide information requested about pupils who are wholly or partly funded by a local authority. They will work with local authorities to review pupils' EHC plans.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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 outlines what parents should do if they have a concern about any aspect of the school's work. This policy is available on the school's website and on request.
- The policy details clearly the steps leaders will take in response to a complaint and the timeframe they will follow at each stage.
- The policy explains that leaders will keep written records of the outcomes of any complaints and the actions taken as a result.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- Directors and the headteacher understand the requirements of the independent school standards. They know what actions they must take to meet these standards consistently, including those related to safeguarding.
- Leaders have a clear vision for the kind of provision they want the school to offer. There is a strong focus on making sure that pupils develop the skills necessary to be successful when they leave school.
- Leaders have devised an appropriate set of policies and procedures for the school. They have good knowledge and experience of catering for pupils with special

educational needs and/or disabilities (SEND), gained from running an alternative provision.

- The school's systems to ensure that pupils are safe and learn how to be safe are appropriate. Directors have taken effective action to ensure that staff will understand their responsibilities to keep pupils safe and to promote pupils' well-being.
- Leaders have realistic plans in place to improve the school building and site before the school is due to open in September 2021.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders have devised an accessibility plan for the proposed school.
- Leaders will adapt the curriculum to ensure that it meets the individual needs of pupils with SEND.
- Leaders have plans to improve aspects of the building's physical environment to make sure that it is easily accessible for everybody.
- The school is likely to meet the regulation in this part.

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	148188
DfE registration number	891/6045
Inspection number	10195982

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 special school
Proprietor	Progression 2Work Limited
Chair	Johanne Varley and Philip Varley
Headteacher	Jason Cosford
Annual fees (day pupils)	From £24,375
Telephone number	07513 379871
Website	www.progression2work.co.uk
Email address	johanne.varley@progression2work.co.uk
Date of previous inspection	24 and 25 February 2021

Provider already operating

Number of pupils of compulsory school age	2
Number of pupils of compulsory school age or who is looked after by a local authority	1
Total hours operating as a school per week	18.75
Total hours of teaching provided per week	18.75

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 16	14 to 16	14 to 16
Number of pupils on the school roll	2	8	8

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	8
Number of part-time pupils	2	0
Number of pupils with special educational needs and/or disabilities	1	To be confirmed
Of which, number of pupils with an education, health and care plan	1	To be confirmed
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	5
Number of part-time teaching staff	0	1
Number of staff in the welfare provision	0	0

Information about this proposed school

- The proprietor of the school is Progression 2Work Limited.
- The company that has proposed to set up the school currently runs an alternative provision based in Ryan House, Radford Road, Nottingham.
- The company is due to move to new premises on 18 August 2021. This move has only been arranged recently. The proposed school will be based at Greasley Beauvale School, Newthorpe, Nottinghamshire, NG16 2EY.

- The school will cater for pupils with moderate learning difficulties. These include pupils with a diagnosis of autism spectrum disorder and pupils with behavioural, emotional, social and communication needs.
- Some pupils may have an EHC plan.
- Some pupils are likely to be funded by local authorities.
- The school will offer GCSE qualifications in a variety of subjects, including English and mathematics.
- The school may use the services of alternative providers.
- A headteacher was appointed in April 2021.

Information about this inspection

- The Department for Education commissioned the inspection to check the provision's suitability to operate as a school. This was the proposed school's second pre-registration inspection. The previous pre-registration inspection took place on 24 and 25 February 2021.
- The school is currently operating as an alternative provider. There are two pupils currently attending the provider part time. They are dual registered with their commissioning schools. One of these pupils has an EHC plan. No teaching was observed during the inspection since it took place after the provider had closed for the summer holidays.
- The inspector met with both directors of the company and the headteacher.
- The inspector undertook a tour of the new site that the company plans to move to in August 2021, to check the premises against Part 5 of the independent school standards.
- The inspector scrutinised documentation, including curriculum plans, and a range of school policies and procedures.
- The inspector checked the school's single central record and discussed with leaders the school's proposed approach to ensuring the health, safety and welfare of pupils.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

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