

The Jean Foundation

Gordon Centre, Breacon Avenue, Sefton L30 1RQ

Inspection date

23 June 2023

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 1, 2(1), 2(1)(a), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(h)

- The proprietor body has not given enough thought to the pupil groups that they propose to admit to the school. Leaders and the proprietor body are not clear about what they are trying to achieve through the curriculum. They have attempted to cater for too many groups of pupils who have very different special educational needs and/or disabilities (SEND). As a result, their curriculum policy does not adequately explain how they will cater for the age and aptitudes of these pupils.
- Some aspects of the curriculum are underdeveloped. For example, there is no scheme of work for creative and aesthetic education. Other aspects, such as human and social education, have not been thought out in enough detail to demonstrate a progressive curriculum that builds well on pupils' prior knowledge.
- In English and mathematics, the curriculum has been designed from exam specifications for functional skills. Leaders have designed learning around examination tasks, rather than establishing what knowledge pupils must learn and in what order.

Paragraph 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)(i), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- Leaders have not made sufficient arrangements to ensure that pupils will receive any personal, social, health and economic (PSHE) education nor have leaders considered how they will meet the requirement to provide relationships and sex education.
- Although leaders have some informal arrangements in place to provide pupils with careers education, there is a lack of a coherent approach to delivering this aspect of a pupil's education.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 4

- Due to the fact that the curriculum is not fully in place, it is unlikely that pupils will increase their knowledge, skills and understanding according to their abilities. Pupils are unlikely to be able to think carefully about new topics and concepts as these have not been fully established.

- There is a lack of resources to be able to teach the curriculum well. For example, there are currently no reading books. There is no scheme of work for phonics for pupils who are at the early stages of reading.
- Leaders have not thought through how they will assess pupils' progress beyond the attainment of qualifications, such as AQA units, and functional skills awards. As a result, it is unlikely that teachers will be able to use this information to adapt their teaching.

Paragraph 3(h), 3(i), 3(j)

- Leaders do have suitable policies in place to ensure the effective management of behaviour. These should help pupils to regulate their own conduct.
- The displays that leaders have arranged around the premises reflect their commitment to equipping pupils with an understanding of equality and fundamental British values.
- The standards in this part are not likely to be met if the proposed 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)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders have ensured that they have policies in place for pupils' spiritual, moral, social and cultural development. However, they are not clear about how this policy will be put into practice within the curriculum. In addition, there is no PSHE curriculum.
- The proprietor body has ensured that fundamental British values will be actively promoted and this has informed the school's ethos. However, it is not clear where this will sit in the curriculum.
- Leaders have ensured that the code of conduct for staff includes details on how staff must not express political views to pupils. Where discussions take place, teachers will ensure that pupils are given a balanced view of differing opinions.
- The standards in this part are not likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a), 7(b), 8, 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- The proprietor body ensures that there is a suitable safeguarding policy in place that takes into account the most recent guidance from the secretary of state.
- Although leaders have risk assessments in place, they do not have a clear written policy for the management of risk. As a result, staff do not have enough guidance on how to complete further risk assessments.
- Leaders have put into place a relevant policy for the management of behaviour that, if followed well, is likely to be effective. However, the bullying policy lacks the necessary detail to provide staff with a consistent procedure for dealing with incidents of bullying.
- Leaders have ensured that there are effective policies in place for the administration of first aid and for health and safety. There is also a comprehensive fire risk assessment that the landlord commissions from a reputable firm.

- Leaders have appropriate systems in place to ensure that admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. They also have secure plans in place to supervise pupils throughout the day.
- The standards in this part are not likely to be met if the proposed school opens.

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

Paragraph 17, 18(1), 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), 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(6), 21(7), 21(7)(a), 21(7)(b)

- The proprietor body has a separate business that runs an alternative provision setting. They demonstrated the checks that are carried out on these staff to exemplify how these standards would be met should the school open. They are fully knowledgeable about all the requirements, for example section 128 checks.
- Leaders ensure that all checks, including qualifications, medical checks, prohibition from teaching and checks on staff returning from overseas, are in place. All checks are completed prior to a member of staff starting to work at the school.
- Leaders do not intend using any supply staff.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 23, 23(1), 23(1)(a), 23(1)(b), 23(1)(c) 23(2)

- There are suitable toilet facilities for pupils. There are separate toilets for boys and girls which are designed for individual use with doors that can be locked from the inside. There is also a disabled toilet.
- There are no showers presently at the site. Leaders have purchased a pop-up shower for use in emergencies but there is nothing suitable for pupils to use following physical activity.

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

- The proprietor body has not ensured that there is a suitable medical room for pupils. Although leaders aim to address this, these plans have not been put in place.

