

Educ8 Liverpool

Elm Road, Seaforth, Liverpool, Merseyside L21 3TG

Inspection date

26 January 2022

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

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 and leaders have prepared an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for pupils to study. The details emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to actively provide a flexible and personalised education for each pupil.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of the supporting long-term plans are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. Planning considers the specific and individual needs of pupils, many of whom will be pupils with special educational needs and/or disabilities (SEND).
- There is suitable importance placed on reading, writing and mathematics in the curriculum. Additionally, there will be an emphasis on pupils studying subjects such as science and physical education (PE). This is as well as technological, human and social, aesthetic and creative subjects, such as information and communication technology, history and 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 and emotional well-being is considered a central part of the curriculum by the school. There is an appropriate range of topics to be covered. However, they do not include all those that pay regard to the protected characteristics as set out in the Equality Act 2010.
- Leaders are aware that all secondary-age pupils should receive careers education. The PSHE curriculum offers some workplace and career-related activities. However, leaders have not given sufficient consideration to how they will offer up-to-date information, advice and guidance impartially. They have also not ensured that pupils will be

enabled to make informed choices about a broad range of career options, encouraging pupils to reach their potential.

Paragraphs 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)

- The PSHE curriculum will include the development of life skills and relationships, health and sex education. However, leaders have not considered sufficiently the statutory guidance for delivering sex and relationships aspects. Leaders have not written a policy statement. Nor have they considered how they will consult with parents and carers about the policy.

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

- The proprietor body and 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 well resourced with a range of appropriate educational books and equipment that will be appealing to the age range of pupils that the school will serve.
- The proprietor and leaders are committed to providing a good quality education for pupils. Their knowledge, skills and experience 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 the pupils' attainment and personal needs when they start at the school. Their progress and attainment will be assessed regularly. Teachers will use these assessments to inform their teaching. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and those responsible for governance.
- 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 if appropriate.
- All of the independent school standards (the standards) in this part are unlikely to be met when the school opens.

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

Paragraph 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 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 aspects such as the difference between right and wrong and cultural traditions. However, there is insufficient promotion of fundamental British values.
- Enrichment activities will be offered to all pupils to ensure that they develop self-knowledge, self-esteem and self-confidence. This will include encouraging pupils to accept responsibility for their behaviour and the impact their behaviour might have on others. However, the proprietor has not considered how pupils will gain a broad general knowledge and respect for public institutions and services in England.
- 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.
- The school's policies do not include references to any of the protected characteristics set out in legislation.
- The standards in this part are unlikely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor and 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 head of school will be the designated safeguarding lead (DSL) and has already completed appropriate training to carry out this role. However, it is intended that other members of staff will also be trained to DSL level. All new staff will receive 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 pandemic.

Paragraph 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 other concerns so that they can gain a full picture of an individual pupil and respond quickly to any needs that arise. The policy includes appropriate and proportionate sanctions.

Paragraph 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.
- A written risk assessment policy is in place. Risk assessments already completed show that leaders plan to take appropriate actions to minimise risks to pupils. This includes risk assessments for individual pupils and also written guidance explaining how pupils

and staff will be expected to behave and move around the school in line with COVID-19 guidance.

- Leaders plan to make appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place to increase pupils' safety when they are working online.

Paragraph 14

- Pupils will always be supervised, including at breaktimes, arriving at school and on leaving the school premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance. These systems will allow them to monitor any pupil absences. Leaders will report on attendance to the governance of the school on a regular basis.
- 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 standards in this part are unlikely to be met when the school opens.

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

Paragraph 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.
- Records relating to the proprietor and the governance of the school are included on the school's SCR. All the suitability checks, including those relating to the leadership and management of a school, have also been carried out.
- The proprietor and governance of the school have 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. 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 that 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 standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraph 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 social club. The large space has been refurbished by the proprietor to an acceptable standard. The accommodation comprises several teaching rooms, a large space for building and construction activities, a hair and beauty salon, a small reception area and an office.
- 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.

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

- Although leaders have considered where a medical room might be situated, at the time of the inspection, a medical room had not been set up. Suitable washing facilities or easy access to a toilet had not been considered. A bed and bedding were not available.

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

- Accommodation throughout is of an adequate standard and meets all requirements for health, safety and the welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The interior lighting is of an appropriate standard. However, at the time of the inspection, there was no external lighting to ensure safety when entering and exiting the school premises. Additionally, there was no external emergency lighting above fire exits. Access through main doorways will be via keys.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The 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. It is intended that PE activities, in accordance with the school's curriculum requirements, will take place off site. However, this had not been organised or timetabled at the time of this inspection.
- All of the standards in this part are unlikely to be met when the school opens.

Part 6. Provision of information

Paragraph 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 leaders of a school should publish on its website.

- The required range of policies for parents were on the website, including information on the curriculum, admissions, behaviour, health and safety and safeguarding. All documents will also be made available for parents on request from the school office.
- Leaders intend to provide half-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 standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraph 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 the required informal and formal 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 complaints procedure.
- All the 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. As a result, several of the standards are likely to be 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 a number of the standards are likely to be 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 standards in this part are unlikely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

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	148931
DfE registration number	343/6003
Inspection number	10220561

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	Educ8 Liverpool Limited
Chair	Neil Prince
Headteacher	Rachel Smee
Annual fees (day pupils)	£65,500 to £75,000
Telephone number	0151 662 0199
Website	None
Email address	liverpool@educ8group.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	14
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	4
Total hours operating as a school per week	35
Total hours of teaching provided per week	25

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	13 to 16	13 to 16	13 to 16
Number of pupils on the school roll	14	40	40

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	2	40
Number of part-time pupils	12	Not known
Number of pupils with special educational needs and/or disabilities	6	Not known
Of which, number of pupils with an education, health and care plan	3	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	3
Number of part-time teaching staff	3	8
Number of staff in the welfare provision	0	1

Information about this proposed school

- This proposed independent special school is located in a former social club and has undergone renovation. The building is owned by the proprietor. There is a boxing club adjoining the school which is in use after school hours. Pupils at the proposed school will not have access to the boxing club.
- It is proposed that the school will provide full-time education for up to 40 pupils irrespective of gender, aged between 13 and 16 years. It is intended that the proposed school will cater for pupils who are disengaged from mainstream school and wish to pursue vocational studies. It is expected that a number of pupils will have SEND, including social, emotional and mental health needs, autism spectrum disorder and behaviour difficulties. Some will have an education, health and care plan. Referrals will be taken from the Liverpool City Region local authorities and Lancashire.
- The school aims to re-engage pupils not suited to or struggling with traditional education pathways by engaging them in personalised, quality vocational courses that encourage and motivate pupils.
- The proposed school already operates as an unregistered alternative provision. On 1 December 2021, the provision was inspected under section 97 of the Education and Skills Act 2008. Inspectors served school leaders with a warning notice at the time of that inspection.
- The proprietor has a limited company called Educ8 Liverpool Limited. The proprietor is the only director. The governance of the school will be overseen by an executive board. The school has already appointed a head of school, an executive headteacher and a deputy executive headteacher.

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 proposed school already operates as an unregistered alternative provision. At the time of this inspection, there were 14 pupils on the school register, four of whom had an education, health and care plan. Teaching was not observed as part of this inspection.
- The inspector held discussions with the proprietor, the head of school, the executive headteacher and the deputy executive headteacher. She also met with the chair of the executive board.
- 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 those relating to 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(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 2A(1) The standard in this paragraph is met if the proprietor—
- 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 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].

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
 - 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.
- 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.
- 27 The standard in this paragraph is met if the proprietor ensures that—
 - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

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 2022