

# Inspection of Prudentia Education

GAP Centre, Bowden Road, Garston, Liverpool, Merseyside L19 1QP

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Inspection dates:

8 to 10 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

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?**

Pupils appreciate that this school gives them a chance for an education and a future. They feel happy, safe and well cared for by leaders and staff. Pupils are confident that adults will deal seriously with any instances of bullying. Leaders manage pupils' behaviour well, using a firm but fair approach. All adults treat pupils respectfully and expect all to abide by the rules and values of the school. Pupils who struggle to do so are given sensitive and caring guidance.

Leaders are ambitious for pupils' learning. Many pupils achieve qualifications and subsequently progress on to further meaningful learning or work. This is because pupils learn well in the subjects in which they study for qualifications. However, the curriculums in some other subjects are not as successful.

Pupils benefit from taking part in a wide range of experiences to develop their character, resilience and interests. They particularly enjoy the mindfulness walks; mixed martial arts coaching sessions; visits to museums, such as during Black History Month; and listening to motivational speakers. However, leaders have yet to implement a coherent relationships and sex education (RSE) programme that meets statutory requirements.

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

Pupils join the school with significant emotional and behavioural needs. Often, their previous experience at other schools has been negative. Pupils' placements at the school are largely successful because leaders are determined that pupils will succeed; leaders believe in never giving up on pupils. Many pupils re-engage with education because they receive positive guidance from leaders and staff. Pupils' special educational needs and/or disabilities are carefully considered by leaders and staff in their curriculum thinking.

Pupils study all the areas of learning required by the independent school standards (the standards). The curriculums in some subjects are well developed by leaders. Teachers' knowledge of these subjects is strong. Most pupils gain qualifications which help them in the next stage of their education or employment. However, the knowledge that pupils gain in some other subjects is not coherent or planned in a logical order. Consequently, pupils hold some misconceptions and historical inaccuracies in their knowledge. In addition, leaders do not provide pupils with many opportunities to read books to nurture their love of reading. Pupils' learning is regularly assessed in some subjects but not in others.

Teachers manage pupils' behaviour well. They have a deep understanding of pupils' needs. The headteacher and head of school have developed strong relationships with each pupil. Pupils' attitudes improve the more that they attend the school. Pupils value the mutually respectful and calm atmosphere in school. Any disruptions to learning are quickly resolved.

A strength of leaders is their emphasis on preparing pupils for the world of work. The workskills programme is meaningful for pupils. It teaches them about financial resilience, different employment sectors and the value of having a work ethic. The headteacher has developed a wide range of links with post-16 providers and workplaces. For instance, the railway and track maintenance apprenticeship is very popular with pupils and is beneficial for their learning. Pupils are positive about their futures. Last year, almost all pupils who left the school moved on to employment, further education or training.

Leaders ensure that pupils' spiritual, moral, social and cultural understanding is threaded throughout the curriculum as well as in many incidental conversations with staff. For example, each lesson begins with a 'debate mate' discussion about a topical issue. Pupils are taught how to discuss and respect different views, cultures, sexuality and lifestyles. The celebrations of Black History Month, LGBT awareness weeks and International Women's Day are regular features of the school's well-planned calendar of celebrations. The opportunities to listen to well-chosen motivational speakers help pupils to understand the importance of following a law-abiding path in their lives.

Pupils receive a well-thought-out personal, social and health education session every Friday. They learn to manage risk. Mentors from the local community and elsewhere regularly speak to pupils about the dangers of gangs, knife-crime and extremism. Leaders have engaged with mental health charities to support pupils. However, the RSE programme is in the process of being developed and implemented so that it meets statutory guidance. Parents have not yet been consulted or given the right to withdraw their pupils from RSE.

Staff feel well supported by leaders in their work. Leaders take account of staff well-being when making decisions. Staff work collaboratively to share their expertise. Parents have access to school policies, including the safeguarding policy which takes account of the latest government guidance.

