

# Wirral Wrap

Summerhill House, Beechwood Drive, Beechwood, Birkenhead, Wirral  
CH43 9LB

**Inspection date**

11 May 2023

**Overall outcome**

**The school is likely to meet all the independent school standards. It is currently operating without registration**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(b)(ii), 2(2)–2(2)(e)(iii), 2(2)(g)–2(2)(i)*

- The proprietor body has prepared an appropriate curriculum policy which sets out a sufficiently broad range of subjects for pupils to study. This policy explains leaders' aims for the curriculum. For example, the policy describes how the curriculum will help pupils to develop their understanding of life as British citizens. This policy also outlines how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education.
- Leaders have developed schemes of work for each subject that support the curriculum policy. These schemes of work reflect leaders' ambitious intent for what pupils should learn during their time at the school. Leaders have decided the order in which pupils should learn important knowledge so that pupils build up their learning securely. The curriculum takes account of the specific and individual needs of pupils, including those with special educational needs and/or disabilities (SEND).
- Leaders have placed appropriate importance on the teaching of reading, writing, speaking and listening, and mathematics. Pupils will also study a range of other subjects that will provide them with experiences in scientific, technological, human and social, physical and aesthetic, and creative education.
- There is an appropriate scheme of work in place that outlines pupils' personal, social, health and economic (PSHE) education. Leaders have focused the PSHE curriculum on preparing pupils for reintegration into mainstream school and future life. For example, leaders propose that pupils will learn how to recognise and cope with their own emotions. Pupils will learn how to set and meet personal goals for their achievement. Leaders have ensured that the curriculum for PSHE encourages pupils to have respect for other people, including those with protected characteristics as set out in the Equality Act 2010.
- Leaders have put in place suitable arrangements for pupils in key stage 3 to receive careers education. Leaders intend to offer pupils impartial careers information, advice

and guidance. This will be tailored to the individual needs and interests of pupils.

*Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(3)*

- The PSHE curriculum will provide pupils with relationships and sex education and health education. Leaders' proposed policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents and carers about the policy, including the parents of new pupils who are admitted to the proposed school. Leaders are aware of their duty to ensure that the policy statement is placed on the proposed school's website.

*Paragraph 3(a)–3(g)*

- Leaders intend that staff will receive advice and guidance to help them to deliver the curriculum effectively. For example, there is a programme of training to develop staff's subject knowledge in a range of subjects. Leaders have planned a number of quality assurance activities to ensure that in each subject, pupils increase their understanding and develop the knowledge that leaders intend them to learn.
- Leaders intend that teachers will carry out a range of assessments to establish pupils' starting points. These assessments will be carried out when pupils join the proposed school. They will use this information to help pupils to catch up on any knowledge that they might have missed. Teachers will check pupils' progress and attainment regularly. Teachers will use the findings from these assessments to inform their teaching.
- Leaders have provided an appropriate quantity and range of resources for pupils, such as stationery, books and online materials. These resources are of good quality.

*Paragraph 3(h)–3(j)*

- There is an appropriate policy in place setting out leaders' expectations for pupils' behaviour. The policy provides information about how leaders and staff will promote responsible behaviour in the proposed school. For example, this policy shows how pupils will be supported to manage their own behaviour in readiness for returning to mainstream school. The policy also sets out leaders' strategies for dealing with inappropriate behaviour.
- Leaders have developed a suitable anti-bullying policy. This policy states that bullying will not be tolerated in the proposed school. Leaders have set out in the policy their intended strategies for preventing and responding swiftly to any bullying.

*Paragraph 4*

- There is an assessment policy in place. This policy is very thorough. The policy provides information about how leaders and staff will use assessment to understand and address pupils' learning needs.
- Pupils' progress will be shared regularly with parents and carers and with those responsible for governance.
- The independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

*Paragraph 5, 5(a)–5(d)*

- Leaders have given due consideration to pupils' SMSC development. Through the curriculum for PSHE, pupils will learn about a range of faiths and cultures. For example, they will have opportunities to visit places of worship such as synagogues and mosques. The curriculum will provide them with opportunities to learn about fundamental British values such as individual liberty and tolerance.
- Leaders intend that pupils will learn about the characteristics of healthy and unhealthy friendships. Pupils will listen to talks from visiting speakers about the dangers of gang culture, substance abuse and knife crime. Through these experiences, leaders intend that pupils will learn to make responsible, safe choices in their future lives.
- The school's policies include positive references to all of the protected characteristics as set out in legislation. Leaders understand the need to ensure that pupils benefit from a balance of opposing views when they learn about politics.
- The standard in this part is likely to be met if the proposed school opens.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- Leaders have put in place all necessary arrangements to safeguard pupils and to promote their welfare at the proposed school. The proprietor body has followed current statutory guidance in the development of its arrangements to keep pupils safe.
- There is a suitable and up-to-date safeguarding policy. This policy will be published on the school's proposed website if the proposed school opens.
- The proprietor body has ensured that all staff will receive regular safeguarding training. For example, staff will receive training relating to e-safety and cyber-bullying, radicalisation and extremism. Those staff new to the school will receive an appropriate safeguarding induction programme. The headteacher of the school will be the designated safeguarding lead. The proprietor body has ensured that those staff deputising for the designated lead have been trained to the same level.

