

Values Academy

Grove Road, Stockingford, Nuneaton, Warwickshire CV10 8JX

Inspection date

19 September 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 3, 3(a) and 3(d)

- At the time of the previous standard inspection in November 2022, the curriculum in the foundation subjects was not well sequenced or delivered. In addition, staff were not aware of the needs of pupils as they did not have access to key documentation relating to pupils' special educational needs and/or disabilities.
- The school has started to develop a curriculum in history, geography and religious education that maps out what pupils need to learn in these subjects. However, this is in the very early stages of development and requires a lot more work.
- The school has introduced systems to make staff more aware of pupils' individual needs so that they can use this information to inform teaching in their respective subjects. However, pupils' targets are too general and lack specificity. It is unclear what individual pupils need to be precisely working on. Leaders agree that the system needs to be streamlined so that it supports staff to meet pupils' individual needs, as well as reducing staff workload.
- These independent school standards (the standards) remain unmet.

Paragraphs 2(2), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2A(1), 2(A)(1)(b), 2(A)(1)(f) and 2(A)(2)

- At the time of the previous standard inspection, the personal, social, health and economic (PSHE) education curriculum was in its infancy and some elements were not being taught. In addition, pupils were reluctant to engage in reading. Reading resources were limited and reading was not given a high enough priority in the curriculum.
- Since then, the PSHE curriculum, which incorporates relationships and sex education, has become embedded. It covers a wide range of themes, including healthy relationships, and revisits them over time to reinforce pupils' learning. Pupils who have been attending the school for a significant period of time speak knowledgeably about what they have learned in PSHE lessons and how this impacts their daily lives.
- The school has raised the priority of reading across the entire curriculum. There are specific opportunities for pupils to practise and develop their reading skills in English and

other subjects. Pupils read with their mentor in tutor time, and they are free to visit the school library throughout the week. While many pupils say they do not enjoy reading, they understand the importance of it. Initial assessments identify any pupils at the early stages of reading. These pupils follow a structured phonics programme to identify and fill gaps in their phonic knowledge.

- The proprietor body has ensured that these standards are now met.

Paragraphs 3(b), 3(c), 3(e), 3(f) and 3(h)

- At the time of the previous standard inspection, in some subjects, the curriculum was being delivered by staff with limited subject knowledge. As a result, pupils were not achieving as well as they could. Leaders and staff did not have high enough expectations of pupils, which limited pupils' progress through the curriculum.
- Since then, leaders have organised a range of training linked to teaching and learning so that there is a consistent approach across the school. Staff value this training and say it has helped them to develop their teaching skills and improve the curriculum in their respective subjects. This has led to leaders and staff having higher expectations of what pupils can achieve, which pupils are responding to in a positive manner.
- The proprietor body has ensured that these standards are now met.

Part 3. Welfare, health and safety of pupils

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

- The school ensures that all staff receive relevant safeguarding training. Training involves how to spot signs of abuse, but it also includes a focus on specific issues such as social media. Staff know the pupils well, so they are alert to any changes in a pupils' behaviour. Staff know what to do if they have concerns about a pupil's welfare. Pupils say they feel safe in school because they trust the staff to look after them.
- The school makes the appropriate checks on staff's suitability to work with children before they start work at the school.
- The safeguarding policy is available on the school's website. It adheres to government guidance. It is detailed and easy to follow. Other policies relating to safeguarding are also available on the school's website. At the time of the inspection, leaders had reviewed this year's safeguarding policy and were arranging for it to be uploaded to the school's website.
- The proprietor body has ensured that these standards continue to be met.

Paragraphs 9, 9(b) and 10

- At the time of the previous standard inspection in November 2022, the school had not ensured that pupils' behaviour was reflecting the expectations outlined in its behaviour policy. As a result, pupils' behaviour was poor, and bullying was not being dealt with effectively. Since then, the school has established clear systems, which include a wide range of rewards and restorative practices, to promote positive behaviour. These are well known by pupils and staff alike. Staff appreciate the support they get from leaders to manage challenging behaviour when it arises. Pupils understand the definition of bullying, and they trust the staff to deal with any issues quickly and effectively.
- The proprietor body has ensured that these standards are now met.

