

# Progression 2 Work

Old Beauvale School, Beauvale, Newthorpe NG16 2EZ

**Inspection date**

22 November 2022

## **Overall outcome**

The school meets the independent school standards relevant to the material change. The material change has already been implemented.

## **Main inspection findings**

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(h), 2(2)(i)*

- The curriculum provides pupils with opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Curriculum plans identify the key knowledge that pupils should learn.
- Pupils who complete their education away from the school site, on the school's 'outreach' programme, study a highly personalised curriculum. They receive one-to-one teaching. Their curriculum is carefully matched to their stage of education and any additional needs they may have.
- There is a strong focus on developing all pupils' knowledge and skills in numeracy and literacy. Pupils also have regular opportunities to consider how their learning enhances their own personal development and their understanding of modern British society.
- When they first join the school, pupils are assessed to identify their starting points and any additional needs they may have. This includes pupils with special educational needs and/or disabilities (SEND). Leaders work with leaders of the pupils' previous schools to understand what the pupils already know and can do.
- Leaders use the outcome of these assessments to personalise pupils' curriculums. This is so that each pupil studies a curriculum that prepares them for their next stage. Leaders focus on ensuring that staff fill any knowledge gaps that may have resulted from pupils' previous educational experiences.
- Leaders assess pupils' ability to read. Pupils who are at the early stages of reading receive support to become confident readers quickly. Staff read to pupils each day. This is intended to encourage pupils to engage with reading.

*Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- Pupils benefit from appropriate careers advice and guidance to inform their next steps.

- Leaders have ensured that all pupils in key stage 3 will receive opportunities to learn about career opportunities, including as part of their personal, social, health and economic (PSHE) education.

*Paragraph 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 24(2)*

- There is an appropriate policy in place in relation to relationships and sex education (RSE) and health education. This policy is on the school's website.
- Pupils receive teaching related to RSE. They learn about consent and what constitutes healthy and unhealthy relationships.
- Leaders have suitable plans to ensure that all future key stage 3 pupils will receive RSE provision, including through the 'relationships' module of the PSHE curriculum.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(i), 3(j), 4*

- At the previous standard inspection, inspectors found that staff taught the curriculum well. Inspectors found that staff had good subject knowledge and adapted their teaching to cater for pupils' different starting points and additional needs, including pupils with SEND. Staff received training to enable them to teach effectively.
- Leaders are committed to ensuring that the success with which teachers teach pupils currently on roll will be replicated for any new pupils, including those in key stage 3.
- Leaders ensure that staff use information about pupils' starting points and additional needs to adapt their teaching to provide the best opportunities for pupils to learn.
- Staff will continue to receive any training they need so that they have the subject knowledge to be able to teach all pupils effectively, including those in key stage 3.
- The necessary resources to support pupils' learning are available to staff.
- Staff regularly assess pupils' understanding to ensure that they build their knowledge successfully over time. Staff use these assessments to adapt what they teach so that pupils' knowledge from the topics they have studied is secure.
- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)*

- All pupils study a PSHE education programme. This curriculum enables them to consider who they are and the society in which they live.
- Pupils learn about different cultures and beliefs. They visit a range of places of worship to reinforce their learning about different religions.
- Pupils learn to respect people who are different from them. This includes people whose difference comes under the protected characteristics in the 2010 Equality Act.
- Visits to the local area help pupils to learn about those who live near the school.
- Pupils learn about different local and national public institutions. They study the country's judicial and political systems. Pupils learn about the different British values.

