

Inspection of George Johnson Education Centre

George Johnson Education Centre, Unit F, The Point, Weaver Road, Lincoln LN6 3QN

Inspection dates: 15–17 June 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not previously inspected

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Most pupils say they like their school. Staff care for the pupils. Relationships between staff and pupils are positive. Pupils usually behave well. They say they fall out sometimes, but when this happens, they can speak with staff to help resolve the issue. They say they feel listened to and understood. The well-respected school dog helps remind pupils to be calm and act responsibly.

Pupils learn to respect people who are different from them. They say, 'We learn about the 'isms'...not just racism or sexism, but not being prejudiced.' Pupils usually respect each other. Pupils were seen enjoying playing basketball together and giving each other encouragement. However, there are occasions when pupils do not behave appropriately towards others.

Pupils say they feel they are improving personally and academically. Most gain qualifications that will be useful to them. However, leaders have not made sure the curriculum is ambitious enough. They have not planned learning well in the different subjects so that pupils build up their knowledge over time. Pupils with special educational needs and/or disabilities (SEND) do not achieve as well as they should.

Leaders have not done all they can to reduce possible risks on the school site.

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

Leaders and staff are passionate about their work to support the pupils. They aim to help pupils develop personally and prepare them for their future lives. However, leaders and staff do not have the experience and expertise they need to ensure that the school has a coherently planned and sequenced curriculum. The curriculum is not sufficiently ambitious or broad. Leaders have not planned carefully how pupils' knowledge will build within each year and across year groups for each subject. They do not support pupils, most of whom have SEND, well enough to learn the curriculum. Leaders have not considered well enough how to place reading at the heart of the curriculum.

Many staff are new to the school and many teachers are at an early stage of their career. Staff do not have strong enough knowledge of the subjects they teach. Staff have not been trained effectively to use different teaching methods so that pupils become more independent and better remember what they learn. The school's approach to assessing pupils' learning does not enable staff to identify effectively the most important knowledge pupils need to learn. In lessons and over time, pupils do not gain enough knowledge. They complete work that does not allow them to deepen their understanding well enough. Pupils do not achieve all they are capable of.

Expectations of pupils with SEND are too low and their needs are not identified well enough. Leaders and staff do not have a secure enough understanding of the curriculum and how it should be adapted to meet these pupils' different needs.

Often, the most important things pupils with SEND need to learn are not carefully identified. Pupils are not supported well enough to achieve as well as they should. Pupils usually behave well. Most have positive attitudes in class and usually engage with the work set. However, leaders have not ensured that all staff have consistently high expectations of behaviour. Staff sometimes do not remind pupils of how they are expected to behave. They do not routinely challenge pupils' inappropriate behaviour.

Pupils are usually respectful of each other, staff and visitors. Leaders have made it a priority to focus on reducing incidents when pupils do not behave appropriately towards others. However, they have not looked in enough detail at the reasons behind such incidents to ensure that the support they give pupils to help them manage their behaviour towards others is effective.

Some pupils' attendance has improved. Leaders and the outreach worker work closely with families to try to support pupils who are regularly absent. Leaders use a range of approaches to help pupils overcome anxieties or worries. However, too many pupils are absent too often.

Staff provide support for pupils to think about what they might wish to do in the future. School visitors and visits to local businesses enable pupils to better understand the world of work. Staff speak to pupils about possible career choices and achieving qualifications. Pupils are taught to understand life in modern Britain. For example, they learn about such things as democracy, tolerance, understanding different religions, taxes and unions. Pupils were seen discussing the impact of alcohol misuse on people's lives. Pupils learn that it is important to understand and respect different points of view and make positive choices. However, the school's promotion of pupils' personal development is inconsistent. Sometimes, staff do not challenge pupils' stereotypical attitudes. Pupils do not revisit and build on previous learning in their personal, social, health and economic education, which stops them from deepening their understanding of the topics they study.

Leaders have not ensured that the school meets all the independent school standards. Leaders do not complete all the health and safety checks necessary to make sure the site is safe, including fire safety checks. They have not made sure that the temperature of the hot water available to pupils is not too high. Leaders do not regularly check that the school premises and facilities are appropriately maintained. They have not made sure that there is a suitable medical room available.

Risk assessments are too general. They do not identify well enough possible risks. Where they do, they do not always identify how best to reduce these risks.

Leaders began to rectify issues during the inspection. However, they were unaware of many of the failings until inspectors brought them to their attention.

