

Inspection of Jus'T'Learn

9–11 Commonside East, Mitcham, Surrey CR4 2QA

Inspection dates: 22 to 24 March 2022

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

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy being part of this small school. They like the family atmosphere. Many pupils have not had a good experience of education before arriving at Jus'T'Learn. The nurturing approach of leaders helps them to find their feet. Pupils appreciate being in small classes. They can concentrate better than they did in mainstream education.

Leaders introduce pupils into the school gradually. Pupils have an induction day and a tour. This helps them to settle. Pupils grow in confidence. They get on well with teachers and can speak to them if they have any concerns. When there are behavioural concerns, mentors deal with these in a restorative way. The school is a calm environment overall.

Pupils said bullying does not happen. They get on well with their peers. Pupils would feel confident about reporting any issues to school leaders. They know that staff would act straight away.

Leaders help pupils to manage their emotions. However, they have neglected pupils' academic needs. Teachers do not plan lessons with their pupils in mind. This means that some pupils become disengaged. They do not take pride in their written work and much of it remains unfinished.

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

Leaders liaise effectively with local schools to ensure that detailed information about pupils is passed on when they join. This helps to support pupils' behavioural needs. Where pupils stay on their school roll, leaders provide weekly updates on attendance and behaviour.

The school provides a sufficient range of subjects to meet this aspect of the independent school standards. For older pupils, these can lead to Level 1 and 2 qualifications, such as GCSEs. However, the quality of the learning is variable. At the site for pupils who speak English as an additional language, teachers plan a curriculum to meet pupils' needs. This is not the case for pupils who attend the alternative provision.

Many pupils who arrive at Jus'T'Learn have significant gaps in their learning. They have missed much of their education. Inspectors were shown some evidence of curriculum planning but, at best, these were simply lists of topics to be covered or examination specifications. These are not tailored to meet the needs of pupils. Staff do not consider what individual pupils need to learn. Pupils were very clear with inspectors about weaknesses in the teaching they receive.

This lack of planning has an impact on teachers as well as pupils. Many are teaching outside of their subject specialism. They are left to their own devices to plan and deliver lessons. Assessment information is not used well in the classroom. Pupils

complete the same work regardless of their age or level of ability. Some pupils find the work too easy. They become bored and distracted. Where teachers' expectations are too low, lessons involve copying information from the board. Teachers do not routinely check whether pupils have understood. In some lessons very little learning takes place.

Pupils undertake reading assessments on arrival. Staff provide one-to-one teaching for pupils with weak reading and comprehension. In the absence of any phonics or other specialist reading training, they use online resources.

Leaders speak of high aspirations for pupils with special educational needs and/or disabilities (SEND). They provide information which teachers can access. In practice, though, teachers do not put this information to good use. They do not do enough to provide for pupils with SEND.

The school gives consideration to pupils' personal development. For example, pupils have taken part in a recent virtual trip to Windsor Castle. Leaders have planned a reward trip for later in the year. Pupils enjoy workshops run by external organisations. However, these opportunities are not planned coherently. They are not designed to meet the needs of individuals. Pupils' spiritual, moral, social, and cultural education comes from religious studies lessons. They learn how to respect people of other faiths and cultures. This includes the protected characteristics set out in the Equality Act 2010. Pupils study relationships and sex education, although again this is not coherent and well sequenced. All pupils in Year 11 have had one-to-one support from a careers adviser. They receive help with college and apprenticeship applications. Leaders have plans in place to provide younger pupils who have recently joined the school with careers education in the near future.

Leaders understand most of the requirements of the independent school standards. The building is clean and fit for purpose. It meets all the premises standards. However, this understanding does not extend to the curriculum and quality of teaching. Leaders have an overgenerous view of pupils' educational experience.

Since the last inspection, leaders have not increased external accountability. Plans are in place to plug this gap. Leaders claim to take staff workload and well-being into account. However, teachers said workload can be challenging. Classes are small but the lack of curriculum planning increases the demands on them. Teachers have few opportunities for professional development. Some organise training outside of school to compensate for this.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding processes are well embedded. Staff are trained to recognise safeguarding concerns. Leaders understand their contextual safeguarding challenges. These include gang membership and grooming as a result of gang activity.