*Paragraph 5, 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Through their induction training, all staff learn of the importance of ensuring that they teach impartially, so that pupils make informed decisions for themselves.
- By visiting lessons, leaders ensure that all staff present information in a balanced way.
- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

Part 3. Welfare, health and safety of pupils

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

- Leaders have ensured that there is a culture of vigilance at the school. They are mindful of the additional safeguarding challenges which pupils with SEND may face. Leaders have ensured that there is the necessary vigilance of these pupils, so that they can identify and act on any such concerns immediately and effectively.
- Staff know that keeping pupils safe is everyone's responsibility. They receive regular safeguarding training and updates. They know the signs to look for that may indicate a concern about pupils' welfare. Staff know to report concerns immediately, including any concerns they may have about any adult's conduct.
- Leaders act promptly to resolve safeguarding concerns. They work with external agencies when necessary, so that pupils receive the right help at the right time.
- Weekly safeguarding meetings enable staff to reflect on their knowledge of the school's safeguarding procedures and to consider any ongoing welfare concerns.
- Leaders are currently investing in a new system to record and share safeguarding concerns. This is to ensure that leaders can manage effectively any increase in safeguarding concerns that may occur due to a rise in the number of pupils, should the material change receive approval.
- Leaders ensure that pupils regularly learn about how to keep themselves safe, including through their PSHE lessons. Pupils learn about keeping themselves safe when online, for example. They also learn about the risks related to unhealthy relationships, and to drugs and alcohol.
- Pupils say that they feel safe. They have adults they can talk to if they have a concern. They are confident that these adults will help them to resolve their concerns.
- The school's safeguarding policy, which reflects the latest guidance, is available on the school's website.

*Paragraphs 3, 3(h), 9, 10*

- There are whole-school behaviour and anti-bullying policies in place. Leaders have reviewed these policies since the previous standard inspection.
- Staff receive appropriate support and guidance to ensure that they implement these policies effectively. Staff regularly discuss pupils' behaviour and appropriate strategies that they may use to help support pupils to manage their behaviour better.
- Staff are aware of how pupils' additional needs may affect their behaviour. Staff use carefully considered strategies to support pupils to manage their behaviour effectively.

- There are specific spaces around the school that pupils can use to have time to themselves if they are struggling to manage their own behaviour. On such occasions, staff continue to supervise the pupils.
- Staff receive training to de-escalate situations when pupils' behaviour deteriorates.
- Leaders record sanctions imposed for any incidents of serious misbehaviour.
- Leaders have carefully considered any changes to general behaviour that may occur in the event of an increase in the number of younger pupils, should the material change receive approval. They have adopted appropriate strategies to minimise any such risk. For example, key stage 3 and 4 pupils will be taught in separate parts of the school building and will have breaks from lessons at different times, to limit occasions when younger and older pupils interact.

*Paragraphs 11, 12, 13*

- There are whole-school health and safety, fire safety and first-aid policies in place.
- Leaders undertake and record the necessary health and safety and fire-risk checks. They record any accidents in the school's accident book.

*Paragraph 14*

- Leaders have ensured that there are sufficient staff present to provide the necessary supervision. Leaders will increase the number of staff as the number of pupils on roll grows. This will ensure that there are appropriate levels of supervision at all times.

*Paragraph 15*

- Leaders maintain attendance and admission registers appropriately.

*Paragraph 16, 16(a), 16(b)*

- There is an appropriate risk assessment policy in place. Risk assessments, including of the site and of off-site visits, identify appropriate risks. They provide effective guidance to staff to help reduce such risks.
- Leaders have reviewed the process by which they identify risks related to individual pupils, including their behaviour and welfare, and the effectiveness of the support pupils receive. This is in response to leaders' awareness of the possible increase of concerns they may have to manage as the pupil population grows in size.
- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)*

- Leaders undertake all the appropriate recruitment checks on new staff.

- Leaders check the suitability of any supply staff.
- Leaders accurately record all recruitment checks on the school's single central record.
- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(b), 28(1)(d)*

- There are appropriate toilet, washing and shower facilities for the sole use of pupils.
- The water supply to the shower and toilet facilities is suitable. The hot water does not pose a scalding risk to pupils.

*Paragraph 24(1), 24(1)(a), 24(1)(b)*

- There is a suitable medical room available. The room, which has a washing facility, has its own dedicated toilet facility next door.

