

# Inspection of Progression 2work Wrap-Around Learning Hub

Old Beauvale School, Mill Road, Newthorpe, Nottinghamshire NG16 2EZ

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Inspection dates: 7 to 9 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not previously inspected
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

The school is friendly and welcoming. It provides good quality education and support for pupils who have often spent long periods of time out of education. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from carefully planned curriculum pathways. These are tailored to meet pupils' individual needs.

Staff treat pupils with respect. They support and nurture pupils well. Staff make pupils feel welcome in the school hub environment and as part of the outreach service. They develop trusting relationships with staff.

Pupils learn to understand and manage their behaviour. The school hub is a calm 'workplace environment' that helps pupils to become interested in education again. Pupils enjoy collecting points to exchange for money to buy appropriate gifts with the consent of their parents and carers. These gifts are purchased as a reward for their good behaviour, engagement and attendance. They develop positive attitudes towards learning and school. They say they feel safe here.

There are few incidents of poor behaviour or bullying. Pupils say that staff deal fairly with any incidents that do occur. Pupils are confident to talk to adults in the school if they are worried. As one pupil said, 'I feel I can talk to any of the staff. They are always there to listen.'

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

Leaders check what pupils know and can remember when they join the school. They use this information to create a personalised and well-sequenced curriculum for each pupil. Pupils with SEND who also have an education, health and care plan (EHC plan) have their curriculum matched to the outcomes in their plans. Leaders have high aspirations for pupils. Pupils gain qualifications and awards. These include GCSEs and functional skills.

Leaders carefully consider the best way to engage pupils in learning. Staff transport pupils to and from the school hub to ensure that they are safe and attend well. Lessons are often delivered on a one-to-one basis. This includes those pupils who receive outreach education. The daily timetable is structured so that learning is interspersed with short breaks for pupils. Pupils listen well and take pride in their work and achievements.

Staff have good knowledge of the subjects they teach. They present information clearly to pupils. They adapt teaching when necessary. They use good-quality resources to help pupils learn and remember. They help pupils to build their knowledge and make progress in their learning. For example, in mathematics, pupils become increasingly resilient through practice and repetition. Staff take time to model and explain learning clearly to pupils. Pupils develop in confidence and learn to express their opinions in a rational way. For example, in personal, social, health

and economic (PSHE) education lessons, pupils develop their debating skills while learning about the dangers of online grooming.

Curriculum managers are new to their roles. They are enthusiastic. They have well-thought-out plans to develop and improve curriculum planning and teaching. Yet, curriculum managers have not received specific training for the subjects they lead. This limits their ability to improve the quality of teaching further.

Some pupils study English literature at GCSE level. However, most pupils arrive at the school reluctant to read. Staff try to encourage them to read, particularly in English lessons. However, reading is not sufficiently prioritised. Pupils are not encouraged to read widely and often or to develop a love for reading.

The PSHE curriculum supports pupils' personal development well. Pupils learn respect for the protected characteristics. They receive appropriate relationships and sex education and health education. They debate topical social issues. The planned scheme of work teaches pupils about fundamental British values and develops their spiritual, moral, social and cultural understanding. Pupils relish the opportunity to take part in work experience opportunities. They can experience working in a café, learn catering skills and care for animals. Leaders support pupils to pursue their interests outside school, such as in music, dancing and sport.

A suitable programme is in place to teach pupils about their options for future careers. Pupils receive independent advice and guidance about further education, employment and training. They are well prepared for their next steps.

Staff enjoy working at the school. They say that leaders support them well to manage their workload. They appreciate the support leaders provide for their well-being. Staff value the training leaders have provided for different aspects of their work.

The directors have a good understanding of the context of the school. They are passionate about providing previously disengaged pupils with another chance to succeed in education. They take an active part in the running of the school. They liaise with pupils' mainstream schools and their parents to ensure that pupils are safe and that their needs are met well. They ensure that all the independent school standards are met. School policies and procedures reflect the latest statutory guidance. The school complies with schedule 10 of the Equality Act 2010. The school's safeguarding policy is available on the school's website.

Parents are positive about the school. They speak highly of the staff. One parent summed up her child's experience by saying, 'If my child had not attended here, he would not be in education. He is safe and happy and now enjoys going to school.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority for leaders. Staff have relevant, up-to-date training. They receive frequent safeguarding updates to ensure the safety of pupils. Staff know what to do if they have concerns about pupils' welfare. Pupils are well cared for and kept safe. They learn about risks to their safety and how to manage them, including through drugs and alcohol education and by learning about online safety. Leaders work effectively with other schools that pupils attend to share information to keep pupils safe. They seek advice from external agencies when necessary, to get pupils the help and support they need.

