

Inspection of Peregrinate Ltd.

Norris Green Youth Centre, Townsend Avenue, Liverpool L11 5AF

Inspection dates: 11 to 13 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

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 do not receive an acceptable quality of education in this school. They experience a narrow curriculum that prevents them from following their interests, developing their talents or achieving their aspirations. This puts them at a considerable disadvantage when considering their options for their future training, education or career. Leaders' expectations of what pupils can and should achieve are low. Pupils underachieve considerably.

Pupils feel safe in school. They trust the staff because staff spend time getting to know them well. Staff keep a close eye on pupils and take speedy action when any conflict or concerns, including those related to bullying, arise. Pupils who are struggling with their mental health or have experienced trauma are supported well by the additional help that leaders have put in place.

The school is based in two community centres. While some pupils welcome the informal environment, this can cause some disruptive behaviour during social times. This occasional poor behaviour is not sufficiently challenged by staff.

Pupils do not benefit from an effective personal development curriculum. They have few opportunities to learn about different cultures and religions. Pupils have some opportunities to take part in trips and visits, for example to a museum and an outdoor activity centre.

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

Leaders have not ensured that the independent school standards (the standards) for the quality of education are met. Pupils do not benefit from a broad and rich curriculum. For example, there is little opportunity for pupils to be physically active other than playing football at breaktime or lunchtime. The curriculum is ineffective.

Leaders have not thought about the different ages and abilities of the pupils in the school. Pupils in key stages 3 and 4 are following the same curriculum. This is unacceptable. Leaders have not ensured that all pupils receive an ambitious, well-designed and well-ordered curriculum. Pupils' achievement is poor. Although most pupils do achieve some nationally accredited qualifications, they have not had the opportunities to learn a sufficiently wide range of subjects.

Pupils' learning is stifled further because teachers, many of them new to the school, are teaching outside of their subject specialisms, without any suitable support or training. As a result, teachers design learning activities that are disjointed and do not enable pupils to build their subject knowledge over time. Often, pupils do the same activity, regardless of what they have learned previously, or what they should learn next.

Teachers do not know how to check on pupils' learning. They do not identify the gaps in pupils' knowledge, nor do they understand what they should do to help

pupils to overcome misconceptions. Teachers are ill-equipped to design learning activities that help pupils to embed what they have learned over time.

Staff do not identify the needs of pupils with special educational needs and/or disabilities (SEND) well enough. The delivery of the curriculum is not adapted sufficiently well to enable these pupils to enjoy success. These pupils do not receive the support that they need, or deserve, to achieve well.

Reading is not a priority in this school. Leaders have not ensured that pupils who have gaps in their reading knowledge are able to catch up quickly. Leaders' lack of ambition is evident in their view that pupils will not enjoy reading.

Pupils typically have positive attitudes to learning. Despite the limitations of the learning environment, they listen in lessons so that learning is not usually interrupted. However, a minority of pupils do not show the same respect for others, or for the school rules, during breaktimes and lunchtimes. Sometimes, staff do not address these pupils' unsociable behaviour during social times.

Leaders do not ensure that pupils are able to thrive personally. The curriculum to support pupils' wider personal development is inadequate. While pupils gain some understanding of well-being, health and relationships, they do not learn enough about British values or different cultures and religions. This means that pupils are ill-prepared for life in modern Britain.

The close-knit staff team provides a high level of support to each other. Staff are passionate about their work and are highly motivated. Leaders engage well with staff and are mindful of their workload and well-being.

The proprietor does not have a sufficient understanding of the requirements for independent schools. The school does not meet some of the standards. Leaders do not have the knowledge or skills to meet the standards consistently and to ensure that the quality of education is acceptable.

The proprietor has not ensured that pupils have experience in scientific, technological, human and social, physical, and aesthetic and creative education. Pupils across the school only study four subjects.

Pupils in Year 11 receive some helpful independent careers advice. They have the opportunity to visit local colleges. This helps them to make decisions about their next steps.

Leaders do not meet their statutory duty to ensure that pupils are well prepared for the opportunities, responsibilities and experiences of life in British society. This is because they have not designed an enrichment programme to meet pupils' wider learning needs.

The proprietor has not ensured that the teaching at the school enables pupils to acquire new knowledge and make good progress. The curriculum is not well

designed and teachers do not have the support that they need to deliver the curriculum well.

The proprietor has not ensured that the personal development curriculum actively promotes the fundamental British values. For example, pupils do not learn about democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Although pupils have access to outdoor space to play, they are not taught physical education as part of the school's curriculum.

Leaders do not publish all of the required information on the school's website. For example, there is no information about the school's curriculum.

The school complies with schedule 10 of the Equality Act 2010. Leaders have ensured that there is a suitable accessibility plan in place.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders and staff are alert to any change in pupils' behaviour that may indicate a cause for concern. Leaders work closely with mainstream schools and external agencies, including the local authority and the police, to keep pupils safe.

The school's safeguarding policy is available on the school's website or on request. The policy complies with the latest government statutory guidance.

