

# Inspection of This Is My Education - TIME

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

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Inspection dates: 28 February to 2 March 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Sixth-form provision

**Inadequate**

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, and students in the sixth form, who join this school have struggled in their previous setting. Most pupils have special educational needs and/or disabilities (SEND). They form positive and caring relationships with staff. While most pupils said that they feel safe in school, leaders have not ensured that this is the case. Staff do not receive the training that they need to understand and fulfil their safeguarding responsibilities effectively.

Leaders and staff have low expectations of what pupils can achieve. The curriculum is not well designed nor is it delivered effectively. Pupils are frustrated that the curriculum does not meet their academic needs or match their aspirations for the future. Pupils are not able to study for qualifications that they are more than capable of achieving. This limits their readiness for the next steps in their lives.

Leaders set clear expectations for behaviour, and they deal with any incidents of bullying effectively. However, some staff do not share the same expectations for pupils' behaviour. Occasionally, some pupils display angry and aggressive behaviour. Some staff struggle to deal with this behaviour effectively. This spoils learning time and makes other pupils feel unsafe. Typically, pupils' attendance improves when they join the school.

Pupils experience some wider opportunities beyond the curriculum. For example, pupils enjoy trips to local parks and well-being sessions that focus on life skills. Sixth-form students volunteer in the local community, and they benefit from workplace opportunities. However, pupils in key stages 3 and 4 do not learn all that they should to make sure that they are ready for life in modern Britain.

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

Leaders have not designed a coherent curriculum that is broad and balanced. The curriculum offer is poor. It lacks ambition. It does not meet the needs of pupils, and students in the sixth form, who all have education, health and care plans (EHC plans).

Leaders have not ensured that teachers understand the content of the curriculum. When pupils are entered on examination pathways, staff do not know what pupils should learn. They have a limited understanding of the associated syllabuses. This leaves pupils with little chance of being successful when they are faced with the examination.

Subject leaders lack the curriculum knowledge that they need to lead their areas of responsibility successfully. They have done too little to ensure that the curriculum serves as a guide for what should be taught and when this should happen. As a result, individual teachers resort to designing disconnected lessons using a range of different resources. Pupils complete a series of one-off tasks that fail to meet their needs or build their knowledge.

Teachers do not have the subject-specific knowledge to ensure that pupils gain a deep body of knowledge in the subjects that they study. They do not use assessment strategies effectively to identify gaps in pupils' knowledge. This means that pupils' misconceptions are not tackled quickly or clearly. Pupils' achievement across the school is poor.

Leaders do not prioritise reading. They do assess pupils' reading ability when they join the school to identify those pupils who find reading difficult. However, these pupils do not receive the help and support that they need to become confident and fluent readers. This limits pupils' ability to access learning across the curriculum. Leaders identify the needs of pupils with SEND when they join the school. They also provide staff with some helpful advice and guidance. This information enables staff to support pupils' social and emotional needs. However, staff do not use this information effectively to meet pupils' academic needs.

Some pupils exhibit poor behaviour in lessons. Leaders do not provide effective support and training for staff to ensure that they have the expertise to manage challenging behaviour. Staff do not deal with such behaviour incidents quickly and effectively. Consequently, the learning of other pupils is disrupted.

Leaders have devised a programme to promote pupils' personal development. This provides pupils with some important information that prepares them for life in modern Britain. For example, pupils receive age-appropriate relationships and sex education. Sixth-form students receive a broader range of activities that are tailored to their specific needs and interests. However, in key stages 3 and 4, the activities that leaders devise for pupils' personal development are ad hoc and lack coherence. Pupils do not have the opportunity to learn all they should so that they are well equipped to live in modern society. This limits their personal development. Furthermore, some pupils do not have access to independent and impartial careers advice. They are poorly prepared for their next steps in education, employment or training.

The proprietor has not made sure that the school meets the independent school standards ('the standards'). The proprietor does not hold leaders to account for the quality of education in the school. They have not ensured that the school meets the statutory requirements for safeguarding pupils and promoting their well-being.

The school has a suitable accessibility plan which complies with the Equality Act 2010.

Staff appreciate leaders' consideration for their workload and well-being. However, staff feel that the lack of professional training and development to upskill them for their roles means that it takes them longer to complete tasks. This impacts negatively on their workload.

## Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding policy is published on the school's website.

The proprietor does not ensure that the policies and arrangements to safeguard pupils are up to date and implemented effectively. Leaders do not follow the government's statutory guidance. Leaders do not make all the appropriate checks that they should on staff's suitability to work with pupils. Consequently, leaders put pupils' safety and welfare at risk.

Leaders have failed to ensure that there is a culture of safeguarding in the school. Staff do not have the knowledge to carry out their safeguarding duties effectively. Leaders do not provide appropriate safeguarding training for staff, including for the designated safeguarding lead. Some staff are unclear about their roles and responsibilities with regards to safeguarding. This includes how to report concerns.

