

Inspection of Progression 2 Work

Old Beauvale School, Beauvale, Newthorpe, Nottinghamshire NG16 2EZ

Inspection dates: 17 to 19 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Progression 2 Work helps pupils to overcome the barriers and challenges that they face. It prepares them well for the next stage of their education, employment or training. Positive relationships underpin everything that happens. Staff know pupils well and take good care of them. There is a united ambition for pupils to achieve well academically, personally and socially. From their relative starting points, pupils live up to these expectations and, overall, are beginning to achieve well.

Pupils are motivated by the behaviour points on offer. They are eager to earn the 'enhanced status' that enables them to select from the many rewards on offer, go-karting and bowling are particular favourites. Pupils develop positive attitudes to learning. One pupil summed up the view of many when they said, 'I spend more time in lessons here than I've done at any other school.' Pupils enjoy the 'Active Learning' sessions. These enable them to engage with a wide range of activities that develop their talents and interests.

Although rapidly improving, some weaknesses in the curriculum and provision for pupils who have education, health and care (EHC) plans remain. This means that pupils do not yet consistently benefit from a good quality of education.

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

The recently appointed senior leadership team have brought about many improvements in a relatively short period of time. They have quickly secured improvements in the curriculum, safeguarding, assessment and behaviour. They have created a culture of high aspiration and ambition for all. This permeates the school. The school has a detailed understanding of what is working well and what needs to be improved. Working cohesively with the proprietor, the school is demonstrating capacity, and the right climate, for continued improvement. The quality of education needs strengthening but is improving rapidly.

The school's curriculum is well organised. It makes clear the precise things that pupils are expected to know and remember at each stage of their education. It builds cumulatively on what has gone before. Pupils convincingly recall what they have studied recently. The school has planned a robust system to check on how well pupils acquire and remember the curriculum. However, most of the curriculum, and associated assessments, are at a very early stage of implementation. As such, they have not yet had sufficient time to impact fully on what pupils know and remember longer term.

The school prioritises reading. Pupils study a wide range of texts, genres and authors. They make good use of the books that are available to them around school. Those pupils who require it receive additional support to help them become more confident readers. The English curriculum is well organised. Content builds cumulatively over time. However, the school has not yet put in place a strategy to

help pupils who struggle with handwriting. The school has identified this and have suitable plans in place to address it.

The school ensures that pupils' special educational needs and/or disabilities (SEND) are understood. This analysis is used to ensure that pupils are well supported in relation to their behaviour and their personal development. However, the information that staff receive about pupils' additional needs does not routinely enable staff to support pupils fully in their learning. As such, the school cannot be sure that these pupils achieve as well as they could over time. Again, leaders have identified this and have well-considered plans in place to address it.

Provision for pupils' personal development is a strength. It takes full account of pupils' needs and starting points. It helps pupils to understand and manage their social, emotional and mental health. Pupils benefit from an impressive programme of careers information and guidance. The school's employability team ensures that pupils' aspirations and ambitions are identified. Bespoke programmes are put into place to help pupils work towards these. This offer is further enhanced by a robust programme of work experience. As a result, pupils are prepared well for adulthood, and their next steps in employment or training.

The proprietor knows the school well. They provide the right level of challenge and support. They tackle weaknesses effectively. They have ensured that the new leadership team shares their vision and ambition. They have ensured that all the independent school standards (the standards) are met. They have ensured that the school site is appropriate to support pupils in their learning. They have ensured that staff implement all policies effectively, including those related to health and safety, fire safety and risk assessment. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Much of the school's curriculum is at a very early stage of implementation. While pupils demonstrate effective understanding of what they have studied recently, not all are able to recall what they have learned over time as well as they should. The school should ensure that the new curriculum enables pupils to know and remember more over time, so that they achieve highly.
- Like the curriculum, the school's approach to assessment is in its earliest stages. This means that the school does not yet have a fully rounded view of how well pupils achieve over time. The school should ensure that its approach to assessment enables effective checks on how well pupils learn and remember the curriculum, and identifies trends and patterns in achievement over time, to support continued improvement in the teaching of the curriculum.

- The school does not have a systematic approach to developing pupils' handwriting. This means that some pupils do not get the help that they need to develop a fluent and legible handwriting style. The school should ensure that it has a systematic approach to helping pupils to improve their handwriting.
- The school does not ensure that the information that staff receive about the additional needs of pupils with SEND enables them to support these pupils fully in their learning. As such, the school cannot be sure that these pupils meet the targets contained in their EHC plans and achieve as highly as they should. The school should ensure that all information that it holds about pupils' additional needs and any associated targets enables staff to support these pupils fully in their learning and achievement.

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	148188
DfE registration number	891/6045
Local authority	Nottinghamshire County Council
Inspection number	10374826
Type of school	Other independent special school
School category	Independent day school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	40
Proprietor	Progression 2 Work Limited
Chair	Johanne Varley and Philip Varley
Headteacher	Jason Keddy
Annual fees (day pupils)	Up to £37,075
Telephone number	01773 710118
Website	www.progression2work.co.uk
Email address	info@progression2work.co.uk
Dates of previous inspection	7 to 9 June 2022

Information about this school

- The school is located at Old Beauvale School, Beauvale, Newthorpe, Nottinghamshire NG16 2EZ.
- The school is registered to provide education for up to 40 pupils aged 11 to 16. Most are pupils with SEND. Some have EHC plans.
- There are currently 40 pupils on roll. Most pupils are dual registered.
- The school's previous standard inspection took place on 7 to 9 June 2022. An additional inspection took place in November 2022. This was in response to the school's request to increase the number of pupils that it can admit to 40. This change was agreed.
- The school currently uses one unregistered alternative provision.

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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, assistant headteachers, curriculum leaders, the special educational needs coordinator and groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and personal, social and health education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils.
- The lead inspector met with all members of the proprietor body.
- Inspectors took account of the responses to Ofsted's staff survey. There were no responses to Ofsted's Parent View survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to behaviour and attendance, and leaders' plans for improvement.

- Inspectors spoke informally to pupils at breaktimes, in the dining hall and in the school grounds.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Aoife Galletly

Ofsted Inspector

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