The management committee mostly keeps effective oversight of the school. It meets regularly. Committee members are skilled and knowledgeable. They have ensured that the school's accessibility plan complies with schedule 10 of the Equality Act 2010. However, the standards for leadership and management are not met because leaders have not demonstrated sufficient understanding of how to provide RSE for pupils and how to ensure that the school curriculum is well developed in all subjects. Mostly, leaders have thought carefully about the education provision for this relatively new school. They are making a valuable contribution to the lives of the pupils who attend.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that keeping safe is a priority for both staff and pupils. They ensure that staff understand their responsibilities with respect to safeguarding. For

example, staff gain valuable knowledge through training about the dangers of pupils being exposed to extremist ideas. Staff are vigilant for any signs that pupils' welfare may be at risk. They report their concerns promptly to leaders, who keep efficient records and engage positively with the local authority and other agencies when required. Pupils learn to stay safe, including about appropriate sexual behaviour and how to stay safe online. They know how to report any of their safety concerns to staff.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- In the curriculum for some subjects, leaders have not considered in enough depth what they expect pupils to learn incrementally during each year at the school. This means that pupils do not learn some important knowledge in a progressive and sequenced manner. Consequently, pupils' acquisition of knowledge is not as strong as it should be in some subjects. Leaders should ensure that in all subjects they are clear what knowledge pupils will be taught and when it will be taught. This will help to ensure that pupils' knowledge builds logically over time.
- Leaders have not devised a clear assessment system for some subjects. Consequently, they cannot judge how well pupils gain knowledge over time. Leaders should ensure that teachers effectively assess pupils' understanding in all subjects. This will help to ensure that pupils' learning builds on what they already know in all subjects.
- Leaders have not implemented an RSE programme which fully meets statutory guidance. This means that some of pupils' personal development is not well supported. Leaders must ensure that they fulfil government requirements to consult parents, engage them in the development of the RSE programme and offer them the opportunity to withdraw their child from sex education, if they choose to. This will help to ensure that pupils develop a good understanding of relationships and sex education.
- Pupils do not have sufficient opportunities to read for pleasure. This means that pupils do not develop enough of their reading abilities while at school. Leaders should ensure that pupils are exposed to a range of books. This will help pupils to master this important skill and will improve their access to other subjects in the curriculum.

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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

<b>Unique reference number</b>	147665
<b>DfE registration number</b>	341/6016
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10210368
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	12 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Number of part-time pupils</b>	6
<b>Proprietors</b>	Christian Adeniran and Philip Clarke
<b>Chair</b>	Christian Adeniran
<b>Headteacher</b>	Christian Adeniran
<b>Annual fees (day pupils)</b>	£9,750
<b>Telephone number</b>	0151 427 8111
<b>Website</b>	<a href="http://www.prudentiaeducation.co.uk">www.prudentiaeducation.co.uk</a>
<b>Email address</b>	<a href="mailto:christian@prudentiaeducation.co.uk">christian@prudentiaeducation.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is based on two sites: GAP Centre, Bowden Road and Hartshill Youth Centre, Wellington Road. Both sites are used by other community groups in the evening and some weekends.
- The school was first registered on 2 March 2021. It is registered to take up to 60 pupils between 12 and 16 years.
- The proprietors are the headteacher and the head of school. The headteacher is also the chair of the board of directors and the designated safeguarding leader.
- The school has a management committee which undertakes governance duties.
- Leaders use one unregistered alternative provider for a very small number of pupils, part time.

## Information about this inspection

Inspectors 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.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with leaders in school, a member of the proprietor body, a governor and a range of staff members. Inspectors spoke with pupils about their learning and school life.
- Inspectors carried out deep dives in these subjects: English; mathematics; physical education; and personal, social and health education. In these subjects, inspectors met with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils' work.
- Inspectors also met with leaders to discuss the curriculum in art and design, history, geography and science and looked at pupils' work.
- Inspectors reviewed a range of documentation, including that relating to the independent school standards. Inspectors looked at leaders' arrangements for safeguarding. They spoke with staff to understand how they keep pupils safe. Inspectors reviewed the school's record of checks undertaken on the suitability of staff.
- Inspectors discussed pupils' behaviour and attendance with leaders and with pupils. Inspectors looked at some of leaders' documentation associated with these areas of the school's work.

## **Inspection team**

Zarina Connolly, lead inspector

Ofsted Inspector

Linda Griffiths

Ofsted 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; and
  - 2(1)(b) the written policy, plans and schemes of work–
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
  - 2(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)(h) that all pupils have the opportunity to learn and make progress.
- 2A(1) The standard in this paragraph is met if the proprietor–
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
  - 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.
- 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(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(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 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.

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