

Educate U

Unit 2, 58c Chapel Road, Worthing, West Sussex BN12 6JT

Inspection date

3 August 2021

Overall outcome

The school is unlikely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(2)(a), 2(2)(b), 2(2)(d)–2(2)(e)(iii), 3(h)–3(j)

- The ethos of Educate U is 'inspiring, encouraging and enabling students to make informed choices and to prepare for their future and the world of work'. Many pupils will have experienced trauma and have specific special educational needs linked to this. All pupils will have education, health and care plans (EHC plan) for social, emotional and mental health needs.
- Leaders are ambitious for pupils and intend that the proposed sixth-form students will have a broad curriculum that will prepare them for adult life in modern Britain. The coaching and individual support from teaching assistants and therapists is intended to supplement the work of the teachers. Leaders intend to support pupils to continue developing their numeracy and literacy skills, providing the opportunity to take qualifications where appropriate.
- Leaders intend to continue to appoint staff with teaching or other relevant qualifications, including recognised therapeutic qualifications such as occupational therapist. Leaders have a comprehensive induction and development programme for all staff. This programme is intended to support staff to effectively support pupils, including with their behaviour.
- As with the provision for current pupils, class sizes will be small and teachers will be supported by teaching assistants. Leaders will continue to use identified, specialist, off-site facilities, such as a farm and sports centres. Pupils will be accompanied to these when a visit or series of visits make up part of their individual learning provision.
- The plans provided indicate that, as for current pupils, students in the proposed sixth form will receive regular and impartial careers learning and guidance from independent experts. Plans to support students with their work-related learning are detailed. They take careful account of students' specific EHC plan targets and individual needs. Leaders have established connections with a range of local businesses to provide work experience.

- Current pupils experience a rich programme of activities to support their personal, social, health and economic education (PSHE). For example, all pupils learn to budget and consider how to manage likely costs of living. Leaders intend that sixth-form students will continue these activities and have planned how to make them relevant to potential students.

- It is likely that the standards in these paragraphs will be met.

Paragraphs 2(1)–2(1)(b)(ii), 2(2)(g)–2(2)(i), 3–3(g), 4

- The pre-registration inspection in November 2019 and the material change inspection in August 2020 found that pupils aged 5 to 16 are likely to receive a suitable quality of education. These inspections noted that the curriculum policy and plans for these pupils were appropriate and likely to meet the requirements of this part of the independent school standards. This inspection did not re-examine these aspects of provision as they are unaffected by the material changed applied for.
- The curriculum policy and subject overviews for post-16 students are vague. They are not fully adapted to meet the specific needs of the students that leaders propose to admit to the school. Some written plans and schemes of work are 'borrowed' from other schools which have very different student characteristics. Leaders intend to continue the approach that they are using with younger pupils whereby they blend therapeutic provision with academic learning. However, their written plans for the proposed sixth-form curriculum do not take account of the likely needs of students.
- Proposed plans do not show what knowledge students are intended to learn and remember over time. Topics and examination requirements are set out, but these do not indicate how leaders will ensure that students make progress across the curriculum. Activities, such as the extended project qualification (EPQ), are intended to help students to think and learn for themselves. There is currently a lack of detail, so it is not possible to see how classroom resources are used to support learning.
- Leaders intend to monitor what is happening in classrooms to make sure that teaching is at the standard they intend. They will visit classrooms, check teachers' curriculum plans and look at work produced by students, much as they currently do for younger pupils. However, they have not set out what they expect in lessons other than EPQ. Therefore, it would be difficult for leaders to reach judgements about the quality of education.
- It is unlikely that the standards in these paragraphs will be met. Therefore, the requirements in this part are not likely to be met.

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

Paragraph 5–5(d)(iii)

- Leaders intend to continue the promotion of pupils' spiritual, moral, social and cultural development through PSHE and weekly 'values' lessons and discussions. Currently, the whole school takes part in these at an appropriate level for their age and specific needs. Leaders intend to extend these sessions for sixth-form students. Leaders have taken into account pupils' EHC plan targets and specific educational needs when planning this work. Plans include important learning about the world today. It is intended that this work will promote pupils' tolerance and help them to

understand how they can take a positive and active part in society.

