

# Inspection of Progress School

Gough Lane, Bamber Bridge, Preston, Lancashire PR5 6AQ

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Inspection dates: 25 to 27 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	Yes

## **What is it like to attend this school?**

Progress School transforms the lives of its pupils. Many pupils who attend the school have missed significant periods of their education in the past. They benefit from the high level of care that they receive from staff. Pupils begin to flourish as soon as they join the school as a result of the personalised transition programme that staff put in place for them.

Pupils, all of whom have special educational needs and/or disabilities (SEND), achieve remarkably well. Staff use the deep understanding that they have of each pupil's additional needs to provide them with a tailored curriculum. Pupils respond superbly to the extremely high aspirations that the school has for their achievement. They take pride in living up to the expectations that the school has of their behaviour and conduct. Pupils are very happy here.

The school ensures that pupils access a wealth of experiences to develop their talents and interests, for example pottery, sports and gardening. A wide range of trips enhance pupils' understanding of the subjects that they study, for instance visits to the beach, the local stables and the fire station. Pupils become confident and resilient young people.

Pupils make a positive contribution to the community. They gain work experience at a local café and develop their business skills through an enterprise project. Pupils are exceptionally well prepared for adulthood.

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

The school has established a very special environment in which pupils thrive. Staff enable each pupil to create their own unique learning space. Pupils have immediate access to the help and resources that they need so that they can focus on their studies. For example, staff provide each pupil with specialised equipment that enables them to manage their own sensory breaks.

The school has a clear and ambitious vision for the curriculum. It has thought deeply about the organisation of the curriculum so that each pupil studies a range of subjects that is broad and balanced. The school's subject curriculums set out in precise detail the information that pupils should learn. The school has ensured that there are clear links between the different subjects. This helps pupils to build a secure understanding of the key concepts that they study.

Pupils work towards and achieve a range of qualifications. These are well matched to pupils' aptitudes and abilities. This helps pupils to become more confident in their own abilities and to seek out further opportunities to learn. With the support of parents and carers, the school prepares pupils very well to move on to meaningful destinations.

Staff use their strong subject knowledge to make regular checks on what pupils know and remember. They expertly help pupils to address any gaps in or misconceptions that they have about their learning. Staff use the information in pupils' education, health and care plans (EHC plan) to design activities that help pupils build their knowledge and skills securely over time. The school accurately identifies any additional needs that pupils may have.

The school has a precise understanding of each pupil's communication, language and reading needs. It provides highly tailored support so that pupils become confident communicators and fluent readers. This includes the use of sign language, visual aids and technology. As a result, pupils learn how to articulate their thoughts and feelings to others with clarity and accuracy. Pupils who may have gaps in their phonics knowledge receive the help that they need to catch up quickly.

The school's programme for pupils' personal development is carefully woven through the curriculum. Staff skilfully reinforce key themes from the personal, social and health education (PSHE) curriculum, for example how to manage your feelings and how your body changes as you grow. Pupils learn to cook and to control their finances so that they are well prepared for independent living. The school provides all pupils with access to a comprehensive programme of careers education. Pupils are well informed about the options available to them at each stage of their education. The school ensures that pupils can realise their ambitions when they leave the school.

Pupils are highly motivated by their learning. The school provides intelligent support to ensure that pupils know how to manage their own behaviours. Pupils relish every opportunity that they are given to learn new knowledge and to extend their skills.

The proprietor and school leaders have an accurate and detailed understanding of the school's performance. They are committed to providing the very best educational experience for pupils. They ensure that the independent school standards (the standards) are met. The proprietor has robust systems in place to assure itself that the standards are met consistently.

Staff benefit from a comprehensive programme of training that helps them to carry out their duties to great effect. They are fulsome in their praise for the care and consideration that they receive from leaders. For example, the regular meetings to support staff's well-being. Staff are enormously proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	131138
<b>DfE registration number</b>	888/6030
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10322492
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	7 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Progress Care & Education Ltd
<b>Chair</b>	Wendy Sparling
<b>Headteacher</b>	Cara Vaughan
<b>Annual fees (day pupils)</b>	£87,154 to £119,244
<b>Telephone number</b>	01772334832
<b>Website</b>	<a href="http://www.aspriscs.co.uk/find-a-location/progress-school/">www.aspriscs.co.uk/find-a-location/progress-school/</a>
<b>Email address</b>	<a href="mailto:Progressschool@aspriscs.co.uk">Progressschool@aspriscs.co.uk</a>
<b>Date of previous inspection</b>	10 to 12 March 2020

## Information about this school

- The school's previous standard inspection was 10 to 12 March 2020.
- The school is located at Gough Lane, Bamber Bridge, Preston, Lancashire, PR5 6AQ.
- The school has three full-time teachers and a headteacher. In addition, a wider team of staff provide pupils with one-to-one specialist teaching and therapeutic support.
- The school does not make use of any alternative provision.
- All pupils at the school have an EHC plan. They are placed at the school by a range of local authorities.
- The school provides for pupils with a broad range of SEND.
- At the time of the inspection, there were a very small number of pupils in the sixth form.

## 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 judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in the following subjects: communication and interaction; English, including phonics and early reading; science; and PSHE. They discussed the curriculum with subject leaders, visited some lessons, reviewed pupils' work and spoke with staff and pupils.
- Inspectors reviewed the curriculum plans and pupils' work for a range of other subjects, including mathematics, art and design and physical education.
- Inspectors met with the headteacher and other staff at the school.
- The lead inspector held a meeting with a member of the proprietor body.
- Inspectors met with leaders to discuss SEND, the curriculum, assessment, pupils' behaviour and the provision for pupils' wider development.
- Inspectors considered responses to Ofsted Parent View, including the free-text

comments. They also took account of the responses from staff and pupils to Ofsted's online surveys.

- 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.
- The lead inspector spoke to a selection of parents about their views of the school.
- Inspectors spoke with pupils about their experiences of school life. They observed pupils' behaviour during lessons and at breaktime and lunchtime.
- Inspectors spoke with staff about their workload and well-being.

### **Inspection team**

Andy Cunningham, lead inspector

His Majesty's Inspector

Ian Hardman

His Majesty's Inspector

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