### **What does the school need to do to improve? (Information for the school and proprietor)**

- Leaders have recognised that they do not promote the importance of reading well enough. Pupils do not get the opportunity to read widely and often or for different purposes. This limits pupils' ability to become confident and fluent readers. Leaders should ensure that reading receives the necessary prioritisation in the curriculum so that pupils can practise effective reading skills and develop a love of reading.
- New curriculum managers have been appointed to improve the quality of curriculum planning and implementation. However, they have not received specific training for the subjects they lead. This limits their ability to improve the quality of teaching further. Leaders should ensure that curriculum managers have the necessary knowledge and skills to lead their subject areas well.

### **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>	148188
<b>DfE registration number</b>	891/6045
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10217549
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	14 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Number of part-time pupils</b>	22
<b>Proprietor</b>	Progression 2Work Limited
<b>Chair</b>	Johanne Varley and Philip Varley
<b>Headteacher</b>	Jason Cosford
<b>Annual fees (day pupils)</b>	From £24,375
<b>Telephone number</b>	01773 710118
<b>Website</b>	<a href="http://www.progression2work.co.uk">www.progression2work.co.uk</a>
<b>Email address</b>	<a href="mailto:johanne.varley@progression2work.co.uk">johanne.varley@progression2work.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened in September 2021, located at Greasley Beauvale School. While the school's premises has remained the same, the name of the premises has changed to Old Beauvale School and the postcode has changed from NG16 2EY to NG16 2EZ.
- The school has 34 pupils on its roll. These are all dual-registered pupils. Some of the pupils receive all of their education at Progression 2work.
- The school provides outreach education for some pupils.
- The school is operating beyond its registration agreement with the Department for Education (DfE). It has exceeded the maximum number of pupils on roll that it is registered to admit. The school has admitted pupils both below and above the registered age range.
- The school currently makes use of one unregistered alternative provision.
- Most pupils are pupils with SEND. Some pupils have EHC plans.

## 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 was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, the directors, the deputy headteacher and some members of staff. Inspectors spoke on the telephone with some parents. They also met with some pupils.
- Inspectors carried out deep dives into individual pupils' personalised curriculum. Inspectors looked at pupils' curriculum plans, visited lessons, visited pupils on work experience, spoke to staff and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work.
- Inspectors discussed with leaders and staff the school's approach to safeguarding pupils. Inspectors checked the single central record and reviewed records relating to behaviour, health and safety and safeguarding. Checks were made on staff's training and safeguarding procedures.

- Inspectors looked at a range of documentation and policies, including those relating to school improvement, curriculum, health and safety and attendance and behaviour. The lead inspector toured the school site.
- Inspectors considered the responses to Ofsted's surveys.

### **The school's proposed change to the maximum number of pupils**

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- The independent school standards in part 3 that relate to safeguarding, health and safety, fire safety and risk assessment are likely to be met should the DfE approve the material change application. There are suitable safeguarding arrangements in place. Leaders monitor health and safety concerns and act quickly to address them. There is an appropriate risk assessment policy and procedure. Risk assessments, including those for pupils on work experience, identify potential risks and strategies to mitigate them.
- Part 4 of the independent school standards is likely to be met. The necessary recruitment checks are carried out on staff. Leaders record the checks carried out on staff and directors.
- Part 5 of the independent school standards is likely to be met. The proprietor has ensured that the school can safely accommodate the proposed increase in pupils. They have considered the necessary adult supervision that this will require.
- Part 8 of the independent school standards is likely to be met. This is because leaders have ensured that all standards are met. The same policies and procedures will apply if the DfE approves the material change.

### **Information about the material change inspection**

- The DfE commissioned a material change to check the school's compliance with the independent school standards relevant to the school's application to make a material change to its provision. The material change is to increase the maximum number of pupils the school is registered to educate to 20.
- The DfE commissioned the inspectors to check the school's continued compliance with standards in parts 3, 4, 5 and 8.
- The lead inspector met with the directors, the headteacher and the deputy headteacher. She also met with several members of staff and leaders to discuss safeguarding arrangements. She toured the school site.
- Inspectors scrutinised a range of documentation, including policies and procedures relating to safeguarding, risk assessments and health and safety.
- The lead inspector checked the school's procedures for recruitment and scrutinised the school's single central record.

## **Inspection team**

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

Simon Hollingsworth

Her Majesty's Inspector



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