

# Liverpool Progressive School

Rice Lane, Walton, Liverpool, Merseyside L9 1NR

**Inspection date**

7 November 2023

**Overall outcome**

**The school meets 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) to 2(1)(b)(i), 2(2), 2(2)(b), 2(2)(g), 2(2)(h)*

- At the standard inspection in November 2022, inspectors found that leaders did not have suitable plans and schemes of work that set out the most important knowledge that they wanted pupils to learn and by when. Moreover, the school's curriculum policy, plans and schemes of work did not take account of the needs and aptitudes of pupils. Added to this, some pupils with more complex needs did not acquire appropriate literacy skills.
- In their action plan of 28 April 2023, leaders planned to revise the curriculum plans and to provide staff with training on delivering the phonics programme. They also set out their intention to make better use of pupils' education, health and care (EHC) plans to inform their curriculum thinking.
- The new school leaders have taken urgent action to improve the quality of education. They have devised a new curriculum policy, supported by detailed plans and schemes of work. These new plans and schemes of work take into account the wide range of needs and aptitudes of the pupils. These leaders have implemented new timetables for each class to ensure that pupils spend sufficient time learning the different curriculum subjects.
- Leaders have introduced a suitable phonics programme for those pupils at the early stages of learning to read.

*Paragraphs 3, 3(a), 3(c) to 3(e), 3(g)*

- At the standard inspection in November 2022, inspectors found weaknesses in teaching at the school. Leaders had not ensured that teachers designed appropriate learning activities that took account of pupils' needs and aptitudes. Moreover, teachers did not routinely check on how well pupils had learned and remembered the curriculum. In addition, leaders had not made sure that teachers had the knowledge and skills needed to identify and meet the additional needs of pupils with special educational needs and/or disabilities (SEND).
- In their action plan of 28 April 2023, leaders proposed to provide training for teachers, including for the SEND coordinator to attend a conference. They also planned to

introduce baseline assessments to establish pupils' starting points.

- Previously, teachers and support staff delivered the curriculum. Leaders have prioritised qualified teachers delivering the curriculum now. They have ensured that non-subject-specialist teachers have the training and support needed to enable them to do their jobs well. Leaders have encouraged and supported teachers to develop their subject expertise, as well as their understanding of the different SEND of pupils in their classes.
- Leaders have introduced a suitable assessment framework. Teachers undertake regular assessments of pupils' learning. Teachers have weekly meetings with their line managers to discuss pupils' progress and to identify pupils' next steps in learning.
- The previously unmet independent school standards (the standards) in this part are now met.

### Part 3. Welfare, health and safety of pupils

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

- At the previous standard inspection in November 2022, inspectors found that the school's arrangements for safeguarding were effective. Leaders had ensured that the school complied with the requirements set out in the standards.
- Leaders' arrangements for safeguarding continue to be effective. The school has a suitable safeguarding policy that complies with the most up-to-date statutory guidance. This policy is published on the school's website. Leaders ensure that staff understand their roles and responsibilities to keep pupils safe.

#### *Paragraphs 9, 9(a) to 9(c)*

- At the previous standard inspection in November 2022, this standard was met. Inspectors found that leaders had high expectations of pupils' behaviour. However, a few pupils struggled to manage their own behaviour. These incidents of poor behaviour sometimes disrupted these pupils' learning, as well as that of other pupils. Inspectors found that some staff did not have the expertise needed to meet some of these pupils' additional needs.
- Since the previous inspection, leaders have continued to develop the school's approach to managing pupils' behaviour. Leaders have revised the school's behaviour policy. Leaders have ensured that staff have had the training and support needed to implement this policy as intended. Staff record and report all behaviour incidents using the school's online system. Senior leaders follow up on any incidents that involve the use of restrictive physical intervention.
- There is a risk assessment in place for every pupil. These are shared with every member of staff who works with the pupil. These risk assessments are updated appropriately following any incidents or 'near misses'.
- Since the previous inspection, the frequency and severity of behaviour incidents have reduced.

#### *Paragraphs 16, 16(a), 16(b)*

- At the previous standard inspection in November 2022, this standard was met. There was a suitable written risk assessment policy in place. Leaders took appropriate action to reduce risks.

