



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

WV2 Education

March 2023

School's details

School	WV2 Education	
DfE number	336/6007	
Address	WV2 Education 74 New Road Willenhall WV13 2DA	
Telephone number	01902 240699	
Email address	wsg@wv2education.co.uk	
Headteacher	William Shanahan-Gray	
Proprietor	William Shanahan-Gray	
Age range	14 to 16	
Number of pupils on roll	19	
	Seniors	19
Date of inspection	3 March 2023	

1. Introduction

Characteristics of the school

- 1.1 WV2 Education is an independent co-educational day school which caters for the needs of pupils with special educational needs (SEND), specifically social, emotional and mental health difficulties and autism. All pupils have an education, health and care (EHC) plan. English is not every pupil's first language, but none requires additional support. Founded in January 2019, the school is proprietorial, owned by WV2 Education Ltd. which has limited company status. The school is overseen by an advisory board. The school was previously inspected by Ofsted in November 2021.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to increase its registered capacity from 14 to 40 pupils and to change the lower age limit for pupils from 14 to 16 years to 11 to 16 years. The inspection also considered the suitability of the school's new premises. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietor)	Met
Part 5, paragraphs 23 to 29 (premises and accommodation)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school has a suitable curriculum policy which is implemented effectively. This policy has been adapted successfully to provide for pupils aged 11 to 13. Leaders have also compiled new schemes of work which provide suitably for pupils' learning in Years 7 and 8, having due regard to individual pupils' particular needs. The school's curriculum has been designed to enable pupils to experience the required wide range of subjects including mathematics; literature and linguistics; science; and human, social, creative and physical education. A programme to extend careers education has also been prepared. Pupils currently receive a suitable relationships and sex education programme and this has been extended for pupils entering in Years 7 and 8. The school has consulted parents and a written statement of its policy is available to parents on request, as the school has no website.
- 2.3 The school uses a range of published curriculum programmes as required in order to provide additional learning materials in subjects such as personal, social and health education (PSHE). Evidence shows that the curriculum does not undermine British values and that leaders ensure that the material is taught in a balanced and unbiased way. The curriculum is designed to ensure all pupils make good progress. It takes into account the ages, aptitudes and needs of all pupils, including those with SEND and EAL.
- 2.4 It is likely that these arrangements will meet the requirements with the increase in pupil numbers and introduction of pupils in Years 7 and 8.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 Teaching enables pupils to make good progress according to their needs and ability. Staff are suitably qualified and experienced and have good understanding of the subjects being taught. Lessons are well planned, and pupils display positive attitudes to learning. Pupils show courtesy and respect towards staff and their peers and develop strategies to manage their own behaviour and encourage independent learning. Teaching approaches are effective in helping pupils to understand, interpret and regulate their feelings. For example, pupils know that if they are struggling with their mood then it is fine to take a brief walk, go outside for a short break to relax, meditate, under clear arrangements with regard to supervision, and then return to the class. Inspection evidence indicates that pupils are suitably resilient in overcoming their difficulties and individual barriers to learning due to the effective learning approaches that teaching, support and therapy staff employ.
- 2.7 Teachers and teaching assistants act effectively to enable pupils of all abilities to understand and apply their knowledge. The school has planned for sufficient well-qualified teachers to be employed to teach in Years 7 and 8. The year groups are small, and some mixed-age teaching takes place.
- 2.8 Resources are sufficient to promote independent learning. For example, pupils have individual support strategies to help them to organise their writing, and sensory resources to improve their memories, concentration and speed in processing information. Opportunities are provided to extend pupils' digital literacy skills through independent research. A variety of approaches are encouraged, including paired and group work. Pupils reported that they enjoy the style of teaching employed and find it helpful. They confirmed that they receive helpful feedback, both written and orally which motivates them to succeed. They are appreciative of the care and time given to support their learning.

- 2.9 It is likely that these arrangements will meet the requirements with the increase in pupil numbers and introduction of pupils in Years 7 and 8.

Quality of education provided – framework for pupils’ performance [ISSR Part 1, paragraph 4]

- 2.10 The school meets the standard.
- 2.11 A suitable framework for the assessment of pupils’ performance is in place. The school uses its own framework to determine attainment, instead of the national framework. This includes the use of ongoing assessments to evaluate pupils’ progress. These provide appropriately for assessment of pupil progress in Years 7 and 8. Scrutiny of pupils’ work showed regular self-assessment and effective feedback from teachers across all subjects. Attainment and progress are recorded, which allows leaders to effectively track pupils’ progress.
- 2.12 It is likely that these arrangements will continue to meet the requirements with the increase in pupil numbers and introduction of pupils in Years 7 and 8.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.13 The school meets the standard.
- 2.14 The school’s core values of diversity, honesty and trust are at the heart of its tutor time and PSHE programme. The school promotes the values of democracy, the rule of law, liberty, respect and tolerance of those with different faiths and beliefs which are fundamental to life in Britain. It is successful in developing pupils’ self-knowledge, self-esteem and confidence, and helps them to distinguish right from wrong and to accept responsibility for their own behaviour. Pupils willingly take opportunities to contribute to the lives of others. They gain in knowledge of and respect for public institutions in England, as well as respect for the responsibilities of being a United Kingdom citizen. The school encourages respect for other people with protected characteristics. Staff maintain a proper balance in their presentation to pupils of political issues and avoid bringing their personal views into their teaching. Pupils were observed to be responsible and socially integrated across all ages. They show empathy for those who find it hard to learn and remember information, accepting that they each have different strengths and weaknesses. It is likely that these arrangements will continue to meet the requirements with the increase in pupil numbers and introduction of pupils in Years 7 and 8.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.15 The school meets the requirements.
- 2.16 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.17 The school meets the standard.
- 2.18 Safeguarding arrangements are implemented effectively to ensure a culture of listening to pupils; that pupils receive a timely response when they raise concerns; and that relevant action is taken swiftly when required. Pupils confirm that they have many trusted adults to turn to for support. This was also confirmed during interviews with staff and by scrutiny of safeguarding records. Staff are aware of

recent statutory guidance including the management of children's mental wellbeing, contextual safeguarding and child-on-child abuse. They understand the particular vulnerabilities of pupils with SEND. Pupils are given suitable advice about staying safe online and the school has robust filtering and monitoring procedures in place to ensure appropriate use of technology.

