

# This Is My Education – TIME

Logic House, Central Street, St Helens, Merseyside WA10 1UD

**Inspection date**

19 January 2022

**Overall outcome**

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

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1)–2(2)(b), 2(2)(d)–2(2)(e)(iii), 2(2)(g)–2(2)(i)*

- The proprietor has prepared a suitable written curriculum policy. It covers an appropriate range of subjects for secondary-aged pupils, including those who may attend the school's sixth form. The subjects encompass linguistic, mathematical, technological, scientific and aesthetic education. The curriculum also includes the study of humanities, personal, social, health and economic (PSHE) education and physical education (PE). Pupils will be able to study for a range of nationally accredited qualifications, including Open Award qualifications, functional skills and GCSEs.
- The content of the schemes of work will enable all pupils, including those who have an education, health and care (EHC) plan, to make progress. Leaders have considered the anticipated needs of pupils when planning what they want pupils to learn during their time at the school. There is clear emphasis placed on reading, writing and mathematics within the curriculum. Additionally, pupils will also be able to study a range of other academic and vocational subjects. These include art and design, dance, horticulture, car maintenance and animal care.
- The curriculum includes provision for pupils to receive appropriate, impartial advice and guidance about careers and future educational opportunities. This will enable pupils to make informed choices about their future. This will be done in a variety of ways, including through advice and guidance from external careers advisers and taught lessons.

*Paragraph 3–3(j), 4*

- The curriculum schemes of work detail how pupils' knowledge and understanding will be taught in the school. These include clear information about how pupils will systematically develop their knowledge and skills. These take account of the age and anticipated needs of pupils.
- The school's written assessment policy is detailed. It identifies how leaders expect assessment information to be used to inform teaching and their overview of the

school's performance. Consequently, the use of assessment in the school is likely to be purposeful and effective.

- Leaders have ensured that there are suitable and sufficiently high-quality resources to support learning for pupils, including those pupils with special educational needs and/or disabilities (SEND). This includes the well-considered provision of a range of technologies to help pupils access the curriculum. For example, some classrooms have hearing-loop facilities and interactive display boards, which are able to connect to hearing aids. Suitable equipment to aid teaching in subjects such as mathematics, reading, science and PE are in place. Leaders have ensured that the school has suitable internet connectivity with appropriate filtering and monitoring to provide pupils with access to a safe online learning environment.
- The proprietor is a qualified teacher and intends to undertake the role of headteacher. She is currently recruiting other staff for the school. The focus during this recruitment is to employ staff of the highest calibre to ensure that pupils receive high-quality education.
- The proprietor has a well-considered induction programme in place for new staff to ensure that they receive the training they need.
- The standards relating to the quality of education are likely to be met.

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

### *Paragraph 5–5(d)(iii)*

- Clear programmes of study are planned for PSHE and spiritual, moral, social and cultural education. The scheme of work contains well-chosen topics to promote pupils' social skills and cultural understanding.
- There is an appropriate scheme of work that follows national guidance to promote pupils' understanding of relationships and sex education (RSE). The proprietor has ensured that there is a suitable RSE policy in place that adheres to current legislation and guidance. The policy includes provision for parents and carers to be able to request that their child does not participate in sex education until four terms before they are aged 16. The proprietor intends to publish the policy on the school's website when the school opens. She also intends to consult parents before commencing the delivery of the curriculum.
- Curriculum information shows that the school will actively promote fundamental British values, such as the rule of law and pupils' understanding of democracy. The school curriculum actively promotes pupils' mutual respect of others. This includes those groups identified as having protected characteristics under the Equality Act 2010.
- Leaders have appropriate procedures in place to inhibit the promotion of extremist and partisan views or material. They intend to maintain a register of speakers so that they can vet visitors. Leaders will review the content of any presentation or materials before allowing them to be disseminated to pupils. As part of their induction process, staff will receive training in the 'Prevent' duty. This will enable them to better identify and act on any concerns relating to extremism and radicalisation.

- The standards relating to pupils' spiritual, moral, social and cultural development are likely to be met.

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

#### *Paragraph 7–7(b)*

- The school's written safeguarding policy is comprehensive and up to date. It shows due regard for the current guidance from the Secretary of State. The proprietor intends to publish this policy on the school's website when it goes live following the registration of the school. The policy is freely available from the school's office on request.
- The proprietor plans that staff will complete safeguarding training as part of their induction procedures. Leaders also plan to frequently provide additional training so that staff maintain their up-to-date knowledge about how to identify and report any concerns. Leaders have an appropriate system in place to record any concerns that staff may have about pupils' safeguarding and well-being.
- The proprietor has appropriate selection procedures in place to ensure that staff appointed are suitable persons to work with pupils.