The proprietor does escalate concerns about pupils appropriately when they are known or raised. The proprietor liaises with external partners and agencies, including social services and partner schools, to ensure that pupils and their families get the help and support needed.

Staff teach pupils how to keep themselves safe, including online.

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

### (Information for the school and proprietor)

- The proprietor does not ensure that leaders' arrangements for safeguarding are secure. Leaders do not create a culture of safeguarding in the school. There are too many weaknesses that leave pupils at potential risk. The proprietor must ensure that all statutory safeguarding requirements are met so that pupils are kept safe.
- The curriculum is narrow and lacks ambition. Pupils do not attain the range of qualifications appropriate for them to progress on to their next stages of education, training or employment. Leaders should ensure that the curriculum is broad, balanced and meets the needs and aspirations of all pupils.
- In many subjects, leaders have not considered the important knowledge that pupils should learn and the order in which this should be taught. Pupils do not build a deep body of knowledge across the subject curriculums. Leaders must ensure that there is a curriculum that enables pupils to learn all that they should so that they achieve well.
- Subject leaders do not have the expertise or knowledge to lead their areas of the curriculum effectively. They do not provide teachers with sufficient guidance to help them design learning that develops pupils' knowledge. Leaders must ensure

that they support subject leaders to gain a greater insight into their subjects and a stronger overview of how this is helping pupils to know and remember more.

- Teachers lack subject knowledge. They resort to designing isolated tasks and activities that fail to secure pupils' knowledge over time. They are ill-equipped to spot and then address gaps in pupils' understanding. As a result, pupils' achievement is poor. Leaders must ensure that teachers have the knowledge and expertise to deliver the curriculum so that pupils build up a deep body of knowledge in the subjects that they study.
- Some teachers do not have high enough expectations for pupils' behaviour. Some are not able to deal with the challenging behaviour that some pupils exhibit. This disrupts learning. Leaders must ensure that staff receive the support and training that they need to maintain calm, productive and safe classroom environments.
- The programme to promote pupils' personal development is limited, especially in key stages 3 and 4. Pupils do not receive enough guidance about their prospective career choices. Leaders must ensure that the programmes to support pupils' readiness for their next steps enable them to gain the essential information that they need to live successful lives in modern Britain.

## 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

<b>Unique reference number</b>	148758
<b>DfE registration number</b>	342/6006
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10254705
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	13 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	16
<b>Of which, number on roll in the sixth form</b>	5
<b>Number of part-time pupils</b>	7
<b>Proprietor</b>	Rebecca Smith
<b>Headteacher</b>	Jillian Fairclough
<b>Annual fees (day pupils)</b>	£45,000
<b>Telephone number</b>	0771359298
<b>Website</b>	<a href="http://www.thisismyeducation.org.uk">www.thisismyeducation.org.uk</a>
<b>Email address</b>	<a href="mailto:jillianfairclough@thisismyeducation.org.uk">jillianfairclough@thisismyeducation.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is the school's first standard inspection. The school opened on 23 February 2022.
- Most pupils who attend the school have an EHC plan. The majority of pupils have social, emotional or mental health needs.
- The school uses one unregistered alternative provider for a number of pupils.
- There has been a change to the proprietor since the school registered with the Department for Education (DfE). The new proprietor is Jillian Fairclough. She was appointed on 30 September 2022. The DfE has been notified of this change. This change has not yet been made on the DfE's 'Get Information About Schools' website.
- The new proprietor is currently the acting headteacher of the school.
- At the time of registration, the school was operating from premises on the ground floor at Logic House, Central Street, St. Helens, Merseyside WA10 1UD. The school now operates from the ground floor and the first floor at Logic House, Central Street, St. Helens, Merseyside WA10 1UD. The proprietor has notified the DfE of this change.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, the acting headteacher, other leaders, staff and pupils.
- Inspectors carried out deep dives in English, construction and personal, social and health education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also spoke with other subject curriculum leaders.
- Inspectors considered the responses to Ofsted Parent View. This included the free-text comments.
- Inspectors spoke to a range of staff to discuss the support that they receive from leaders.

- Inspectors spoke with some pupils about school life. Inspectors observed pupils' behaviour in lessons and around school.
- An inspector carried out a tour of the premises.
- Inspectors reviewed a range of evidence to check compliance with the standards.
- Inspectors evaluated a range of documentation about safeguarding and spoke with staff to understand how they keep pupils safe. An inspector checked the arrangements for any pupils who attend alternative provision.

### **Inspection team**

Amanda Downing, lead inspector

His Majesty's Inspector

Sue Eastwood

His 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.
- 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)(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;
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 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.
- 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.

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

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

- 18(2) The standard in this paragraph is met if-
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
  - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
    - 18(2)(c)(ii) the person's medical fitness;
    - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is-
  - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
    - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
    - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
    - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
  - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

### **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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