*Paragraphs 25, 26, 27, 27(a), 27(b)*

- The classrooms are suitable for the teaching of groups of pupils.
- The lighting and acoustics in each room are suitable.
- The premises are in an appropriate state of repair.

*Paragraph 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)*

- At all times, pupils can access drinking water, which is clearly marked as such.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- There are suitable outdoor facilities for pupils to spend their social time and to undertake physical activity.
- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

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

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor and senior leaders have a secure understanding of the independent school standards. They have ensured that the provision continues to meet all the independent school standards checked during the inspection. Leaders are committed to ensuring that the school continues to meet these standards, should the application for the material change receive approval.
- Leaders have developed the school premises to ensure that there is sufficient capacity to be able to teach up to 40 pupils at any one time.
- Leaders' policies and procedures for safeguarding are appropriate. They have ensured a culture of vigilance among staff, including of any pupils with SEND and any pupils who receive their education away from the school site.
- Leaders have thought carefully about how best they can revise current safeguarding, risk assessment and behaviour management procedures so that they can cater for the rise in the number of pupils, should the material change receive approval. This review

has enabled leaders to focus on ensuring the continued effectiveness of their work to help keep all pupils safe as the school cohort and the number of staff increase.

- The school meets and is likely to continue to meet these independent school standards if approval for the implementation of the material change is given.

## **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 are relevant to the material change.

## School details

Unique reference number	148188
DfE registration number	891/6045
Inspection number	10262333

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Progression 2Work Limited
Chair	Johanne Varley and Philip Varley
Headteacher	Jason Cosford
Annual fees (day pupils)	From £27,300 (full time)
Telephone number	01773 710118
Website	<a href="http://www.progression2work.co.uk">www.progression2work.co.uk</a>
Email address	<a href="mailto:jake.cosford@progression2work.co.uk">jake.cosford@progression2work.co.uk</a>
Dates of previous standard inspection	7 to 9 June 2022

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 16	11 to 16	11 to 16
Number of pupils on the school roll	32	40	40

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed



Number of full-time pupils of compulsory school age	16	40
Number of part-time pupils	14	0
Number of pupils with special educational needs and/or disabilities	27	Up to 40
Of which, number of pupils with an education, health and care plan	4	Up to 40
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	Up to 40

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	16	22
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	0	0

### Information about this school

- The school is registered to provide education for up to 20 pupils aged 14 to 16. Most are pupils with SEND. Some have education, health and care (EHC) plans.
- The school is operating beyond its registration agreement with the Department for Education (DfE). It has exceeded the maximum number on roll that it is registered to admit. There are currently 32 pupils on roll. The school has admitted pupils below and above the registered age range.
- The school's previous standard inspection took place on 7 to 9 June 2022.
- The school currently uses one unregistered alternative provision.

## Information about this inspection

- This inspection was carried out under section 162(4) of the Education Act 2002, to check the school's likely compliance with the independent school standards relevant to the proposed change to extend the age range of the pupils from 14 to 16 years old to 11 to 16 years old and to increase the maximum number of pupils that the school is permitted to have on roll to 40.
- The DfE commissioned the inspector to inspect the suitability of the school's provision in relation to: the curriculum and teaching; the provision for pupils' spiritual, moral, social and cultural development; pupils' welfare, health and safety; recruitment of staff; the suitability of the premises and accommodation; and the quality of leadership and management.
- This was the school's first material change inspection for this proposed change to the provision.
- The inspector met with the proprietors, the headteacher and some staff.
- The inspector met with some pupils and visited some learning.
- The inspector undertook a tour of the school premises.
- The inspector considered school documentation in relation to: the curriculum; teaching; the provision of RSE; the provision for pupils' spiritual, moral, social and cultural development; safeguarding; health and safety; fire safety; first aid; and risk assessment.
- The inspector looked at the school's single central record and the school's processes for undertaking recruitment checks on new staff.

## Inspection team

Simon Hollingsworth, lead inspector

His Majesty's Inspector

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