

Want2Achieve The Academy

Unit 1, Trent Walk, Stoke-on-Trent ST1 3HE

Inspection date

5 March 2024

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(2)(a), 2(2)(e)(i)

- At the time of the previous inspection, inspectors found that the curriculum was not fit for purpose. Pupils did not study a broad curriculum. Alongside this, the curriculum was not designed well. Leaders had not considered the important knowledge that pupils needed to learn and when they needed to learn it. Strategies to support pupils' learning needs were not applied consistently well. Teachers did not consider pupils' needs and aptitudes. Pupils were not sufficiently prepared for their next steps and did not have access to careers advice and guidance.
- Leaders have now put in place a suitable curriculum for pupils to study. Pupils in both key stages 3 and 4 have lessons in English, mathematics, food technology, information technology, sport and humanities. There are also lessons in personal, social, health and economic education and careers.
- The school is also using a local alternative provision to help pupils in key stage 4 achieve qualifications in construction and motor vehicle maintenance.
- These independent school standards (the standards) are now met.

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii), 2(2), 2(2)(g), 2(2)(h), 2(2)(i)

- The school has put together a curriculum policy and curriculum plan. However, these documents have not been updated to reflect the current curriculum being offered in the school.
- The school has begun to put in place learning journeys and schemes of work for several subjects. However, these schemes of work do not set out clearly the knowledge and skills that pupils need to know and remember. In addition, the end points that leaders want pupils to achieve have not been sufficiently broken down to show the smaller blocks of learning that pupils need to secure over time to reach these goals.

- The school has put together a reading development plan. This looks at where pupils can develop their literacy skills across the curriculum. All pupils have completed a reading assessment to identify their reading ages. However, the school has not put in place a suitable assessment method to identify pupils' precise gaps in reading, including phonics. The school is not supporting pupils effectively to help them catch up.
- The school recognises that the implementation of its careers provision is still in its infancy. All pupils now have an allocated careers lesson once a week. Pupils in Year 11 have visited colleges in the local area. However, pupils do not have sufficient information about a broad range of careers or have adequate experiences with the world of work to help them fulfil their potential.
- These standards remain unmet.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(h)

- At the time of the last inspection, the school did not ensure that pupils were acquiring new knowledge to make good progress. Pupils were experiencing a series of disconnected lessons that did not help them to build on what they already knew. Teachers did not use assessment effectively to check what pupils understood and use this information to inform future learning. Pupils' engagement in learning was poor.
- Since the previous progress monitoring inspection, the school has appointed three new teachers. This is helping to provide more consistency in lessons. However, the implementation of the curriculum remains variable and not consistently effective. Pupils sometimes struggle to complete the tasks they are given in lessons because they do not have the prior requisite knowledge. Teachers are not checking pupils' understanding consistently well to pinpoint and address gaps in knowledge. This means that pupils struggle to make connections in what they learn. Therefore, they lack secure knowledge and understanding.
- Pupils' engagement in lessons remains variable. On occasion, pupils will listen carefully and complete the work that is set. However, all too often, the school does not help pupils to focus for a sustained period and will go off task. This slows their learning.
- Teachers do not always consider pupils' special educational needs and/or disabilities (SEND) or prior attainment when planning a sequence of learning. Not all teachers are aware of what is contained in pupils' learning plans and how these should be used to adapt activities.
- These standards remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 9, 9(b)

- At the time of the previous inspection, strategies to manage pupils' behaviour were not followed consistently by all staff. A small number of pupils displayed negative attitudes to their learning, staff, peers and the environment. Staff did not challenge the use of derogatory language effectively. This led to persistent, low-level disruption.
- Pupils' behaviour remains variable and not consistently good. The school has ensured that there are positive behaviour plans in place for all pupils. However, some staff do not know how these should be used to help manage pupils' behaviour in lessons or at social

times. In addition, some pupils continue to use derogatory language that is not always challenged by staff.

- Staff have completed online training on managing challenging behaviours. However, the school has not ensured that new staff have received physical intervention training.
- Leaders are recording incidents of poor behaviour. However, these are not being analysed to identify patterns or trends to help reduce these negative behaviours occurring.
- These standards remain unmet.

