

# Prudentia Education Limited

GAP Centre, Bowden Road, Garston, Liverpool, Merseyside L19 1QP

## Inspection dates

14 January 2020

### Overall outcome

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(h), 2(2)(i)*

- The proposed plans and schemes of work do not take into account ages, aptitudes and needs sufficiently well. They are pitched at the same level of ability for all pupils and state that the content is intended for pupils aged 11 to 18.
- The curriculum that the proposed school intends to provide is likely to enable pupils to acquire skills in literacy and numeracy. It also does not undermine fundamental British values. However, it is not broad enough. It only gives planned experience of linguistic and mathematical education, along with personal, social, health and economic education, work skills and sport and leisure. There is no specific provision for other subject areas required by the independent school standards, such as science or aesthetic and creative education. Pupils are unlikely to have enough opportunity to learn and make progress. The proposed curriculum does not prepare them for the opportunities of life in British society.
- The programme of activities planned for students aged 16 to 18 is no different from that for other pupils. It is, therefore, not appropriate to the needs of students in this age group.

*Paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The intended scheme of work that relates to personal, social, health and economic (PSHE) education promotes pupils' appreciation of equality and diversity. It is likely to lead to pupils developing an understanding of the protected characteristics set out in the Equality Act 2010.
- There are appropriate arrangements planned for pupils to receive impartial careers advice and guidance. These include activities with a substantial range of providers, including representatives of industry and higher education.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)*

- Intended lessons in the subjects presented are planned well and show that teachers have secure subject knowledge. There are suitable resources already in place. Leaders

are clear about the assessment processes they will use. These are likely to be able to inform planning for future learning.

- However, the lack of detail and the insufficient consideration of aptitudes and prior attainment in the proposed schemes of work mean that they are unlikely to be effective in securing good progress for pupils across the range of subjects. The teaching at the proposed school is unlikely to enable pupils to acquire new knowledge because the curriculum is too limited in scope. Neither is it likely to foster in pupils the application of physical and creative effort, for example, as there are no planned opportunities to do so.

#### *Paragraph 4*

- The school's assessment procedures show that there is likely to be a suitable framework in place for evaluating pupils' performance.
- Leaders have not ensured that all the independent school standards in this part are likely to be met when the school opens.

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

*Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Pupils' spiritual, moral, social and cultural (SMSC) development is likely to be provided for effectively. Leaders already have suitable activities in place in the current part-time setting. These include projects like providing food for the homeless in the local community to encourage pupils to make a positive contribution to society. Guest speakers and opportunities to discuss and debate current affairs enable pupils to develop awareness of matters such as the rule of law and the dangers of extremism and radicalisation.
- Planned lessons in PSHE education are likely to support pupils' SMSC development by encouraging respect for the protected characteristics set out in the Equality Act 2010.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

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

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

- Leaders have suitable arrangements in place to ensure that pupils are safeguarded effectively. There is an appropriate and up-to-date policy which reflects the current government guidance. Leaders have undertaken to make the policy available on the website if the school opens.

*Paragraphs 9, 9(a), 9(b), 9(c), 10*

- Leaders have detailed policies in place which cover behaviour and bullying. Existing systems enable leaders to record their management of, and responses to, incidents. These are likely to contribute to the effective implementation of the school's policies.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b)*

- There is a range of policies to support pupils' health and safety and their welfare. These include first aid and risk assessment policies. Risk assessments are well designed. In them, leaders consider hazards, risk evaluation and suitable control measures. The risk assessments include the off-site venues where pupils take part in sports.

*Paragraph 14*

- Leaders deploy staff in the current part-time provision in a way that enables them to manage pupils' behaviour and supervise them properly.

*Paragraph 15*

- There are suitable documents in place that are likely to fulfil the requirements about maintaining an admission register and an attendance register.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

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

*Paragraphs 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(6)*

- Leaders have existing systems in place to carry out relevant checks on the suitability of staff. This is because they have already employed staff in the part-time provision who will continue in post if the proposed school opens. The school register of checks on staff is compliant and contains sufficient detail. Members of the proprietorial body have already had relevant checks to confirm that they are not disqualified from working with the proposed school.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The school provides suitable toilet facilities for boys and girls on both sites. There is hot and cold water for washing and a suitable supply of cold water for flushing. There are no changing facilities or showers. The physical education that the school provides is in the form of various sports activities. These are delivered at nearby venues. Leaders have carried out suitable risk assessments to ensure pupils' safety at these sites.
- There is a supply of drinking water which is readily available to pupils throughout the day and is separate from the toilet facilities.