#### *Paragraphs 9, 9(a)–9(c), 10*

- The proprietor body has appropriate behaviour and anti-bullying policies in place. Leaders intend to keep detailed records of any incidents of poor behaviour. These records will be cross-referenced with other concerns so that leaders develop a full picture of an individual pupil. This is to enable leaders to respond quickly to any needs that arise. The behaviour policy includes appropriate and proportionate sanctions. The anti-bullying policy contains details of the actions that leaders will take to address any bullying incidents.

#### *Paragraphs 11, 12*

- The proprietor body has written a suitable health and safety policy which is tailored to the premises of the proposed school. This policy complies with all relevant laws.
- The proprietor body has put arrangements in place for the premises to be checked regularly in order to identify and rectify any faults. For example, electrical equipment will be tested regularly. The water supply will be tested to ensure that there is no risk of legionella. Staff new to the proposed school will receive health and safety training as part of their induction.

- Leaders have ensured that in the building where the proposed school will operate, there are a range of measures in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers which will be checked regularly. The building has smoke alarms. Leaders have made arrangements for regular fire drills for staff and pupils. There is signage around the building identifying fire doors and muster points to facilitate escape in the event of fire.

#### *Paragraph 13*

- The proprietor body has drawn up a first-aid policy. This policy sets out how first aid will be administered should it be required by pupils or adults. Leaders have ensured that there is a suitable number of staff qualified to administer first aid so that the policy can be implemented as intended.

#### *Paragraph 14*

- The proposed number of staff is sufficient to ensure that pupils will be supervised effectively throughout the school day. Leaders intend that pupils will always be supervised, including at breaktimes and when undertaking visits off site, for example to the adjacent public sports centre.

#### *Paragraph 15*

- The school has a suitable admissions policy. Leaders have established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- Leaders have put appropriate systems in place to register pupils' attendance each day. These systems are intended to allow leaders and staff to monitor any absences effectively. The proprietor body will require leaders to report regularly on attendance. Parents and carers will receive information about pupils' attendance in school reports.

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

- Leaders have put a suitable risk assessment policy in place. Leaders have carried out a wide range of risk assessments showing how they plan to take appropriate actions to minimise risks. These include assessments for trips and visits out of school.
- The standards in this part are likely to be met if the proposed school opens.

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

*Paragraphs 17, 18(2), 18(2)(a)–18(2)(e), 18(3), 19(2), 19(2)(a)–19(2)(d)(ii), 19(3), 20(6), 20(6)(a)–20(6)(c), 21(1)–21(5)(a)(ii), 21(5)(c), 21(6)*

- Leaders understand the checks that need to take place prior to staff working in the school. These include enhanced Disclosure and Barring Service checks, as well as checks on staff's identification and their right to work in the UK.
- Leaders understand the checks that they need to carry out in order to ensure that any agency staff that they employ are suitable to work with pupils.
- All the required checks for the proprietor body and leaders for the proposed school have been completed.
- Leaders have established a single central record. This record meets the requirements for the information that it must contain, including that which relates to the leadership and management of the school.

- Leaders have completed safer recruitment training.
- The standards in this part are likely to be met if the proposed school opens.

## Part 5. Premises of and accommodation at schools

### *Paragraph 25*

- The proposed school is located on the first floor of premises which are designated for community use. There are several classrooms, office accommodation, a kitchen and storage areas. The proprietor body has ensured that this accommodation is of a good standard and is well maintained.
- The proprietor body has very recently acquired the use of additional rooms on the ground floor, formerly used as a day nursery. The proprietor body intends that these additional rooms will accommodate key stage 2 pupils. At the time of the inspection, this part of the building was undergoing development and was unavailable for inspection. Therefore, the information about the standards in this part relates only to the accommodation for pupils in key stage 3, which is located on the first floor.

### *Paragraphs 23, 24, 28*

- There are separate toilet facilities for male and female pupils. These toilet cubicles can be locked from the inside to provide privacy. There is hot and cold running water. The hot water does not pose a scalding risk. There are no shower facilities on the premises. However, leaders have arranged for pupils receiving physical education to use the showers and changing accommodation when they visit the adjacent sports centre.
- There are facilities for the short-term care of sick and injured pupils. This includes washing and toilet facilities and a folding bed.
- Pupils attending the proposed school will have access to drinking-water throughout the day. Sources of drinking-water are in a separate area from the toilet facilities.