Paragraphs 7, 7(a), 7(b)

- At the previous progress monitoring inspection, the school's safeguarding policy did not reflect current government guidance. Staff had not received training on the recent updates to this guidance. Additionally, the school's policy did not reflect the new approach to recording safeguarding concerns.
- Leaders have ensured that the school's safeguarding policy has been updated to reflect the latest government guidance. All staff have received training on this new policy and how to log concerns about pupils. Staff have also completed further safeguarding training through an online programme. There has also been a safeguarding audit carried out by the local authority.
- The school has not ensured that appropriate checks have been carried out on all members of staff who work at the school. This potentially puts pupils at risk of harm.
- These standards remain unmet.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(d), 21(1), 21(3), 21(3)(a), 21(3)(a)(v), 21(3)(a)(vi)

- The school has not ensured that appropriate checks have been carried out on all new members of staff. The school has not put in place an appropriate risk assessment and ensured that a member of staff is appropriately supervised while they are awaiting a Disclosure and Barring Service (DBS) certificate. Leaders have not ensured that the school's single central record has been kept up to date.
- These standards that were met at the previous inspection are now unmet.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the time of the previous inspection, several standards were unmet. These standards had a direct impact on pupils' welfare and learning. The proprietor had not taken appropriate action to ensure that the standards were consistently met.
- The headteacher, who was in post at the previous monitoring inspection, has now left the school. One of the chairs of the proprietor board has now resumed this role. Three new members of teaching staff have been appointed. The instability of staffing between inspections is not helping the school to move forward quickly enough to address the unmet standards.
- While some work has taken place to put in place an appropriate curriculum, there remains more work to do to ensure that each subject has an appropriate curriculum plan

and scheme of work which is delivered effectively in the classroom. Leaders have still not addressed the need to put in place a suitable reading programme to help those pupils who struggle with literacy to catch up.

- Leaders are not ensuring that standards relating to safeguarding are met securely and consistently. During this inspection, a member of staff awaiting a DBS certificate did not have a risk assessment in place. This meant there was a gap in the school's single central record.
- Leaders are not actively promoting the well-being of pupils. There is more work needed to strengthen the school's careers provision. Additionally, leaders have not taken decisive action to address the variability in pupils' behaviour and provide staff with adequate training to use behaviour plans effectively and deal with incidents of physical aggression.
- These standards remain unmet.

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, as set out in the annex of this report. 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

- 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)(e)(i) is presented in an impartial manner.

School details

Unique reference number	148829
DfE registration number	861/6031
Inspection number	10331680

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 school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	10
Of which, number on roll in sixth form	0
Proprietor	Want2achieve The Academy Limited
Chair	Sharon Murphy and Daniel Rochester
Headteacher	Sharon Murphy
Annual fees (day pupils)	£29,250 to £43,875
Telephone number	07469 182986
Website	www.want2achieve.co.uk
Email address	Enquiries@want2achieve.co.uk
Date of previous standard inspection	7 to 9 February 2023

Information about this school

- Want2Achieve The Academy is a small independent day school situated in Stoke-on-Trent. The school is housed in former industrial premises and offers places to pupils aged 11 to 18 who have social and emotional difficulties. Several pupils have education, health and care plans.
- Pupils are placed at the school by local authorities, including Stoke-on-Trent and Staffordshire.

- The school was registered by the Department for Education in December 2021. The school's first standard inspection took place in February 2023, when it was deemed to be inadequate.
- The school uses one unregistered alternative provider.

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.
- This progress monitoring inspection was carried out without notice and lasted one day.
- This was the school's second progress monitoring inspection since its last standard inspection in February 2023, at which it was judged to be inadequate.
- At the school's last progress monitoring inspection in October 2023, the school was judged not to meet all of the independent school standards that were checked.
- The school was required to prepare a second action plan as a result of non-compliance with the independent school standards following the progress monitoring inspection in October 2023. The proposed action plan was judged to be unsatisfactory in January 2024 and was rejected by the Department for Education.
- The inspector met with the headteacher (who is also one of the chairs of the proprietor body). He also spoke with the other chair of the proprietor body on the telephone. The inspector also spoke with some staff and pupils.
- The inspector checked the school's curriculum policy and subject plans. He met with staff to discuss the curriculum. He toured the school to visit classrooms and communal areas.
- The inspector held a meeting about the school's safeguarding procedures, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are unmet.
- The inspector examined the school's behaviour policy and how incidents of serious misbehaviour are recorded.

Inspection team

Mark Howes, 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 subparagraph (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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 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

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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);

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

- 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)(e)(i) is presented in an impartial manner;

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