- Classrooms are adequate for the purpose of teaching pupils. They are sufficiently spacious and have enough furniture that is of an acceptable standard. Lighting is suitable for the purpose, as are the acoustic conditions.
- There is adequate outdoor space for play and recreational purposes. There are exterior lights to allow safe entry and exit to the two buildings.
- Each building has a fire detection system or smoke alarms. All fire exits are labelled and able to be opened without adult help. The inspector noticed that, in a double-door exit from the sports hall in the Harthill building, one door did not open easily. This was because the mechanism was defective. However, the other door worked effectively and was sufficient to evacuate the number of people that are likely to need to use it. Leaders subsequently provided photographic evidence to show that the defect has been repaired.
- The room in each building used for medical purposes did not have washing facilities during the inspection. While the inspector was on site, leaders ordered portable sinks. They have subsequently provided photographic evidence to show that these sinks have been installed in a suitable room in each building. There are now appropriate facilities, including a bed, to cater for the medical and therapy needs of pupils.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)*

- The proposed school will take over the use of the existing setting's website. Leaders will have all relevant information available on this website or by request. This includes the safeguarding policy, information about arrangements for admission and the management of pupils' behaviour and documents connected with matters of health and safety.
- Contact information for the headteacher and the proprietor is on the existing website and will be similarly available if the school opens.
- Leaders have displayed a sign at the main entrance to the setting that states that all policies are available from leaders on request.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

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

*Paragraphs 32(3)(f), 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- There is a written policy which allows for both informal and formal methods of complaint. It will be made available to parents, carers and prospective parents of pupils in the proposed school.

- There is provision for a panel hearing, if required. The policy provides for the panel to make findings and recommendations.
- The policy states that confidentiality will be assured, unless an official of the Department for Education (DfE) or Ofsted requires access to relevant records.
- Leaders have ensured that all the independent school standards in this part are likely to be met.

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

### *Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders have not ensured that all the standards are likely to be met. Plans and schemes of work are not sufficiently detailed to be likely to enable pupils to make good progress. They do not take into account ages, aptitudes and needs sufficiently well.
- The curriculum that the proposed school intends to provide is not broad enough. This means that pupils are unlikely to make good progress or acquire a suitable range of new knowledge.
- The proprietor has put appropriate strategies and policies in place which are likely to secure pupils' well-being and safety.
- Leaders have not ensured that all the independent school standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- There is a suitable accessibility plan in place. It contains detailed actions that describe how leaders will ensure access for disabled pupils to the curriculum, the premises and information. For example, leaders will assess pupils' needs before they start at the proposed school and make reasonable adjustments to the environment.
- Leaders have ensured that this requirement is likely to be met.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	147665
DfE registration number	341/6016
Inspection number	10132927

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 school
School status	Independent school
Proprietor	Prudentia Education Limited
Chair	Christian Adeniran
Headteacher	Christian Adeniran
Annual fees (day pupils)	£9,555
Telephone number	0151 494 9524
Website	<a href="http://www.prudentiaeducation.co.uk">www.prudentiaeducation.co.uk</a>
Email address	<a href="mailto:christian@prudentiaeducation.co.uk">christian@prudentiaeducation.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	60	60

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	8
Number of part-time pupils	Not applicable	48
Number of pupils with special educational needs and/or disabilities	Not applicable	4
Of which, number of pupils with an education, health and care plan	Not applicable	2
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	2

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	0

## Information about this proposed school

- Prudentia Education Limited is currently an unregistered provider of part-time education, based in Liverpool.
- The proposed school is based at two sites: GAP Centre, Bowden Road and Harthill Youth Centre, Wellington Road.
- In liaison with the local authority, the school is likely to provide education as an alternative provision for pupils with social and emotional needs and behavioural difficulties.
- It is not proposed that the school will cater for pupils who have complex needs.



## Information about this inspection

- This inspection was the proposed school's first pre-registration inspection. It was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent school registered for 60 pupils aged 11 to 18.
- The inspector met with the chair and the other member of the proprietorial body. The chair is also the proposed headteacher. The inspector undertook a tour of the premises, accompanied by the headteacher, at both sites. He analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and matters of health and safety.

## Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if:
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work:
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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