#### *Paragraph 9–9(c), 10*

- The school's written behaviour policy is fit for purpose. The policy takes account of the anticipated needs and aptitudes of pupils. It adheres to appropriate legislation, including that relating to exclusion and suspension. It clearly identifies the proprietor's expectations of staff and pupils. The policy includes information about the possible sanctions and rewards that may be used in school.
- The school's anti-bullying policy is detailed and comprehensive. It takes account of the ages and needs of pupils who may attend the school. It identifies the different types of bullying that a pupil may encounter in the school. It also includes appropriate strategies that are to be implemented to prevent bullying from occurring and to deal with any that does occur.

#### *Paragraph 11, 13, 14, 15*

- The comprehensive written health and safety policy takes account of current legislation and is tailored to the school's premises. The proprietor has systems in place to ensure that fire detection and protection systems are well maintained. The proprietor has established appropriate logs of safety checks, including those for Legionella. There are up-to-date certificates for the fixed electrical installations, portable appliance testing and boiler maintenance that were carried out by competent and qualified persons. The proprietor has ensured that the minibus that is intended for use by the school is well maintained and suitably taxed and insured.
- The written first-aid policy is fit for purpose. The proprietor intends that all teaching and academic support staff will receive first-aid training. Leaders have ensured that there are suitable first-aid resources available in the proposed school.
- Leaders have appropriate systems in place to record incidents relating to health and safety, accidents or behaviour. These systems will support leaders' evaluations of the welfare of pupils in the school.

- Planned staff numbers and the way in which the proprietor intends to organise the school day are sufficient. These will ensure that there is appropriate supervision of pupils when the school is operational.
- The proprietor has established suitable systems to record pupil admissions and attendance at the school that adhere to current legislation.

*Paragraph 12*

- The proprietor has taken action to ensure that the school complies with all of the relevant fire-safety regulations. Annual maintenance of firefighting equipment, such as fire extinguishers and the fire alarm, has been completed. The proprietor has ensured that an appropriate fire risk assessment has been carried out by a competent person. All required remedial actions identified as part of the assessment have been satisfactorily completed.

*Paragraph 16*

- The written risk assessment policy is detailed and well considered to meet the needs of the proposed school. The proprietor provided detailed risk assessments that demonstrate a secure understanding of the management of risk. This included the effective use of control measures to mitigate any identified hazards. Risk assessments cover a wide range of activities, including the use of off-site sports facilities and the safe use of their showers by pupils when necessary. Risk assessments also cover vocational training and routine school-based activities.
- The standards relating to pupils' welfare, health and safety are likely to be met.

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

*Paragraph 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)*

- The single central record is in place. It meets the requirements relating to the information it must contain. The proprietor demonstrates a secure understanding of the need to keep this record up to date and to complete all suitability checks before a member of staff takes up an appointment at the school.
- The proprietor understands the required checks that they must complete before a person holds a leadership and management position in the proposed school. These checks have been carried out for the chair of the governing body and the headteacher.
- The proprietor has appropriate procedures in place to recruit any additional staff when required by the school in the future.
- The proprietor demonstrates an awareness of the appropriate checks that must be completed for any member of staff who has lived or worked outside the United Kingdom.
- Leaders are aware of the procedures that they should follow if they employ agency staff or accept volunteers in school to ensure that those persons are suitable to work with pupils.

- The standards relating to the suitability of staff, supply staff and proprietors are likely to be met.

## Part 5. Premises of and accommodation at schools

### *Paragraph 23(1)–23(1)(c), 25, 28–28(2)(b)*

- The proposed school is housed on the ground floor of a former police station. The proprietor has ensured that the premises have been refurbished to a suitable standard. The classrooms, recreational spaces and outdoor areas are well maintained and clean.
- Toilet facilities are provided for the sole use of pupils. Toilets are accessible to pupils throughout the day and equipped with suitable locks. Separate toilet facilities are available for adults. Appropriately equipped facilities are available for pupils and adults with disabilities. Toilets and washing facilities have adequate supplies of hot and cold running water. The hot water does not present a scalding risk to users.
- The school has appropriate facilities on site for pupils to change for PE. The proprietor has designed a curriculum that intends to make use of off-site specialist sporting facilities for some activities. The proprietor has also ensured that the school site has sufficient space available for small team games and indoor activities, such as dance, yoga and gym work. The proposed school has a shower facility that is available to pupils. The shower facility is well equipped and clean.
- Pupils will have access to drinking water during the school day. This is supplied through suitably labelled taps that are located away from the toilet areas. Additionally, the proprietor intends to promote the use of personal drinks flasks to be used by pupils that can be refilled throughout the day.

### *Paragraph 24*

- A medical room has been set aside that has appropriate washing facilities within it. It also contains a suitable bed for the care and examination of any sick or injured pupils and a first-aid kit. The room is located close to a toilet.

