

This Is My Education (TIME)

Logic House, Central Street, St Helens WA10 1UD

Inspection dates

15 September 2021

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)(c), 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), 2(2)(g), 2(2)(h), 2(2)(i)

- The proprietor has prepared an appropriate curriculum policy. This outlines a range of subjects for pupils to study. The curriculum policy emphasises the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to provide a flexible and personalised education for each pupil. The details in the policy also show that the promotion of British values is integral to the school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for some subjects, for example in English, mathematics and physical education (PE). These schemes of work, and examples of leaders' supporting long-term planning in these subjects, are appropriate. Leaders have thought about what they want the pupils to learn during their time at the school in these subjects. However, for all other subjects, leaders have only formulated a broad overview of what they intend pupils to learn.
- Leaders' curriculum planning considers the specific and individual needs of pupils, all of whom will be pupils with special educational needs and/or disabilities (SEND).
- There is appropriate emphasis placed on reading, writing and mathematics within the curriculum. Additionally, pupils will study subjects such as science, information and communication technology, PE, history and geography. However, leaders have not considered aesthetic and creative subjects such as art and design.
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be woven into the whole curriculum. The development of pupils' social, emotional and well-being skills is considered an important part of the curriculum by the school. The PSHE curriculum will also include the development of life skills, relationships, health and sex education. There are a

range of topics to be covered, but this does not include all the requirements around the protected characteristics as set out in the Equality Act 2010.

- All secondary-aged pupils will receive careers education. Leaders are using the Gatsby benchmarks as their framework to encourage pupils to reach their potential. Leaders intend to offer information, advice and guidance impartially. This will be tailored to the individual needs and interests of pupils.
- Leaders have not given sufficient thought to the education of pupils above compulsory school age. There are no specific programmes of activities set out to meet the needs of these pupils.

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

- Leaders are in the process of recruiting the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers and other staff.
- Templates have been created for short-term teaching plans. Leaders will ask teachers to include the contents to be taught in these templates prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is resourced with a range of appropriate educational books and equipment that will be appealing to the age range of the pupils that the school will serve.
- Leaders are committed to providing a good-quality education for pupils. Their knowledge, skills and experience of education will enable them to guide and support teachers, so they can provide a suitable quality of education when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess pupils' attainment and their personal needs when they start at the school. Pupils' progress and attainment will be assessed regularly. Leaders understand the expected progress that pupils should make across curriculum subjects. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance. Teachers will use these assessments to inform their future teaching.
- Pupils will have access to a range of academic and vocational qualifications, according to their ability and need. This will include key stage 4 national assessments, where appropriate.
- All of the independent school standards in this part are unlikely 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)

- Documentary evidence indicates that pupils' SMSC development is a secure thread that runs throughout the curriculum for the proposed provision. SMSC development is important to the school's aims, policies and plans for enrichment activities.

- SMSC aspects are embedded into schemes of work and show that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of activities. For example, plans are in place to help pupils to be involved in charity work and local community events. However, the proprietor has not considered how pupils will learn about different cultural traditions, or how pupils will acquire an appreciation of and respect for their own and other people's cultures.
- Schemes of work cover the development of pupils' skills. They provide opportunities to discuss local and national events and offer experiences that will give pupils a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in modern Britain.
- The school's policies do not include references to any of the protected characteristics set out in legislation.
- The independent school standards in this part are unlikely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

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

- Leaders have paid careful attention to the most current statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. Leaders have introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- The headteacher will be the designated safeguarding lead (DSL). However, it is intended that any new senior staff that are appointed will also be trained to DSL level. All new staff will receive an appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, sexual harassment, sexting, e-safety and the action taken to control the spread of the COVID-19 (coronavirus) pandemic.

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

- The proprietor has detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with any other emerging concerns so that they can gain a full picture of an individual pupil and respond quickly to any needs that may arise. The policy includes appropriate and proportionate sanctions.

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

- The proprietor has a written health and safety policy which is appropriately tailored to the premises of the proposed school. It complies with all relevant laws. Regular fire safety checks of the premises are planned. The proprietor will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor has an appropriate first-aid policy in place. It is intended that staff will undergo first-aid training before the school opens.
- There is no written risk-assessment policy in place. However, there are risk assessments already completed. These show that leaders plan to take appropriate

actions to minimise risks to pupils. This includes risk assessments for individual pupils and written guidance explaining how pupils and staff will be expected to behave and move around the school.

- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place. This is to ensure pupils' safety when they are working online.

Paragraph 14

- Pupils will always be supervised, including at break times, when arriving at school, and on leaving the school's premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance. These systems will allow them to monitor any pupil absences effectively. Leaders will report on attendance on a regular basis through the governance of the school.
- The proprietor has published a suitable admissions policy for the school. However, systems are not in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are unlikely to be met when the school opens.

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

Paragraphs 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), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(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)(b)(iii), 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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The single central record (SCR) is already in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up appointment. The proprietor has also included all the required information of the staff who work at the vocational sites that pupils will visit.
- Records relating to the proprietor and headteacher of the school are included on the school's SCR. The checks are suitable, except for those relating to the leadership and management of a school, which have not been carried out.
- The school will have two designated safeguarding leads. The headteacher has overall responsibility for safeguarding across the proposed school. The proprietor has completed appropriate training to support them to appoint staff who are suitable to work in a school. Plans to recruit additional teachers and support staff are in place. The induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding and related training upon appointment.

- Leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure they are suitable to work with pupils.
- Leaders do not intend to engage volunteers. However, they are clear about their responsibility for checking the suitability of volunteers who might work with pupils if this does occur.
- All the independent school standards in this part are unlikely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The proposed school is housed within a former police station. The school occupies the ground floor of the building and has been refurbished by the proprietor to a good standard. The accommodation comprises five teaching rooms, a small breakout room, a hall area, a medical room, a reception area and an office. Leaders intend that pupils will have regular access to off-site vocational provision for construction, motor mechanics, horticulture and sports.
- There are appropriate toilet facilities. All toilets can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is not suitable for drinking. Pupils will have access to drinking water throughout the day.
- There are no separate changing facilities for boys and girls and there are no shower facilities on the proposed school site.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)

- A medical room has been set aside with suitable washing facilities in the room. There is easy access to a toilet. A bed, bedding and a first-aid kit were in the medical room at the time of the inspection.

Paragraphs 25, 26, 27, 27(a), 27(b)

- Accommodation throughout is of a good standard and meets all requirements for the health, safety and the welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways and gates will be via the use of keypads.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- Pupils will have access to a small outdoor area that is safe. It will be an appropriate space for pupils to play in when not in lessons. PE activities are regularly timetabled in accordance with the school's curriculum requirements. These sessions will be conducted at a local sports centre. The inspector visited this provision and confirmed with the centre manager that the venue will be regularly used by the school. Leaders have risk assessments in place to ensure pupils' safety when travelling to and from and using this site.
- All of the independent school standards in this part are unlikely to be met when the school opens.

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(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 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)(f), 32(3)(g)

- The proprietor has designed a school website that contains information about the school although this was not 'live' at the time of this inspection. The proprietor is aware of the requirements that a school should publish on its website.
- The required range of policies for parents were on the site, including information on the curriculum, admissions, behaviour, safeguarding and providing remote education. All documents will also be made available for parents on request from the school office.
- Leaders intend to provide termly and annual reports on pupils' progress and attainment to parents. Reports will provide a holistic picture of a pupil's progress. They will also report on pupils' personal development and emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available, once released.
- All the independent school standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraphs 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)

- The complaints policy is appropriate. It outlines all the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed and ensures transparency of the school's intended complaint procedures.
- All the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor does not have a sufficient understanding of the independent school standards and, as a result, several of the standards are unmet.
- Leaders have experience of, and a commitment to, providing education for pupils with SEND. However, they do not demonstrate the knowledge required to successfully set up and run this independent school because several of the independent school standards are unmet.
- They are unlikely to fulfil their responsibilities to actively promote the well-being of pupils because they have not paid sufficient regard to all the protected characteristics as set out in the Equality Act 2010.
- All of the independent school standards in this part are unlikely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The school does not have an accessibility plan.

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	148758
DfE registration number	342/6006
Inspection number	10205658

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
School status	Independent special school
Proprietor	Rebecca Smith
Chair	Rebecca Smith
Headteacher	Jillian Fairclough
Annual fees (day pupils)	£40,000 to £60,000
Telephone number	07809 757676
Website	None
Email address	bexsmith@thisismyeducation.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	13 to 21	13 to 21
Number of pupils on the school roll	Not applicable	30	30

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	30
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	None
Number of staff in the welfare provision	Not applicable	6

Information about this proposed school

- This proposed independent special school is located in a former police station and has undergone extensive renovation. The school occupies the ground floor. There is an alternative provision situated on the first floor.
- It is proposed that the school will provide full-time education for up to 30 mixed gender pupils, aged between 13 and 21 years. It is intended that the proposed school will cater for pupils with a range of SEND needs, including moderate learning difficulties, social, emotional and mental health needs, autistic spectrum condition and behaviour difficulties. It is expected that most will have an education, health and care plan. Referrals will be taken from the Liverpool city region local authorities, including St Helens.
- The proprietor states a 'belief that all pupils have the ability to reach their own potential given the correct support and TIME they require'. The school aims to offer 'learning pathways that are individualised to encourage and motivate pupils'. This, they intend to do 'through building pupil confidence in the basic skills while, at the same time, offering quality vocational pathways with the opportunity for hand-on experiences from day one'.
- The proprietor has a limited company called This Is My Education (TIME) Limited. The proprietor is the only director. The establishment of the proposed school is a joint venture with the proposed headteacher. At present, the proprietor will oversee the governance of the school.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's first pre-registration inspection.
- The inspector held discussions with the proprietor and the headteacher.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documents and policies, including on the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

Inspection team

Sue Eastwood, 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(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)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.

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

- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 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.

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

- 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any

disqualification, prohibition or restriction which takes effect as if contained in such a direction.

Part 5. Premises of and accommodation at schools

- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

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.

Schedule 10 of the Equality Act 2010

Arrangements do not meet requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

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