- Leaders have ensured that the PSHE and values curriculum explores different cultural traditions so that pupils develop greater understanding of their own and other cultures. This work considers those with protected characteristics as set out in the Equality Act 2010. It encourages respect for others, including those with different religious beliefs or sexual orientations. Leaders have planned how to develop this learning for the proposed sixth-form students. They can explain in detail how they will take students' EHC plan targets into account and adapt activities for individuals.
- The whole educational approach at Educate U is intended to help pupils to develop self-knowledge, self-esteem and self-confidence and help them to navigate the wider world successfully. Staff have worked closely with current pupils and their parents and carers to carefully build these skills. Leaders' vision for the sixth form is to continue this approach for these older students.
- The requirements in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 32(1), 32(1)(c)

- The headteacher is the designated safeguarding lead (DSL). She has a team of deputy DSLs, including the proprietors. All are trained to the appropriate level. The headteacher displays a strong understanding of the requirements of the role. She has built strong relationships with local safeguarding partners and works closely with them as needed.
- The written policy to safeguard and protect pupils is based on the outline version provided by the local authority. The headteacher has a keen understanding of potential safeguarding risks associated with the local context. She has provided training for staff about these. However, the published policy does not convey this detail. The headteacher recognises the need to record more of this information so that it is set out in one place for all adults. It is published on the school's website.
- The headteacher provides regular, comprehensive safeguarding training for all staff. Topics covered are relevant and useful and intended to help keep staff alert to any signs of potential concern about pupils. She provides a weekly bulletin for staff, alongside routine discussions about all pupils.
- Staff make use of the online reporting system to record any concern. These are followed up swiftly by the DSL or a deputy. Records indicate that leaders use the online system well. They quickly consider recorded information alongside daily discussions about pupils to pull together any indicators that might suggest a concern. They take swift and appropriate action. The headteacher intends to continue this process. The new deputy headteacher will be trained as a DSL to provide extra capacity if the application to take additional pupils is granted.

Paragraphs 11, 12, 14, 16–16(b)

- The proprietors have drawn up a basic health and safety policy. Proposed actions and checks meet relevant requirements. Records indicate that required checks have been completed by suitably qualified professionals. In all cases, any recommended action was taken swiftly. The proprietors intend to continue routine checks and recording.

- A qualified fire assessor has produced a full assessment of the site and certified compliance with the Regulatory Reform (Fire Safety) Order 2005. The proprietors have followed their advice regarding routine checks. These are recorded clearly.
- Leaders have appointed suitably qualified staff and intend to continue this approach. For example, the proprietors intend to only appoint teaching staff who hold qualified teacher status. Pupils are currently supervised at all times and leaders intend to continue this. The proposed ratio for supervision of pupils is likely to be appropriate should the increase in numbers be granted.
- As with the health and safety policy, the risk assessment policy is basic but meets requirements. Actual risk assessments, as drawn up by teachers, teaching assistants and the occupational therapist, are detailed. They take full account of the needs of pupils and intended activities. For example, seating plans for the school's minibus are based on knowledge of pupils and their needs. The rationale for decisions is recorded clearly.
- The standards in this part are likely to be met.

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

Paragraphs 18(2)–18(3), 19(2)–19(3), 21(1)–21(3)(b), 21(5)–21(6)

- The proprietors know the requirements for appointing staff to work with children. They know that these checks must be recorded on a single central record. There were administrative errors on this record that were corrected during the inspection. Proprietors intend to engage the services of an independent specialist to ensure that these errors are not repeated.
- Leaders do not intend to use supply or agency staff but they know what checks will be required and the process to follow if they have to use these personnel.
- The proprietors are in the process of setting up a monitoring committee. As part of this, they are completing and recording the full set of checks, including identity and suitability to be part of the management of a school. The committee will have appropriate safeguarding training as part of their induction.
- It is likely that the requirements in this part will be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 24(1)–24(1)(b), 24(2), 25–29(1)(b)

- The school building is being refurbished. This work will brighten up rooms that are tired, provide more classrooms and a purpose-built sensory room and re-locate the medical room. Plans are appropriate and the requirements met. For example, lighting and acoustics are good and medicines will be kept in a locked cabinet and administered by suitably trained staff. The schedule of works is on track and due to be completed before the start of the new school term in September 2021.
- Suitable, separate toilet and washing facilities are provided for boys and girls and staff. They are labelled as such. Some facilities did not have hot water during the inspection due to the refurbishment underway. There is due to be a ready supply of hot and cold running water before pupils return to the school. Leaders know the temperature of hot water must be limited so that it does not pose a scalding risk.

This will be checked regularly.