- 2.19 Leaders liaise with local agencies effectively and take prompt action where concerns arise. All staff are suitably trained in safeguarding procedures. The safeguarding team includes a designated safeguarding lead (DSL) and two deputies. All three have appropriate levels of training commensurate with their roles. Recruitment procedures are secure, with all the required checks in place before staff are allowed to start work. Teaching and support staff are trained annually, including training involving specific case studies. They understand the staff code of conduct and whistleblowing procedures. The proprietor undertakes a thorough annual review of the school's safeguarding policy.
- 2.20 There is prompt and effective liaison between the DSL and the relevant local authorities and children's services where pupils' needs meet thresholds for referral. The school has appropriate protocols in place to deal with an allegation against any adult if needed. These are understood by staff. Detailed child protection records are held securely and with suitable confidentiality. It is likely that these arrangements will continue to meet the requirements with the increase in pupil numbers and introduction of pupils in Years 7 and 8.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

- 2.21 The school meets the standard.
- 2.22 The proprietor ensures that the relevant health and safety laws are complied with by drawing up and effective implementation of a written health and safety policy. The school continues to ensure that the school's health and safety protocols are effectively implemented on the newly acquired school site and recently refurbished accommodation and classrooms. These cater for the proposed increase in pupil numbers. The proprietor commissions an external consultant to provide effective oversight of health and safety arrangements. It is likely that these arrangements will meet the requirements with the increase in pupil numbers and the introduction of pupils in Years 7 and 8.

Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]

- 2.23 The school meets the standard.
- 2.24 The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. Records demonstrate that appropriate fire drills take place, confirmed in interviews with pupils and staff. Classrooms and accommodation have suitable fire alarm systems, installed by appropriately qualified personnel and they contain suitable fire-fighting equipment. Leaders have compiled a new fire risk assessment for the new accommodation. Records indicate appropriate regular maintenance of related equipment has taken place. It is likely that these arrangements will meet the requirements with the increase in pupil numbers and the introduction of pupils in Years 7 and 8.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.25 The school meets the standard.
- 2.26 The proprietor ensures that pupils are properly supervised throughout the school day. Observation confirms that the school has appropriate numbers of staff on duty at any one time during the school day. This both ensures adequate provision of current pupils and is likely to ensure suitable levels of supervision for the increased numbers of pupils. The school has sufficient numbers of suitably trained staff to whom pupils can talk and seek assistance should they require it.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

- 2.27 The school meets the standard.
- 2.28 The school has suitable risk assessment guidance in place to ensure that risks which may affect pupils' welfare, health and safety are identified and mitigated. The school has completed effective risk assessments for use of the new school building. It has risk assessed how the proposed increase in numbers will have an impact on accommodation for teaching and other activities. This includes suitable assessment to ensure that the new school building will cater suitably for the increased numbers and age range of pupils.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

- 2.29 The school meets the standards.
- 2.30 The school carries out suitable checks to ensure the suitability of all staff, including the proprietor and a register is kept as required.

Premises and accommodation – [ISSR Part 5, paragraphs 22–31]

- 2.31 The school meets the standard.
- 2.32 Suitable toilet and washing facilities are provided for pupils of all ages, including those who are disabled. There is a well-equipped medical room which caters for the needs of pupils who are ill or injured. Appropriate changing facilities for all pupils are available onsite and also offsite at the venue for physical education. The premises are maintained to a standard commensurate with health and safety requirements. Acoustic conditions and both internal and external lighting are suitable. The provision of drinking water meets the required standards. There is sufficient outdoor space available for physical education and recreation. The school ensures that pupils have suitable, regular access to sports and recreational facilities in the community. The school has refurbished the new premises sufficiently to meet the proposed increase in pupil numbers and the introduction of pupils in Years 7 and 8.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.33 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are provided to parents on request, as the school has no website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

- 2.34 The school meets the standard.
- 2.35 The proprietor ensures that the leaders have the skills and knowledge required to undertake their roles. They meet their responsibilities effectively so that the standards are consistently met, and the wellbeing of the pupils is actively promoted. The school's leaders display a detailed understanding of the regulatory requirements in relation to the school's new accommodation. It has planned effectively for the proposed increase in pupil numbers and the introduction of pupils in Years 7 and 8.

3. Recommendation with regard to material change inspection

Recommendation

- 3.1 It is recommended that the school's proposal to increase its registered capacity from 14 to 40 pupils and its request to increase the lower age range from 14 to 16 years to 11 to 16 years are approved. The recently acquired premises provide suitable accommodation for the proposed increase in pupil numbers and lowering of the pupil age range.

4. Summary of evidence

- 4.1 The inspector held discussions with the headteacher, senior leaders and other members of staff. He visited different areas of the school, observed lessons and talked with all pupils in attendance. He scrutinised a wide range of documentation, records and policies.

Inspectors

Mr David Scott

Reporting inspector