### *Paragraphs 26, 27–27(b), 29(1)–29(1)(b)*

- The proposed school has an attractive space for pupils to play outside when not in lessons. Formal physical education sessions will be regularly timetabled in accordance with the school's curriculum. These will take place at the adjacent sports centre.
- Classrooms are bright and spacious and include computer facilities to support pupils' learning. Acoustic and lighting conditions are suitable for the nature of the activities that will take place.
- Leaders have ensured that there is suitable external lighting. This is so that pupils, staff and visitors can enter and exit the building safely in the dark.
- It is likely that all of the standards in this part will be met if the proposed school opens.

## Part 6. Provision of information

### *Paragraph 32(1)–32(1)(c), 32(1)(f)–32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b)–32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3)–32(3)(g)*

- The proprietor body has set up a school website in readiness for when the proposed school opens. The proprietor body is fully aware of the information that it must

publish on its website.

- There is an appropriate range of information available for parents and pupils when they join the school. All of the required policies are in place, such as admissions, curriculum, behaviour and safeguarding policies. All documents will be made available for parents on request from the school, as well as available on the school's website.
- For pupils with an education, health and care plan (EHC plan), leaders intend to provide the necessary information to the responsible local authority for the review of the plan.
- The proprietor body intends that pupils will be admitted to the school for short-term placements, with the intention of preparing them for reintegration into mainstream schools. During this time, parents will receive reports on pupils' progress and attainment. Parents will also receive information on pupils' attendance and behaviour. Leaders are aware that following any inspection, copies of the report must be provided to parents and published on the school's website.
- The standard in this part is likely to be met if the proposed school opens.

#### Part 7. Manner in which complaints are handled

##### *Paragraph 33–33(k)*

- The proprietor body has an appropriate complaints policy. This policy sets out the timescales for responding to complaints and includes information about the storage and sharing of written records. The policy ensures that the procedure for making a complaint is transparent.
- This policy is published on the school's website.
- The standard in this part is likely to be met if the proposed school opens.

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

##### *Paragraph 34(1)–34(1)(c)*

- The members of the proprietor body have experience in setting up and running an alternative education provision. The proprietor body has ensured that those with responsibilities for leadership and management have the appropriate knowledge and skills to carry out their roles.
- The standard in this part is likely to be met if the proposed school opens.

#### Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	149638
DfE registration number	344/6019
Inspection number	10277903

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Wrap (Wirral) CIC
Chair	Peter Silcock
Headteacher	Paul McColgan
Annual fees (day pupils)	£70 to £125 per day
Telephone number	0151 319 3024
Website	<a href="http://www.wirralwrap.co.uk">www.wirralwrap.co.uk</a>
Email address	<a href="mailto:paul@wirralwrap.co.uk">paul@wirralwrap.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	64
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	1
Total hours operating as a school per week	20
Total hours of teaching provided per week	20

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	8 to 14	8 to 14	11 to 14



Number of pupils on the school roll	64	64	32
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*Reason for inspector's recommendations*

- The proprietor body has very recently acquired the use of a suite of classrooms, formerly used as a day nursery, on the ground floor of the premises. The proprietor body intends to use these rooms to accommodate 32 key stage 2 pupils. At the time of the inspection, these rooms were undergoing development and were not ready for inspection. The classrooms and facilities on the first floor are ready to receive key stage 3 pupils, as the proprietor body proposes. Therefore, it is recommended that the proposed school should admit key stage 3 pupils only and use only the classrooms and facilities on the first floor.

**Pupils**

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	None	None
Number of part-time pupils	64	64
Number of pupils with special educational needs and/or disabilities	64	64
Of which, number of pupils with an education, health and care plan	1	64
Of which, number of pupils paid for by a local authority with an education, health and care plan	1	64

**Staff**

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	10	10
Number of part-time teaching staff	None	None
Number of staff in the welfare provision	10	10

## Information about this proposed school

- The proposed school is located in a former community centre at Summerhill House, Beechwood Drive, Beechwood, Birkenhead, Wirral CH43 9LB.
- It is proposed that the school will provide part-time, short-term education for up to 64 pupils, aged between 8 and 14 years. It is intended that the proposed school will cater mainly for pupils who have been excluded from or are at risk of exclusion from mainstream schools.
- The proprietor body is currently operating the school as an unregistered alternative provision. However, all the pupils attend on a part-time basis and they are dual registered with their home schools.
- The proprietor body intends to cater for pupils with SEND. The school will provide for pupils with cognitive and learning needs; speech, language and communication needs; autism spectrum disorder; social, emotional and mental health needs; moderate learning difficulties; and specific learning difficulties. Some of these pupils may have an EHC plan.
- The proprietor body intends that pupils will be placed at the school by local authorities and mainstream schools.
- The proprietor body does not intend to use any alternative provision.

## Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the standards if the DfE decides to approve the request to register this school.
- This was the school's first pre-registration inspection.
- The inspector held discussions with the chair and members of the proprietor body, including the headteacher.
- The inspector completed a tour of the school to check the suitability of the proposed premises against the relevant standards. The inspector also looked at a wide range of documents and policies, including those relating to the curriculum, behaviour and health and safety. The inspector checked documents relating to safeguarding.

## Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

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