

Inspection of Values Academy

Grove Road, Stockingford, Nuneaton, Warwickshire CV10 8JX

Inspection dates: 22 to 24 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

The behaviour of some pupils affects the calm running of the school. Pupils say that this behaviour makes it difficult for them to learn. Too often, information about how to help pupils is not shared with staff. This means that strategies staff use to try to support behaviour and learning are not always effective.

Pupils state that bullying has been a problem, and although leaders have done work around this, it has not really improved. Leaders' poor record-keeping makes it hard to see the impact of this work.

Expectations of pupils and what they are able to learn are too variable. Pupils learn and remember more in lessons where teachers know their subject well and the order in which to teach it. Pupils enjoy mathematics and English. They improve their knowledge and skills in these subjects. In other subjects, pupils do not learn as well. Some areas of the curriculum are significantly underdeveloped.

Pupils are taught in small groups, supported by staff who know them well. Pupils speak highly of their relationships with staff and feel they can talk to them openly. They say that staff look after them and make them feel safe. Pupils also learn outside of the classroom. They enjoy visits to sports facilities and places of worship.

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

Leaders and staff articulate a strong vision and want the best for their pupils. However, their expectations for pupils are not always high enough.

In English and mathematics, teachers know their subjects well and have thought about what they need to teach and the order in which they need to teach it. Pupils, therefore, can remember what they have learned and can recall some important subject content. They have improved their mathematical and English skills since joining the school. However, a high number of pupils are reluctant to engage in reading. They say that they do not read often enough. Limited resources are provided but reading is not given high enough priority. Pupils do not access enough opportunity to read in line with their ability. This impacts negatively on their confidence and fluency.

In other areas of the curriculum, pupils do not learn as well as they could. Leaders have not identified the important content that pupils need to learn. This means that there are gaps in the intended curriculum. In some cases, subjects are taught by staff with limited subject knowledge. This means that the content lacks depth and pupils experience a series of disconnected lessons that do not build on their existing knowledge. Pupils could not recall what they had learned about in foundation subjects. For example, their knowledge of key events that have shaped history, and their awareness of world religions, is poor. Training opportunities for staff are limited and pedagogical support is weak. Expectations for pupils in some subjects are too low. This impacts on the quality of education delivered.

The systems for assessment lack consistency. Where pupils are working towards formalised qualifications, this is more organised and supports learning. Across other areas of the curriculum, assessment is disorganised and leads to further gaps in learning because it is unclear what pupils can and cannot do.

All of the pupils have special educational needs and/or disabilities (SEND) and all have an education, health and care plan. Key information from these learning plans is not consistently shared with staff. This impacts on pupils' learning as staff are not fully aware of important strategies to help pupils learn. Pupils, therefore, do not learn as well as they could.

Often, pupils join the school disheartened and lacking in trust. Staff work hard to build positive relationships with pupils, based on their interests. This helps most pupils to settle into school, and most attend well. Pupils say there is always someone to talk to.

Some pupils struggle to regulate their own behaviour. This often results in negative behaviour that disrupts the learning of others, including bullying. While some pupils have plans in place to support their behaviour, this information is not routinely shared with the staff who work directly with them. This impacts further on pupils' behaviour as suggested strategies to minimise risk are not applied.

The curriculum for personal, health, social education (PSHE) reflects the protected characteristics outlined in The Equality Act 2010. However, the PSHE curriculum is in its infancy and some elements are not currently being taught. Pupils are supported in making decisions about their futures, for example by being provided with impartial careers information. In addition to the taught curriculum, pupils access learning opportunities at local leisure centres and farms.

Staff feel that leaders show little concern for their well-being. Some important information about pupils is not shared with staff. This impacts on how well they are able to carry out their duties.

The proprietor and those responsible for governance meet regularly to review the school's work. They have identified some weaknesses but their actions have not been swift enough to impact on the quality of education offered. They have not ensured that the school consistently meets the independent school standards. A number of standards relating to the quality of education and are not met. The statutory requirements relating to sex and relationships education have not been followed. Consultation with parents has not taken place, therefore this content has not been delivered.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy outlines the process to follow if there are concerns for a child. It is written with due regard to guidance issued by the Secretary of State and is available on the school's website.

All staff are appropriately trained. They know how to recognise signs of abuse and neglect. The small cohort means that staff know pupils well and are able to spot when something is not quite right. The designated safeguarding leaders take swift and appropriate action whenever there are safeguarding concerns about a child. This ensures that pupils receive support from the correct agencies.

What does the school need to do to improve?

(Information for the school and proprietor)

- Pupils do not access learning as well as they could. Staff are not aware of the needs of pupils as they do not have access to key documentation relating to these. This results in further gaps in learning as their needs are not well met. Leaders must ensure that information relating to pupils' SEND needs is shared with all staff and is used to plan appropriate learning and support for them.
- Learning in foundation subjects is not well sequenced or delivered. Pupils experience a jumbled set of facts that are not taught in sufficient detail or depth. This is because staff do not have the necessary subject knowledge to teach the subjects effectively. Leaders need to consider exactly what they want pupils to learn and ensure that content is carefully sequenced so that pupils acquire new knowledge that builds on what they already know. Leaders need to ensure that staff are provided with appropriate subject and pedagogical knowledge to deliver this learning effectively.
- Pupils' behaviour is poor and it does not reflect the expectations outlined in the school's behaviour policy. Too often, negative behaviour impacts on how well pupils can learn. Leaders need to consider and revise their approach to behaviour to ensure that it is fit for purpose and implemented consistently. They need to ensure that staff are provided with necessary documentation so that they can support pupils' behaviour appropriately.

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.

School details

Unique reference number	137597
DfE registration number	937/6000
Local authority	Warwickshire
Inspection number	10238124
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	20
Number of part-time pupils	0
Proprietor	Values Academy
Chair	Maggi Henman
Headteacher	Michelle Baker
Annual fees (day pupils)	£25,605 to £29,523
Telephone number	02476 326383
Website	www.valuesacademy.org.uk
Email address	michelle.baker@valuesacademy.org.uk
Date of previous inspection	10 to 12 July 2018

Information about this school

- Values Academy is a small, independent day school located in Nuneaton. The school offers places to pupils who have social and emotional difficulties. Pupils are placed at the school by local authorities including Warwickshire, Leicestershire and Staffordshire.
- The school was last inspected in July 2018 when it was judged as good. An emergency inspection was carried out in January 2020 at the request of the registration authority following concerns about safety and welfare of pupils. A further monitoring inspection took place in October 2020 to check compliance with the independent school standards.
- The school had fewer than five pupils on roll in the sixth form at the time of the inspection.
- The school makes use of four unregistered alternative providers.

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 has failed to meet the independent school standards. These are the requirements of 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and citizenship. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the wider curriculum. They met with leaders and looked at plans for other subjects. Pupils' work in other subjects was also reviewed.
- The lead inspector met with the designated leaders for safeguarding. The school's policy and records were scrutinised. The single central record of checks made on staff before they start work at the school was also reviewed.
- A number of key documents were also inspected, including those relating to health and safety and fire regulations. Inspectors also considered a range of policies, including behaviour, complaints, curriculum and anti-bullying.

Inspection team

Melanie Callaghan-Lewis, lead inspector Ofsted Inspector

Kate Brunt Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022