When pupils join the school, leaders gather information about possible safeguarding risks. Leaders engage well with local agencies to keep pupils safe. These include the local authority, the youth offending team and the police. Pupils feel safe at school. They say leaders are approachable. They learn about how to keep themselves safe in lessons. Pupils in the English as an additional language provision learn how to stay safe in Britain.

What does the school need to do to improve?

(Information for the school and proprietor)

- While pupils join with very different starting points, subject schemes of work and planning do not provide sufficient detail about what they are expected to learn during their time at this provision. This means that pupils do not gain the important knowledge and skills they need. Leaders should ensure that detailed, well-planned schemes of work and learning expectations are in place for every subject and for every pupil, showing exactly the knowledge each is expected to learn and in what order. This will help teachers to plan more effectively to meet the needs of individual pupils, particularly when they are not subject specialists.
- Pupils' SEND needs are identified and this information is made available to teachers. Typically, though, teachers do not use this information. Leaders should check that teachers' plans are adapted to meet individual pupils' learning needs. This will help pupils with SEND to make better progress through the curriculum.

How can I feed back my views?

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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

Unique reference number	140496
DfE registration number	315/6006
Local authority	Merton
Inspection number	10214894
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	68
Number of part-time pupils	28
Proprietor	Munier Jussab
Chair	Munier Jussab
Headteacher	S Osman
Annual fees (day pupils)	£65 per day for pupils without an EHC plan £100 to £120 per day for pupils with an EHC plan
Telephone number	0208 648 9662
Website	www.justlearn.org.uk
Email address	admin@justlearn.org.uk
Date of previous inspection	2–4 July 2019

Information about this school

- Jus'T'Learn is an independent day school and provider of alternative education. It is currently registered for up to 50 pupils aged 11 to 16 years. However, there are currently 68 pupils on roll. Twenty-five of these are dual rolled. Twenty-eight are on part-time timetables.
- A tuition centre operates out of the main premises, but this is separately run and registered with Ofsted.
- The day school and alternative provision operate from premises on two sites. The main building, at 9–11 Commonside East, Mitcham, Surrey CM4 2QA, includes a dedicated but separate provision for girls. There is an additional satellite site at Challenge House, 616 Mitcham Road, Croydon CR0 3AA. This operates for pupils who speak English as an additional language when extra space is needed.
- Pupils are referred and placed by local authorities and schools within London. Approximately half of pupils remain on their placing school's roll. Some pupils attend the provision on respite for a relatively short time before returning to mainstream education. Others remain at the school until the end of Year 11. At the time of the inspection, most pupils were in Year 11.
- Four pupils are being tutored remotely.
- The school caters for pupils with SEND. At the time of the inspection, 10 pupils had education, health and care (EHC) plans.
- The school has a contract with Canons Leisure Centre for physical education lessons. It does not make use of any other alternative provision.

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.

- Inspectors met with the proprietor, school leaders and the school improvement partner throughout the inspection.
- Inspectors did deep dives in English, mathematics and information and communication technology. They met groups of pupils to discuss their learning in these subjects and looked at their work. We also met the teachers of these subjects and looked at plans where they were available. These conversations included discussions about safeguarding. Inspectors also looked at curriculum plans for all the subjects offered by the provision. They visited additional lessons in science and personal, social and health education (PSHE).

- Inspectors reviewed a range of documentation provided by the school. They looked at school policies, curriculum documents and documents relating to health and safety.
- Inspectors reviewed a range of information about safeguarding. This included the checks that leaders make on staff prior to employment. They checked the school safeguarding policy and spoke to staff about safeguarding procedures.
- Inspectors considered responses to Ofsted's online surveys by staff, pupils and parents.
- Inspectors toured the site. They reviewed a range of documentation provided by the school to check on the statutory requirements of the independent school standards. They looked at school policies, curriculum documents and documents relating to health and safety. They checked the school's admissions register, risk assessments, attendance and behaviour information.
- Inspectors spoke to inclusion leaders from Lambeth local authority and a school that places pupils at the provision.
- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

Inspection team

Lisa Strong, lead inspector

Her Majesty's Inspector

Lascelles Haughton

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; 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.
- 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.

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.

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