Pupils learn how to keep themselves safe, including when online and in the local community.

What does the school need to do to improve?

(Information for the school and proprietor)

- Pupils do not experience a rich, broad and balanced curriculum. They do not have an education that includes scientific, technological, human and social, physical, aesthetic and creative learning. This means that pupils do not learn all that they should. Pupils are not prepared well for the next stage of their lives. Leaders should ensure that the school curriculum meets the independent school standard for the quality of education.
- The current curriculum lacks ambition and is not well ordered. Teachers do not know what to teach and when new content should be taught. Consequently, teachers design disjointed learning activities that do not take account of pupils' ages or their prior learning. Pupils do not build up a secure body of knowledge across a range of subjects. Leaders must ensure that the curriculum is well

ordered. They must provide suitable guidance to help teachers to map out pupils' learning journey. Leaders must also ensure that teachers, especially those who are non-specialists, receive the support that they need to deliver the curriculum effectively.

- Teachers do not have the knowledge or skills to check pupils' learning or to take effective action to help pupils overcome gaps in their knowledge. This means that pupils' knowledge is fragile. Leaders must ensure that teachers understand how to use assessment strategies effectively to support pupils' grasp of curriculum content.
- Leaders and teachers do not identify the needs of pupils with SEND well enough. These pupils do not receive the support that they need to build their knowledge over time. Leaders must ensure that they accurately identify the needs of pupils with SEND. They must also ensure that teachers are well trained to adapt the delivery of the curriculum so that these pupils experience success.
- Reading is not a priority in the school. Pupils who have gaps in their reading knowledge do not catch up and, at times, fall further behind. Leaders must ensure that they equip staff with the knowledge that they need to help pupils to read with fluency, accuracy and confidence.
- Pupils are not prepared well enough for life in modern Britain. They do not learn enough about diversity in society or fundamental British values. Leaders must improve the curriculum to support pupils' wider personal development. This is so that it enables pupils to learn all that they need to know in order to take their place in modern Britain.
- A minority of pupils' behaviour at social times is less positive than during lesson time. Sometimes, staff do not address pupils' lack of respect for others or apply the school rules well enough. Leaders must ensure that all staff follow the behaviour policy so that any poor behaviour is eradicated.
- The proprietor has not ensured that the school consistently and securely meets the standards. Pupils are not provided with an acceptable quality of education. The proprietor must ensure that leaders have the skills and knowledge appropriate to their roles and fulfil their responsibilities effectively.

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How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	145160
DfE registration number	341/6025
Local authority	Liverpool
Inspection number	10243497
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	28
Number of part-time pupils	None
Proprietor	Angela Mollan
Headteacher	Angela Mollan
Annual fees (day pupils)	£9500
Telephone number	0151 319 4646
Website	Peregrinate.school
Email address	angela@peregrinate.school
Date of previous inspection	19 to 21 June 2018

Information about this school

- The previous standard inspection was from 19 to 21 June 2018.
- The school received a material change inspection on 17 March 2022, as the school had moved to new premises. The school also requested to increase the number of pupils on roll from 30 to 60.
- Leaders do not use any alternative provision.
- The school is operating beyond its registration agreement with the Department of Education (DfE) as it is recorded on 'Get information about schools'. The school's registered address is 14 Swinderby Drive, Kirkby, Liverpool L31 1JW. The proprietor has informed the DfE of the school's move to new premises. These new premises were checked at the material change inspection on 17 March 2022.
- The school operates across two sites. These sites are co-located within community youth centres. The school's main site is at Norris Green Youth Centre, Townsend Avenue, Liverpool L11 5AF. The school also operates from a hub at Rhys Jones Community Centre, Croxteth Hall, 3 Langley Close, Liverpool L12 0NB.
- The school provides alternative education provision for up to 60 pupils. The school caters for pupils who have been out of education for extended periods. All pupils are dual registered with a mainstream school. Pupils remain at Peregrinate School for short or longer placements. A small number of pupils have an education, health and care plan.
- Pupils' places are wholly funded by their mainstream schools.

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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, the deputy headteacher and the lead teacher. An inspector spoke with headteachers from local schools that have placed pupils at this school.
- Inspectors carried out deep dives in these subjects: English, early reading, mathematics and the personal growth and well-being curriculum. For each deep dive, inspectors met with subject teachers, considered the curriculum, visited a

sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also talked to leaders, staff and pupils about other subjects.
- During the inspection, inspectors reviewed a range of documentation, including that relating to safeguarding. They also reviewed information relating to the independent school standards. They also looked at records of pupils' behaviour and attendance.
- There were no responses to Ofsted Parent View, or Ofsted's staff or pupil surveys. However, inspectors spoke with representatives from several mainstream schools, parents and recent pupils.

Inspection team

Julie Bather, lead inspector

Ofsted Inspector

Lindy 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(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 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)(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;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
 - 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 head teacher 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(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;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 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;
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 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)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

Part 5. Premises of and accommodation at schools

- 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 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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