- There are no changing or showering facilities on the site. Leaders propose to continue to take pupils to the local leisure centre for physical education, when older pupils will require such facilities.
- Leaders have planned the spaces appropriately so there will be room for pupils and multiple staff members. They are creating a computer room and a specialist science, technology, engineering and mathematics room.
- The outdoor space will be used by different age groups of pupils on a rota so that all have enough room. Pupils will be supervised at all times. This space, too, is scheduled for a tidy up and is likely to be an inviting space when this work is completed. Pupils will not use the space when it is dark but emergency lighting is installed.
- Pupils have ready access to drinking water that is labelled as such.
- It is likely that the standards in this part will be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietors are the director of education and the director of services. They demonstrate high ambition for pupils at the school. Along with the headteacher, they know each pupils' needs and targets well and can explain how their actions are intended to support them. They take prompt action to promote individual pupils' well-being.
- Leaders have well-considered plans for the increase in the number of pupils. They intend to expand gradually, working with pupils, parents, carers and other agencies as appropriate. They will also consider the impact on current pupils.
- While the proprietors know the independent school standards, they have not ensured that their written documentation is as thorough as possible. Some policies, including the health and safety policy and the risk assessment policy, are basic and do not fully reflect the quality that leaders intend. For example, risk assessments are stronger than the policy suggests. Leaders responded quickly to challenge during the inspection and started to update information with detail that more fully reflects the school.
- The proprietors are setting up a monitoring committee. They intend to confirm the remit of the group so that it is in place for the start of the academic year in September 2021. This work was stalled by the pandemic.
- Curriculum plans for the proposed sixth form are not adequate. Therefore, it is unlikely that the standards in this part will be met.

Schedule 10 of the Equality Act 2010

- The proprietor edited the accessibility plans during the inspection. These now reflect the school's ethos, ambitions and actions to support pupils who are disabled to have access to the school's curriculum, physical environment and information.

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.

School details

| | |
|-------------------------|----------|
| Unique reference number | 147546 |
| DfE registration number | 938/6004 |
| Inspection number | 10201877 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

| | |
|--------------------------|--|
| Type of school | Alternative provision |
| School status | Independent special school |
| Proprietor | Educate U West Sussex Ltd |
| Chair | Susan Evans |
| Headteacher | Victoria Read |
| Annual fees (day pupils) | £37,000 |
| Telephone number | 01903 297 906 |
| Website | www.educateu.co.uk |
| Email address | victoria@educateu.co.uk |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 5 to 16 | 5 to 18 | 5 to 16 |
| Number of pupils on the school roll | 26 | 40 | 40 |

Reason for inspector's recommendations

Plans to ensure an acceptable quality of education for post-16 students are not detailed or comprehensive enough. They are unlikely to meet the relevant standards.

Pupils

| | School's current position | School's proposal |
|------------------|---------------------------|-------------------|
| Gender of pupils | Mixed | Mixed |

| | | |
|---|----|----|
| Number of full-time pupils of compulsory school age | 26 | 40 |
| Number of part-time pupils | 0 | 0 |
| Number of pupils with special educational needs and/or disabilities | 26 | 40 |
| Of which, number of pupils with an education, health and care plan | 26 | 40 |
| Of which, number of pupils paid for by a local authority an education, health and care plan | 26 | 40 |

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 6 | 8 |
| Number of part-time teaching staff | 0 | 0 |

Information about this school

- Educate U offers alternative provision for up to 30 pupils who are experiencing challenges in accessing full-time, mainstream education. This includes pupils who have been permanently excluded from school or who are at risk of this. Some pupils have been out of school for long periods when they join.
- Admission to the school is usually via referrals from the relevant local authority but may also come from pupils' existing schools or parents and carers. As part of their transition into the school, some pupils may attend part time for a fixed period, depending on their level of need.
- The school provides for pupils with special educational needs and/or disabilities. All pupils on roll have an EHC plan.
- Leaders make use of external specialist facilities, such as sports venues. Staff accompany pupils if they access these provisions as part of their bespoke curriculum

plan. Leaders do not make use of any other alternative provision.

- The school does not have a particular religious character.
- The headteacher was appointed in September 2020. A deputy headteacher is due to join the school in September 2021.

Information about this inspection

- This inspection was commissioned by the Department for Education because the proprietor had applied to make changes to the school's registration. The proprietor wished to extend the age range of pupils to include those from 16 to 18 years. The proprietor also wished to increase the number of pupils on roll to 40.
- This was the third material change inspection since the school was first registered. The school had a successful material change inspection on 4 August 2020 to extend the age range of pupils admitted and another on 13 October 2020 to increase the number of pupils admitted. It is yet to receive its first full standard inspection.
- The inspection took place during school holiday time so there were no pupils on site.
- The inspector visited the school and toured the site with the headteacher and joint proprietors. She held a series of meetings with the proprietors, headteacher and chair of the monitoring committee.
- The inspector reviewed a range of documentation during the inspection, including the single central record and safeguarding information. She also scrutinised health and safety policies, risk assessments and curriculum plans.

Inspection team

Lucy English, 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; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 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(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being

taught;

- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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