The school complies with schedule 10 of the Equality Act 2010. The school's safeguarding policy is available on the school's website.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not complete and record all the required checks when employing new members of staff. Leaders do not undertake regular health and safety checks to ensure that the school is safe. They do not assess risk well enough to ensure pupils' safety and welfare.

Staff understand the school's safeguarding procedures. They receive training and know what to do if they have a concern about pupils' welfare. Concerns are recorded and followed up in a timely way. Leaders work with families and external agencies where this is appropriate.

What does the school need to do to improve?

(Information for the school and proprietor)

- Safeguarding is not effective. Leaders have not carried out all the necessary recruitment checks before they appoint new members of staff. Leaders must ensure that their recruitment procedures and records comply with the latest national guidance.
- Plans for learning do not identify clearly what pupils will learn and when during and across the different year groups. Pupils do not build up their knowledge well enough so that, at the end of each year, they are ready for their next stage of learning. Leaders should ensure that it is clear what pupils should learn and when in each subject, including for reading, and in each year group, so they know more over time and connect what they are learning with what they already know.
- Leaders have not ensured that staff have sufficient knowledge and teaching expertise to teach the different subjects. They have not put in place an effective system to help staff assess what pupils know and remember, including in reading. As a result, staff are not effective in helping pupils to learn new knowledge and skills. Leaders should ensure staff have the necessary subject knowledge and understand the best teaching and assessment methods to be able to support pupils fully in their learning.
- Leaders and staff are not ambitious enough for what pupils with SEND can achieve. The work they set often does not help these pupils achieve as well as they could. Leaders should ensure that staff have sufficient expertise to assess and meet the needs of pupils with SEND.
- Expectations of pupils' behaviour varies. Sometimes, staff do not encourage pupils' positive behaviour as well as they could. Leaders do not analyse carefully enough why pupils may behave inappropriately towards others. They have not ensured that the support they provide pupils to manage their behaviour is as effective as it could be. Leaders should ensure that there is consistency among all staff in their management of behaviour. Leaders should seek to understand

patterns and trends behind any inappropriate behaviour, so that they provide pupils with effective support to help them manage their behaviour.

- Too many pupils are absent too often. Leaders should ensure that these pupils attend more regularly.
- The promotion of pupils' personal development is inconsistent across the school. Pupils' classroom experiences that help develop their understanding of the wider world vary in quality. Leaders should ensure that pupils' personal development is promoted well in all classes.
- Leaders have not ensured that their approach to completing risk assessments ensures that they identify and reduce risk effectively. This includes checks on risks around the site and on pupils' use of the site. Leaders do not undertake site inspections and complete health and safety checks well enough to identify potential risks. They do not ensure that the site is safe and maintained to an appropriate standard. Leaders should ensure that risk assessments are effective in identifying and reducing risk and that the school site is maintained to a safe and acceptable standard.

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 Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147221
DfE registration number	925/6021
Local authority	Lincolnshire
Inspection number	10194781
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	1
Proprietor	Specialist Education Support Network Limited
Chair	Richard Bell
Headteacher	Richard Bell
Annual fees (day pupils)	£15,200
Telephone number	01522 243172
Website	www.specialisteducation.org
Email address	admin@specialisteducation.org
Date of previous inspection	Not previously inspected

Information about this school

- George Johnson Education Centre is an independent school. The proprietor is Specialist Education Support Network Limited.
- The school caters for pupils who have social, emotional and mental health difficulties. The large majority of pupils have an education, health and care plan.
- Many staff are recently new to the school. Most teaching staff are newly or recently qualified.
- The school does not currently make use of alternative providers.
- This is the school's first standard inspection since it opened on 30 August 2019.

Information about this inspection

We 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher, other staff and pupils both formally and informally.
- We looked closely at English, mathematics, science and personal, social and health education to evaluate the quality of education. In looking at English, we focused on reading. We met with lead teachers who taught each subject. We visited lessons, looked at pupils' workbooks and, as far as possible, met with some pupils who were involved in the lessons we visited.
- I met with the safeguarding leader and other staff to discuss safeguarding. I also considered documentation relating to the checks made on new staff. Safeguarding records and processes were evaluated, including those relating to attendance, bullying and behaviour.
- I toured the school building and site to check the school's compliance with Part 5 of the independent school standards.
- We took account of four responses to the online survey, Ofsted Parent View, and the two free-text responses. There were no responses to the staff and pupil questionnaires.

Inspection team

John Lawson, lead inspector

Her Majesty's Inspector

Helen Williams

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed 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
 - 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.

- 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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021