- There is a detailed risk assessment in place for every pupil. These are shared with every member of staff who works with pupils. These assessments are updated appropriately following any incidents or 'near misses'.
- The standards that were checked in this part continue to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraphs 34, 34(a), 34(b)*

- At the time of the standard inspection in November 2022, inspectors found that the proprietor body had not ensured that the school's curriculum was of sufficient quality to meet the individual needs of all pupils and students.
- In their action plan of 28 April 2023, the proprietor body set out the support that it intended to provide to the school. The proprietor body proposed to provide specialist support from the company's regional manager and a school improvement partner.
- The proprietor body has appointed a new headteacher and deputy headteacher. These new leaders have the knowledge and skills needed to improve the quality of education provided by the school.
- These leaders have reviewed and revised the school's previous action plan. They have ensured that the new action plan sets out clearly the necessary actions to resolve the failings found at the previous standard inspection. Their actions have made a positive difference to the quality of education provided to pupils, as well as to pupils' behaviour. For example, staff told the inspector about the considerable improvements in pupils' behaviour across the school.
- The proprietor body keeps a close eye on the school. It has provided appropriate challenge and support to leaders to ensure that the standards are met securely and consistently. It also checks that leaders fulfil their responsibilities so that the school is well led and managed.
- The previously unmet standard in this part is now met.

## Schedule 10 of the Equality Act 2010

- The school has a suitable accessibility plan that meets the requirements of schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school meets 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.

### **The school now meets the following independent school standards**

#### **PART 1: Quality of education provided**

- 2.(1) The standard in this paragraph is met if—
  - (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
  - (b) the written policy, plans and schemes of work—
    - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
    - (2) For the purposes of paragraph (2)(1)(a), the matters are—
      - (b) that pupils acquire speaking, listening, literacy and numeracy skills;
      - (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; and
      - (h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - (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;
  - (c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - (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;
  - (e) demonstrates good knowledge and understanding of the subject matter being taught; and
  - (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

#### **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—
  - (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and

- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## School details

Unique reference number	133309
DfE registration number	341/6047
Inspection number	10298839

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 special school
Age range of pupils	8 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	26
Proprietor	Keys Group Progressive Education Limited
Chair	David Manson
Headteacher	Anthony Saleh
Annual fees (day pupils)	£75,000 to £103,000
Telephone number	0151 525 4004
Website	<a href="http://www.keys-group.co.uk/services/education/liverpool-progressive-school/">www.keys-group.co.uk/services/education/liverpool-progressive-school/</a>
Email address	<a href="mailto:admin.lps@keys-group.co.uk">admin.lps@keys-group.co.uk</a>
Date of previous standard inspection	22 to 24 November 2022

## Information about this school

- The school's most recent standard inspection was 22 to 24 November 2022.
- The school is located in premises at Rice Lane, Walton, Liverpool, Merseyside L9 1NR.
- The school caters for pupils with a wide range of SEND. All pupils have an education, health and care plan. Pupils' needs include autism; Down's syndrome; cognitive difficulties; physical difficulties; medical needs; and social, emotional and mental health needs.
- A new headteacher and deputy headteacher have taken up post since the previous

standard inspection.

- Leaders do not make use of 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 standards and other requirements that it was judged to not comply with at its previous inspection.
- The Department for Education (DfE) also commissioned Ofsted to check the school's compliance with the standards in paragraph 9 and paragraph 16.
- The school was judged not to comply with the standards at the previous standard inspection in November 2022.
- This was the school's first progress monitoring inspection.
- The school was required by the DfE to prepare an action plan. Ofsted evaluated this action plan on 28 April 2023. The DfE rejected this action plan.
- This inspection was conducted without notice.
- The inspector held discussions with the headteacher and senior leaders, the chair of the proprietor body and the chair of the governing body. She also met with a group of staff.
- The inspector met with a group of pupils who were accompanied by two members of staff.
- The inspector looked at a wide range of documentation and policies, including those relating to the curriculum, welfare, health and safety. She also checked documentation relating to safeguarding. The inspector made a tour of the school with the headteacher.

## Inspection team

Pippa Jackson Maitland, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

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](mailto: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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
© Crown copyright 2023