

Inspection of Learning4Life-GY

155–159 Freeman Street, Grimsby DN32 7AP

Inspection dates: 26 to 28 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils are happy at this welcoming school. They describe staff as a 'safe face' and the school as a 'safe place'. Pupils appreciate that the adults who work in the school, know them well. Relationships between staff and pupils are warm and nurturing.

Pupils learn about the positive indicators of physical and mental health. They talk knowledgeably about the benefits of a balanced diet, exercise and the signs which make a healthy relationship.

Pupils are clear that everyone is treated fairly and with respect here. They debate and discuss with thought and consideration topics such as sexuality, equality and diversity. Pupils are proud to raise donations for causes that they support and talk excitedly about the events they organise to raise awareness of refugee week in the community.

The school has high expectations for pupils' conduct and their achievement. It encourages pupils to demonstrate positive attitudes based on the school's core values of 'ready, respectful, safe'. Pupils celebrate the improvements in their own behaviour since joining the school. Typically, pupils who attend regularly, achieve well.

Pupils access employability lessons to prepare them for the world of work. The school proactively engages with local employers to support pupils with their future career aspirations.

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

The school has an ambitious curriculum for its pupils. The curriculum design ensures that pupils build their knowledge and skills progressively from their varying starting points. This curriculum responds to the needs of pupils who join the school at different points through the year. The curriculum is highly personalised and designed purposefully to include activities and experiences that meet pupils' interests and aspirations. This helps to develop positive attitudes to learning from pupils. The school helps pupils to overcome successfully any negative legacy of their previous school experience.

The school strives to instil a love of learning in its pupils. For example, in history the curriculum immerses pupils in opportunities to learn about their local heritage and what it means to be from Grimsby. Pupils engage wholly in their learning.

The school completes comprehensive checks on pupils' knowledge and social and emotional development. This enables the school to identify early any gaps in pupils' knowledge and understanding. Adults skilfully weave extra practice into lessons to help pupils to address these gaps. They support pupils to begin to catch up effectively. The school also offers mental health support and counselling as necessary.

There is a carefully planned programme for pupils who speak English as an additional language. Adults support pupils to learn to read and write successfully. These pupils show a passion and determination to learn to read quickly and with comprehension. Overall, pupils read texts at an appropriate level based on the length of time spent learning English. However, some of the books are not suitably matched to pupils' needs or experiences.

Pupils are given helpful guidance for the next stages in their life. In the sixth form, students access a range of programmes that help them with the world of work and employment. These programmes include supported internships, vocational training and English for speakers of other languages (ESOL) qualifications. Pupils enjoy engaging in horticulture at a local allotment or using their decorating skills to paint rooms in the school. This provides pupils with opportunities to be well-prepared for adulthood.

The school analyses the attendance of individual pupils. It provides alternative arrangements to encourage good attendance, including providing pupils with support from a range of external agencies. Despite this work, some pupils do not attend school often enough. This impacts on pupils' achievement and aspects of their wider development.

Pupils learn about finances and money matters in their independent skills sessions. This programme supports pupils to understand how to pay bills and budget effectively. They understand the concept of equality in a fair society. Pupils learn about other religions and how to treat everyone equally and fairly. However, their understanding of topics such as fundamental British values and protected characteristic is variable. This means that pupils are not as well-prepared for life in modern Britain as they could be.

Staff enjoy working at the school. They consider themselves to be part of 'one big family'. The school manages staff workload effectively. Staff are well-supported by the leaders, governors and proprietor body.

The proprietor body and governors have a strong oversight of the school's strengths and areas for improvement. Leaders and the proprietor body demonstrate good skills and knowledge to ensure that the independent school standards are met consistently. 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)

- Some of the reading materials that staff provide pupils with to promote a love of reading are not chosen carefully enough, particularly for pupils new to the country or new to learning English. This means that pupils do not get the most

from the texts on offer. The school should work with staff to better match texts to pupils' needs and experience so that they get more from their wider reading.

- The school's work to ensure that all pupils have high attendance is not having consistent impact. This means that some pupils have low attendance and miss out on essential learning and their wider personal development. The school should strengthen its work to improve the attendance of pupils with low attendance so that they benefit fully from all that school has to offer.
- Some aspects of the school's personal development programme are less developed than others. Consequently, some pupils' knowledge and experience of topics such as British values and protected characteristics is variable. The school should strengthen these aspects of the curriculum so that pupils learn more about these important areas of learning.

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	147462
DfE registration number	812/6008
Local authority	North East Lincolnshire
Inspection number	10342150
Type of school	Other Independent School
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	48
Of which, number on roll in the sixth form	31
Number of part-time pupils	2
Proprietor	Learning4Life-GY CIC
Chair	Claire Etheridge
Headteacher	Claire Bramley
Annual fees (day pupils)	£14,600 to £32,175
Telephone number	01472 240440
Website	www.learning4life-gy.co.uk
Email address	office@learning4life-gy.co.uk
Dates of previous inspection	21 to 23 September 2021

Information about this school

- The school is registered to admit 80 pupils. It caters for pupils with SEND, including those with education, health and care plans. Most pupils have a primary diagnosis of autism, anxiety and SEMH needs.
- The school welcomes pupils with English as an additional language. Some pupils are new to the country and unaccompanied asylum-seeking children.
- There are two proprietors who form the proprietor body. One of the proprietors is also the principal.
- The school operates over two sites. The second provision operates at 146 Freeman Street, Grimsby DN32 7AJ.
- The school uses an outdoor space at a local centre for physical education.
- The school does not use any 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.

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

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- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and other leaders from the school.
- Inspectors met with the chief executive officer of the proprietor board and a representative of the governors.
- Inspectors carried out deep dives in these subjects English, mathematics, history and personal, social and health education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders and looked at samples of work for the ESOL programme.

- To evaluate the effectiveness of safeguarding, 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 completed a premises check at both sites.
- Inspectors observed pupils' behaviour in lessons and during social times.
- The views of staff, pupils, parents and carers were considered from meeting with them and from the responses to Ofsted's online questionnaires. An adult was present when inspectors spoke to some pupils.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

David Penny

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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