

# George Johnson Education Centre

The Point, Weaver Road, Lincoln LN6 3QN

## Inspection dates

25 July 2019

### 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

#### *Paragraphs 2(1) to 2(2)(i)*

- The school's curriculum policy sets out its vision and aims together with a statement of curriculum intent. The school aims to provide for pupils' learning combined with attention to their well-being. The curriculum aims to enable pupils to narrow the gaps in their learning and to catch up on missed educational experiences. Pupils will be provided with access to externally accredited examinations, including GCSE, when they are ready.
- The school's curriculum includes experiences in each area of learning required by the independent school standards. Timetables for all pupils in Years 9 to 11 include learning in the core subjects of English, mathematics and science, together with a programme of personal and social development. Pupils will study humanities, technology, art and design, and physical education. Timetables also provide access to a variety of vocational subjects, including health and fitness, child development, and food and cookery.
- Individual pupils' timetables will be overseen by outreach workers, who will ensure that a balanced programme is studied based on pupils' starting points and aspirations. The school will ensure that each pupil is suitably prepared to take up a place in further education, employment with training, or an apprenticeship.
- Careers education will be provided through the personal development programme. Pupils will also have access to independent careers advice, including attendance at open days at local colleges. All pupils will have the opportunity to take part in career-related work experience.
- Pupils will be taught in groups, typically of six pupils. Additional one-to-one support will be provided, for example to ensure enhanced development of skills in literacy and numeracy. The school's policy documents promote British values, illustrated by themes in the programme for personal and social development.
- *Paragraph 3, including all related sub-paragraphs and paragraph 4*
- Lesson plans will be derived from the specifications for examination courses, adapted

and developed to meet the needs of pupils with significant gaps in their previous education. The school will liaise with the placing schools of part-time pupils to agree an individual timetable and to synchronise planning with the base school.

- The school's marking policy sets out expectations for regular marking of pupils' work, together with feedback to the pupil about areas for further development and improvement. The main purpose of the school's assessment policy is formative, to enable teachers to plan future work effectively. A variety of assessment tools will be used, including oral questioning, end-of-topic tests and formal examinations.
- Pupils will have access to a range of externally accredited courses, including functional skills, BTEC vocational courses and GCSE.
- The school is likely to meet all the standards in this part.

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

### *Paragraph 5 and all related sub-paragraphs*

- The school has planned appropriately for the spiritual, moral, social and cultural development of pupils. Suitable software is available for staff to support planning for pupils' personal development across a range of subjects. In addition, the school's personal development programme will address the requirements of the relevant independent school standards.
- The school has produced a policy for the promotion of British values which underpins planned learning related, for example, to an understanding of the civil and criminal law in England. Pupils will be encouraged to understand the consequences of their actions both within school and the wider community.
- Pupils will have opportunities to reflect on their own beliefs and values and to develop respect for differences in beliefs and faiths. Plans are in place to celebrate major festivals from a variety of communities and faith groups.
- The scheme of work for personal development includes sex and relationships education, and the development of reasoned views about moral and ethical issues. The school's planning takes appropriate account of the protected characteristics in British law. Further plans will enable pupils to explore themes related to justice, democracy and diversity.
- All pupils will be encouraged to contribute to charitable activities, including fund-raising for appropriate national and international causes. Pupils will have opportunities to take part in community events, for example through volunteering, and to visit local facilities for the homeless or vulnerable adults.
- The school aims to ensure that all pupils gain a deepening understanding of the changing nature of British society and global communities.
- The school is likely to meet all the standards in this part.

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

### *Paragraphs 7, 7(a) and 7(b)*

- Senior leaders have produced a safeguarding policy which takes account of the latest government guidance. The policy and associated procedures also have regard to guidance issued by the local safeguarding children's board. The safeguarding policy is

available to parents as a download from the school's website.

