

# Inspection of Learning4Life-GY

155–159 Freeman Street, Grimsby, DN32 7AP

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Inspection dates: 21–23 September 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Staff are deeply committed to preparing pupils for their futures. Leaders and staff encourage all pupils to be 'ready, respectful and safe'. The ethos of British values is threaded across the curriculum. Pupils are being well prepared to be successful citizens.

Staff know every pupil well. They are alert to pupils' feelings and emotions. As a result, they ensure that pupils' social, emotional and mental health needs are supported well. Pupils say they can go to an adult if they have any worries or concerns.

There is a quiet and calm atmosphere around the school. Staff have created a caring and supportive ethos, where pupils learn about and value differences between people. Relationships between pupils and staff are positive. Staff have high expectations of pupils' behaviour. Pupils are respectful towards staff and towards each other.

Pupils say that they feel safe at school. One pupil said that there is no bullying in the school because 'it would not be tolerated here'. Pupils have a good understanding of what equality and discrimination mean and they are sensitive to the needs of others.

Leaders know that there is still work to do in developing curriculum plans and improving pupils' individual learning plans.

## **What does the school do well and what does it need to do better?**

Leaders have achieved much in developing the curriculum in the two years that the school has been open. They have started with the pupils in mind. They have prioritised what the most important subjects will be in preparing pupils for the rest of their lives. At key stage 4, pupils study English; mathematics; science; history; geography; personal, social, health and economic education (PSHE) and physical education.

Two programmes of study are offered in the sixth form. The first is an externally accredited employability pathway, with English, mathematics, PSHE and information and communication technology (ICT). The second accredited pathway is the English for speakers of other languages (ESOL) course, with mathematics and ICT.

The curriculum, including the sixth form, offers a broad range of subjects which meets the requirements of the independent school standards. The curriculum successfully meets the needs of the diverse range of learners who attend the school.

What pupils need to know in mathematics and science has been carefully considered. New topics are arranged in a logical order so that pupils can remember important information. In mathematics, pupils develop their knowledge of number. They take on increasingly difficult challenges, such as building on their understanding of number order to do 'rounding up'. In science, the curriculum fosters scientific enquiry. Sixth-form students use specialist terminology to test out their predictions and extend their scientific vocabulary.

Students in the sixth form make good progress in learning English as an additional language. The curriculum is well ordered and sequenced. This results in students who are new to learning English quickly picking up enough grammar and vocabulary to be confident speakers.

Some aspects of the curriculum are not yet fully developed. PSHE and English plans set out what teachers want pupils to know. Although the English curriculum is well under way, more detail about the subject knowledge that leaders want pupils to learn could improve it further.

Pupils with special educational needs and/or disabilities (SEND) have a wide range of needs. Teachers find out what pupils can do when they join the school. They see where the gaps are in pupils' knowledge and set targets to get pupils back on track. Staff know pupils so well that they tailor work to pupils' interests and abilities. While targets in pupils' individual learning plans are often well matched to pupils' needs, at times they could be tighter so that pupils' needs are met as fully as they can be.

Equality and diversity are strongly promoted. Pupils learn about each other's cultural traditions and identities. Pupils know what the protected characteristics are, and they respect other people's differences. There are close links with the police, who have talked to pupils about hate crime. Staff are preparing pupils well for living in a diverse community.

Independent careers advice gives pupils the right support to help them get ready for when they leave school. Help from staff and other agencies, work experience and enterprise projects support pupils to decide what they want to do when they leave school.

The proprietors have made sure that all the independent school standards have been met. The school is a welcoming and attractive environment. Rooms are well lit and decorated. The building is maintained to a high standard.

The proprietors have created a united team where staff work closely together. Teachers are knowledgeable about their subjects. They share new ideas about learning and are thoughtful about what will work best in lessons. Teachers say that they appreciate the training that they get.

The scrutiny committee oversee the work of the school. They have a wealth of knowledge and experience to support leaders where improvements need to be

made. Some members of the scrutiny committee are involved professionally with the pupils on a regular basis. This means that they are fully up to speed with the needs and aspirations of the pupils. The proprietors report regularly to the committee on important aspects of the work of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority. Staff have a strong knowledge of the issues facing the pupils. They are vigilant in their oversight of the welfare of the pupils. Leaders work well with the many other agencies involved with the pupils. They make sure that pupils get the help and support that they need.

Pupils learn about online safety and keeping safe in the local and wider community.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The choice of some aspects of important knowledge is not as explicit as it could be in some subject plans, for example English and PSHE. At times, while plans set out the main areas to be taught they are less detailed than they could be in setting out specifically which skills and what subject knowledge pupils should know. Leaders need to identify key concepts and knowledge so that pupils remember more of the curriculum.
- Teachers have a good understanding of pupils' learning needs. However, on occasion this knowledge does not identify as sharply as it could the targets in pupils' individual learning plans. This means that it is not always clear how well pupils have met their targets. Leaders should ensure that pupils' targets are more precise, so that the progress that pupils make can be more easily checked.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	147462
<b>DfE registration number</b>	812/6008
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10192267
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	27
<b>Of which, number on roll in the sixth form</b>	19
<b>Number of part-time pupils</b>	1
<b>Proprietor</b>	Learning4Life-GY CIC
<b>Chair</b>	Sandra Snell
<b>Principal</b>	Claire Smith
<b>Annual fees (day pupils)</b>	£12,000 to £32,000
<b>Telephone number</b>	01472 240440
<b>Website</b>	<a href="http://www.learning4life-gy.co.uk">www.learning4life-gy.co.uk</a>
<b>Email address</b>	<a href="mailto:office@learning4life-gy.co.uk">office@learning4life-gy.co.uk</a>
<b>Date of previous inspection</b>	22 October 2019

## Information about this school

- This is the school's first standard inspection. The school was registered by the Department for Education (DfE) on 6 November 2019. A pre-registration inspection took place on 22 October 2019.
- There are two proprietors who form the proprietorial body. One of the proprietors is the principal.
- The school does not use any alternative providers.
- The school provides education for pupils with SEND, including those with education, health and care plans. The school provides education for pupils with autism spectrum disorder, anxiety and social, emotional and mental health needs.
- A number of pupils attend the school who are recent arrivals to the country. They are learning English through the ESOL course that the school provides.
- The school has a sixth form.
- The school's values are 'ready, respectful, safe'.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This inspection was conducted with one day's notice.
- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- An inspector met with the two proprietors. Telephone meetings were held with the chair of the scrutiny committee, a member of the scrutiny committee and other agencies closely involved with the school.
- An inspector held telephone conversations with parents and carers.
- Inspectors did deep dives in English, ESOL, mathematics, science and PSHE. This entailed meeting with subject leaders, visiting lessons, talking with pupils, looking at pupils' work and talking to class teachers.
- An inspector undertook a range of activities to inspect safeguarding. These included talking to the designated safeguarding lead, talking to staff, looking at policies and documents and talking with pupils.

- An inspector looked at a wide range of policies and documents to check compliance with the independent school standards. An inspector made a tour of the premises, accompanied by the headteacher.
- Inspectors visited a nearby building that is attended by one student, for three days each week. This arrangement will come to an end in October 2021. They also visited a college which will be a future placement for a student.

### **Inspection team**

Suzette Garland-Grimes, lead inspector      Ofsted Inspector

Gordon Watts      Ofsted Inspector

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