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

- At the time of the previous standard inspection, the school had not ensured that the risk assessment policy was being implemented effectively to reduce potential risks. Since then, the school has created a common approach to all types of risk assessment. Leaders have organised whole-school training for staff linked to the risk assessment process so that there is a consistent approach across the school. This ensures that pupils, staff and visitors are kept as safe as possible.
- The proprietor body has ensured that these standards are now met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the previous standard inspection in November 2022, the proprietor body and school leaders had identified some of the weaknesses in the school, but their actions to secure improvements had not been swift enough. The proprietor body had not ensured that the standards were being met consistently. This impacted on the quality of education being offered to pupils. In addition, staff felt that leaders showed little concern for their well-being.
- Since then, leaders at all levels, supported by staff, have made a significant number of improvements across the school. This has had a positive impact on the curriculum, the behaviour of pupils and pupils' attitudes to their learning. However, some staff continue to feel that leaders do not prioritise their well-being. The proprietor body and leaders are not complacent. They know that further improvements are required to ensure that the school meets all the standards securely and consistently.
- The proprietor body has a clear vision that is shared by school leaders and staff. They want pupils to 're-engage with education so they can reach their full potential'. There is a multi-layered leadership structure in place, which ensures that the proprietor body can monitor and influence practice within the school. Also, the proprietor body has established systems to support and hold leaders to account.
- These standards remain unmet.

Paragraph 34(1)(c)

- At the time of the previous standard inspection in November 2022, the proprietor body and school leaders were not actively promoting the well-being of pupils. Some pupils were struggling to regulate their own behaviour and some pupils said that the behaviour of other pupils was making it difficult for them to learn.
- Since then, leaders have established effective systems to promote positive behaviour across the school, which are implemented consistently by staff. Any incidents of bullying are dealt with quickly and effectively. There is a high level of pastoral care that is tangible within the school. Leaders and staff know the pupils really well and step in if help is required. A strong sense of community permeates the school, which pupils value.
- The proprietor body has ensured that this standard is now met.

Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that the school meets the requirements of schedule 10 of the Equality Act 2010 as a suitable accessibility plan is in place.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	137597
DfE registration number	937/6000
Inspection number	10302188

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

Type of school	Other independent special school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	None
Proprietor	Values Academy
Chair	Ruth Grindey
Principal	Monika Sethi
Annual fees (day pupils)	£25,605 to £29,523
Telephone number	02476 326383
Website	www.valuesacademy.org.uk
Email address	info@valuesacademy.org.uk
Date of previous standard inspection	22 to 24 November 2022

Information about this school

- Values Academy is a small, independent day school in Nuneaton. The school caters for pupils who have social, emotional and mental health needs. Most pupils have an education, health and care plan.
- The proprietor body runs another school in Birmingham.
- A range of local authorities place pupils in the school, including Warwickshire.
- The school opened in 2011. The school's last full inspection was in November 2022. The

school was judged to be inadequate.

- The school had fewer than five pupils on roll in the sixth form at the time of this inspection.
- At the time of this inspection, the school was not making use of any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The Department for Education (DfE) required the school to prepare an action plan following the standard inspection in November 2022. The action plan was deemed acceptable by the DfE in June 2023.
- This was the first progress monitoring inspection since the standard inspection in November 2022.
- The inspector held discussions with school leaders, including the chair of the proprietor body, to review the school's progress against the previously unmet standards.
- The inspector met with subject leaders and reviewed a range of curriculum documentation. He visited English, mathematics, science and physical education lessons. The inspector met with three groups of pupils to discuss their learning and experiences at school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; examined relevant documentation; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection was conducted without notice.

Inspection team

Wayne Simner, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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.
- 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(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.

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.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 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.
- 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).
- 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(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(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.
- 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)(c) actively promote the well-being of pupils.

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