- The acting headteacher and the school's teaching and learning development manager are both trained to the required level to fulfil the duties of the designated safeguarding lead. Clear written guidance informs staff appropriately about the school's recording and reporting procedures.
- The school's policy and procedures provide comprehensive guidance for staff on the identification of, and appropriate response to any safeguarding concerns. Contact details are included for external partners and agencies available to support the school with its safeguarding responsibilities.
- The policy provides staff with suitable guidance on risks to which pupils may be exposed, including for example, online abuse, sexual exploitation, radicalisation and children missing in education. Firm arrangements are in place for the regular training and updating of staff in all aspects of safeguarding.

*Paragraph 9 and all related sub-paragraphs, and paragraph 10.*

- Senior leaders have produced appropriate policies for the management of behaviour and the prevention of bullying. The behaviour policy sets out the expectation that all staff will promote positive conduct and challenge negative behaviour.
- The school supports a restorative approach to the resolution of behavioural incidents and any bullying. The policy documents provide helpful guidance on the use of preventative approaches, together with appropriate support for any pupil who may bully or be bullied.
- The school has established suitable electronic procedures for reporting and recording any behaviour-related incidents.

*Paragraphs 11 to 15*

- The proprietor has produced a policy and associated procedures for managing all aspects of health and safety. This includes arrangements for frequent routine checks supported by service contracts with external health and safety contractors.
- The proprietor has ensured that a suitable fire risk assessment has been produced supported by regular checks on all aspects of fire safety, including emergency fire evacuations.
- Additional policies and procedures have been produced for first aid, together with arrangements to ensure that all staff are suitably trained. Registers are in place to record pupils' admissions and attendance.

■ *Paragraphs 16, 16(a) and 16(b)*

- The risk assessment policy sets out clear principles for maintaining a safe environment. The school's procedures include risk assessments for individual pupils, curriculum activities, off-site visits and all aspects of premises safety.
- The school is likely to meet all the standards in this part.

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

*Paragraphs 18(1) to 18(3)*

- The proprietor and senior leaders have been trained in safer recruitment. They

implement effective procedures for the appointment of all staff. They ensure that all required checks are completed before a member of staff takes up a post. These include checks on identity, medical fitness and right to work in the United Kingdom. Procedures include enhanced checks with the disclosure and barring service. Checks are also completed to ensure that no member of staff is barred from working with children or subject to a prohibition order.

*Paragraphs 19(1) to 19(3)*

- The school's recruitment arrangements include suitable checks on any member of staff recruited through an employment agency. School leaders will obtain the recruitment information required from the agency before a member of staff commences work at the school.

*Paragraphs 20(6) to 20(6)(c)*

- The proprietor has appropriate arrangements in place for checks on the suitability of members of the school's governing body. These include checks on disqualification or prohibition from management.

*Paragraphs 21(1) to 21(7)(b)*

- The proprietor has created a suitable template to record details of all required recruitment checks for staff, supply staff, and members of the governing body. Details of existing members of staff have been entered on the single central register.
- The school is likely to meet all the standards in this part.

**Part 5. Premises of and accommodation at schools**

*Paragraph 23(1) to 24(2)*

- The school's accommodation for teaching and learning is arranged over two floors of a modern building on a business estate. The building has previously been used as an alternative education centre for pupils aged 14 to 16 years. It is decorated and maintained in a good condition.
- The facilities meet all the regulatory requirements for the provision of toilet and washing facilities and the availability of suitable medical facilities, including accommodation for the short-term care of any sick or injured pupils. Work has commenced to install a washbasin within the medical room.
- Physical education will be taught at an adjacent recreation centre with indoor and outdoor facilities. This centre has changing rooms and showers.
- The open-plan nature of the school building provides generous space to accommodate the planned number of pupils. The teaching spaces allow for flexibility of use for full-class or one-to-one teaching and for the teaching of planned practical and vocational subjects. The teaching spaces include a kitchen which will be available for daily use by staff and pupils and which will be used as the base for teaching food and catering courses.
- There is sufficient space to cater for administrative purposes and a suitably sized staff room.

*Paragraphs 25 to 28(2)(b)*

- Good attention has been given to health and safety requirements throughout the

building. Acoustics and lighting are suitable to enable effective learning. Emergency lighting and appropriately signed escape routes are in place. External lighting ensures safe access to and from the premises.