Paragraph 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d) 28(2), 28(2)(a), 28(2)(b)

- The site is maintained well and spaces are bright and open. The site is generally safe and secure. However, there is a door that leads to a shared area that is also used by a neighbouring business. Although there are locks on the other doors entering this area, the one that leads from the school was not locked at the time of the inspection. Leaders intend to fit a fob system to the door to control access to mitigate the small risk that this poses.
- The rooms are well lit and external lighting is fitted so that pupils and staff can safely enter and leave the premises.

- Drinking water is provided from a tap in the kitchen area. However, leaders have not ensured that this is correctly signed as drinking water.

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

- Leaders propose to use a local park as an outdoor space to enable pupils to play and, where necessary, for physical education. This is in easy walking distance and has a high railing around the site with a single point of access. It is a suitable area. The school site includes a large sports hall that provides more than ample space for these activities.
- The standards in this part are not likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j) 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)

- The lack of information about the curriculum and assessment arrangements mean that leaders do not meet some of the standards for the provision of information. Where detailed information exists, including for safeguarding, leaders ensure that copies are available to parents and carers on request.
- Leaders have ensured that the complaints procedure includes the number of complaints received in the preceding year so that this can be reviewed annually with the policy.
- Leaders have ensured that there is a policy that sets out their approach to supporting pupils with SEND. This includes the arrangements for helping to identify pupils' needs.
- The standard in this part is not likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c) 32(d), 33(e), 33(f), 33(g) 32(h), 33(i), 33(j), 33(k)

- Leaders have a written policy that sets out a staged approach to handling complaints. This policy includes clearly defined time scales for each stage. The policy allows for complaints to be made informally or, where necessary, in writing.
- Should a parent feel that they would like their complaint to be heard by a panel, the school has a clear procedure for making this happen. Leaders have made arrangements to make sure that at least one panel member is independent of the school management team.
- The standard in this part is likely to be met if the proposed 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 members of the proprietor body have a background in education. They demonstrate a good understanding of how pupils learn. However, they have not ensured that there has been enough thought put into the curriculum offer to be able to meet the independent school standards.

- Leaders aim to create a nurturing ethos at the school. However, the weaknesses in the curriculum design mean that opportunities for pupils' wider personal development are poor. For example, there is no PSHE curriculum.
- The standard in this part is not likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that there is an accessibility plan in place. This includes targets to ensure that all pupils have access to the curriculum.
- All areas of the site have disabled access.
- The proprietor body has ensured that the requirements of the Equality Act 2010 are likely to be met.

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	149758
DfE registration number	343/6006
Inspection number	10290839

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	Motiv8sports Ltd
Chair	Matthew Hallsall
Headteacher	Jack Abraham
Annual fees (day pupils)	£19,500
Telephone number	07904 459 737
Website	None
Email address	liz@motiv8sportsltd.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	20
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils with an	Not applicable	20

education, health and care plan		
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	None
Number of staff in the welfare provision	Not applicable	None

Information about this proposed school

- Leaders do not intend to use any alternative provision.
- The proprietor body intends to cater for pupils with a diverse range of needs, including: cognitive and learning needs; hearing impairment needs; speech, language and communication needs; autism spectrum disorder; social, emotional and mental health needs, multi-sensory impairment needs, moderate and severe learning difficulties, profound multiple learning difficulties; and specific learning difficulties.
- The school will cater for pupils between the ages of 11 to 16 years old.
- The school is located at the Gordon Centre, Breacon Avenue, Sefton L30 1RQ.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This was the school's first pre-registration inspection.
- The inspector looked at curriculum documentation and policies. He discussed these with one of the members of the proprietor body. This included the proposed arrangements for the curriculum and the assessment of pupils' knowledge.
- The inspector met with two members of the proprietor body and with the head of education to discuss all aspects of the schools application.
- For safeguarding, the inspector scrutinised a variety of documentation, including the register of pre-employment checks carried out on all staff. He spoke in depth with the members of the proprietor body.
- The inspector made a tour of the school.

Inspection team

Steve Bentham, lead inspector

His 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(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)(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)(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) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,

- 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; and
 - 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.
- 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)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 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)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 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 3. Welfare, health and safety of pupils

- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy.

Part 5. Premises of and accommodation at schools

- 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; and
 - 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.

- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

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)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector[14], the Secretary of State or an independent inspectorate[15];
 - 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(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; and
 - 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.
- 32(2) The information specified in this sub-paragraph is–
 - 32(2)(d) a statement of the school's ethos (including any religious ethos) and aims.
- 32(3) The information specified in this sub-paragraph is–
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions; and
 - 32(3)(c) particulars of the policy referred to in paragraph 2.

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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