### *Paragraph 26, 27–27(b)*

- The acoustic condition of classrooms ensures that they are suited to the activities that will take place within them.
- Lighting in all rooms is of high quality and suitable for pupils' learning. This includes one room that is intended to provide a sensory environment and 'chill-out space'. This room has light systems that allow staff to promote a calming environment.
- External lighting is in place to provide safe access to, and exit from, the building. External lighting is connected to the emergency lighting system that runs throughout the building. This will help occupants evacuate safely should there be a power cut.

### *Paragraph 29(1)–29(1)(b)*

- Pupils will have access to an outdoor paved area for recreational and physical education activities. This area is of a suitable size for the number of pupils and the range of pupils' ages proposed to be on the school roll. The recreation space is

separated from the proposed school's car park by a fence to ensure that pupils are safe. Additionally, leaders intend to use the outdoor pitches at a local sports centre.

- The standards relating to the premises and accommodation of the school are likely to be met.

## Part 6. Provision of information

### *Paragraph 32(1), 32(1)(a)–32(1)(k), 32(2)–32(3)(g)*

- The proprietor has a secure understanding of what information is required to be included on a school website. The website is not currently live and is undergoing final modifications and testing. Leaders intend to publish the website when the school gains its registration from the regulator.
- The proprietor has ensured that copies of all the school's policies, including the safeguarding policy, are available from the school office on request.
- The proprietor has ensured that appropriate procedures are in place to report on pupils' progress, attainment and attendance to parents and carers and to local authorities who place pupils at the school. These reports will be issued on a termly basis.
- The proprietor also demonstrates a secure understanding of her obligation and duty to report on the income and expenditure of funds for pupils placed in the school by a local authority. The proprietor intends to draw on her previous experiences of working with pupils with SEND to provide information to support the annual reviews of pupils with EHC plans.
- The standards relating to the provision of information are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33–33(k)*

- The written, detailed complaints procedures fully comply with all requirements set out in the independent school standards. The procedures are available on request from the school office. The proprietor intends for these procedures to be published on the school's website when it goes live.
- The complaints procedures set out clearly the steps for each stage of the school's actions following the receipt of a complaint. The procedures identify appropriate timescales for each stage of the process. These include the rights of a complainant to be accompanied to meetings. The procedures outline the rights of appeal if a complainant is dissatisfied with the outcome of a complaint. The procedures make it clear that the panel that hears a complaint will have as one of its members a person who is independent of the management and running of the school.
- The effective implementation of the procedures will ensure that any complaint is dealt with in a timely manner. It will also mean that findings arising from a complaint will be used to inform improvements to the quality of the school's provision and practice.

- The standards relating to the manner in which complaints are handled are likely to be met.

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

### *Paragraph 34(1)–34(1)(c)*

- The proprietor has taken effective actions to ensure that all the standards are likely to be met.
- The proprietor has drawn on her experience of working with pupils with SEND. She has sought additional guidance and training to enhance her knowledge and understanding of how to set up and run an independent school effectively. Consequently, she demonstrates secure knowledge of the standards and her responsibilities and obligations as a proprietor and headteacher.
- The proprietor is currently establishing a governing body for the school to provide external, impartial advice and challenge for the leadership of the school. The proprietor has appointed a chair and intends to recruit other governors from parents of pupils attending the school, local educational professionals and local business leaders. This is to ensure that the board has the knowledge and expertise it needs to provide robust governance.
- The proprietor demonstrates a strong commitment to pupils' welfare and well-being. She has a secure knowledge and understanding of safeguarding and health and safety, including how to ensure pupils' emotional and mental health.
- The standards relating to the leadership and management of the school are likely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor has a written accessibility plan in place. The plan includes actions to ensure that pupils and staff with disabilities can access all aspects of the school site and curriculum, for example through the maintenance of ramps over door thresholds and the use of technology such as hearing loops.

## **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	148758
DfE registration number	342/6006
Inspection number	10217389

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	Jillian Fairclough
Headteacher	Rebecca Smith
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

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	13 to 18	13 to 18
Number of pupils on the school roll	Not applicable	40	40

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	40
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	40
Of which, number of pupils with an education, health and care plan	Not applicable	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

## Staff

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	7

## Information about this proposed school

- The proposed independent special school is in a former police station that 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 40 mixed-gender pupils, aged between 13 and 18 years. It is intended that the proposed school will cater for pupils with a range of SEND, including moderate learning difficulties, social, emotional and mental health needs, autism spectrum disorder and behavioural difficulties. It is expected that most will have an EHC 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 the proprietor intends to do 'through building pupil confidence in the basic skills, while at the same time offering quality vocational pathways with the opportunity for hands-on experiences from day one'.

## Information about this inspection

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

## Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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