- Water supplies meet the requirements for temperature control of hot water and labelled drinking water in suitable locations.

*Paragraphs 29(1) and 29(1)(a) and (b)*

- Access to the premises is controlled from within the school's reception. A suitably surfaced and fenced external area provides for play and recreation.
- The premises provide a suitable range of facilities for effective learning through the implementation of the school's planned curriculum.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

*Paragraph 32(1), 32(b) and all related sub-paragraphs*

- The school's website provides parents, carers and others with access to all required information, including school policies.
- The school's safeguarding policy is available as a download, together with several additional school policies. Senior leaders have plans to ensure that details of pupils' academic performance, and the report of any Ofsted inspection of the school, are provided to parents.
- The school has suitable arrangements in place to provide to parents a termly report on pupils' work and progress. The proprietor also has a full understanding of the requirement to present an annual account of income and expenditure to placing authorities.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

*Paragraph 33 to 33(k)*

- The proprietor has created a complaints policy and procedures which take full account of the requirement for informal, formal and appeals stages to the investigation and resolution of any complaints. He has taken full account of the requirements of the independent school standards, including those for appropriate record-keeping, confidentiality and timelines.
- The complaints policy and procedures are available to parents through the school's website.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1) and 34(1)(a) to 34(1)(c)*

- The proprietor and senior leaders have appropriate experience in operating an alternative provision catering for the planned age range. They understand the requirements for successful provision for pupils with social, emotional and mental health needs. They have created a curriculum which meets the needs of both part-

time and full-time pupils in the planned age range. They have taken full account of the independent school standards in the production of policies, procedures and systems for the effective running of an independent school.

- The proprietor is in the process of recruiting members of a governing body. Plans are in place to establish suitable arrangements for the monitoring and evaluation of all aspects of the school's work.
- The proprietor and senior leaders have ensured that all the independent school standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The school is likely to fulfil its responsibilities under 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	147221
DfE registration number	925/6021
Inspection number	10114479

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	Independent special school
School status	Independent school
Proprietor	Specialist Education Support Network Ltd
Chair	Not yet appointed
Acting Headteacher	Richard Bell
Annual fees (day pupils)	£60 to £150 per day
Telephone number	01522 243172
Website	<a href="http://www.specialisteducation.org">www.specialisteducation.org</a>
Email address	<a href="mailto:admin@specialisteducation.org">admin@specialisteducation.org</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	23
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	3
Total hours operating as a school per week	26
Total hours of teaching provided per week	20 (all current pupils attend part-time)



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	14–16	14–16	14–16
Number of pupils on the school roll	23	20 fte	20 fte

## 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	0	Up to 20
Number of part-time pupils	23	Up to 20 fte
Number of pupils with special educational needs and/or disabilities	23	20
Of which, number of pupils with an education, health and care plan	3	Up to 10
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	Up to 10

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	3
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	n/a	n/a

## Information about this proposed school

- George Johnson Education Centre is located on the southern outskirts of Lincoln. This new school occupies premises originally designed as a business unit. The internal spaces are set over two floors and provide flexible accommodation for teaching and learning, together with administrative office space.
- The school is due to open in September 2019, once approved by the Department for Education.
- The school is seeking registration as an independent school, providing part- and full-time education for up to 20 pupils in the age range 14 to 16 years. The school will provide academic and vocational studies for pupils with social, emotional and mental health conditions together with associated behavioural difficulties.
- The school does not propose to use the services of any additional providers.

## Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to assess whether the school is likely to meet all the independent school standards if registered as an independent school. This is the school's first pre-registration inspection.
- The inspector met with the proprietor who is also the acting headteacher, and with the school's teaching and learning development manager. The school was not in operation and there were no pupils on site.
- The inspector toured the premises and accommodation which are ready for occupation once registration has been approved by the DfE.
- The inspector viewed the school's website, and scrutinised several school policies, procedures and records to check the school's likely compliance with the independent school standards. He discussed all aspects of policy implementation with the proprietor and the teaching and learning manager.

## Inspection team

David Young, lead inspector

Ofsted Inspector

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