

Inspection of SENDSCOPE

St Francis Xavier's College, Woolton Hill Road, Liverpool, Merseyside L25 6EG

Inspection dates: 17 to 19 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils enjoy their time at SENDSCOPE, where they are happy and safe. Pupils are very respectful. They develop strong and trusting bonds with staff. Pupils told inspectors that they know that they can talk to any member of staff if they are concerned. Staff listen to pupils' concerns and take action to resolve these.

Staff want pupils to be well behaved and to act as responsible citizens. Staff expect pupils to engage in lessons and try their hardest. Pupils respond positively to these expectations. They behave well and achieve success in different areas of the curriculum.

Pupils relish educational trips and visits to local cathedrals, museums and monuments. As part of their local history studies, pupils recently explored well-known Merseyside landmarks, including the Queen Victoria Monument.

Pupils raise funds for many worthy causes, including cancer charities. They enjoy sports, such as football and basketball. Pupils learn about dangers in the local community, such as gang affiliation. At an event at a local football stadium, pupils met with surgeons, paramedics and emergency room staff to hear at first hand about the long-term effects of knife injuries on victims and their families.

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

Most pupils have spent significant periods out of education before they join this school. Owing to this, many have gaps in their learning. With this being the case, staff focus on enhancing pupils' English and mathematical skills. Pupils also benefit from a broad curriculum that helps them to develop their artistic, technical, physical and linguistic knowledge and skills effectively. This curriculum is well structured and ambitious. The school has carefully considered what it wants pupils to know and understand by the time they leave the school.

In the main, teachers deliver the curriculum well in most subjects. Thorough checks are in place to help teachers to understand how well pupils are learning the curriculum. Typically, teachers revisit and reinforce any areas of learning that pupils have not understood securely. However, in a few subjects, teachers lack expertise. In these subjects, pupils do not learn essential facts and information as well as they could.

The school places reading at the centre of the curriculum. Pupils study English and grammar, punctuation and spelling daily. In addition to this, they look forward to afternoon reading sessions. Pupils develop an in-depth understanding of the books that they read in class. Typically, pupils become immersed in reading. They read confidently to their classmates and demonstrate their understanding by responding to teachers' challenging questions. Pupils have a good understanding of different contemporary and classic books, including different plays written by Shakespeare. They enjoy comedy, science fiction, adventure and romantic novels.

Staff enhance pupils' academic and social experiences through a thoughtfully selected range of visits and visitors to the school. Staff believe that every moment matters. They are determined to make sure that pupils acquire the knowledge and skills that they need to be successful in their future lives.

All pupils have special educational needs and/or disabilities (SEND). The school identifies the particular SEND of each pupil soon after they start at the school. Staff are familiar with the targets in each pupil's education, health and care (EHC) plan. The school works with a broad range of specialist partners, including educational psychologists and mental health specialists, to make sure that pupils get the support that they need promptly. Staff also work closely with parents and carers. The school makes sure that teaching materials are adapted to ensure that all pupils can access the curriculum so that they learn well.

Pupils are eager to engage in lessons. They are conscientious learners who abide by the rules. Pupils move around the school sensibly. This was evident when they made their way to the main school's canteen at lunchtime. Pupils behave well during physical education lessons. They develop an understanding of fair play. Staff implement the school's behaviour policy fairly and consistently.

The school enhances pupils' personal and social development well. As SENDSCOPE ambassadors, pupils learn to become reliable and responsible members of the school. Pupils learn about safe relationships. They understand the importance of a healthy diet and regular exercise. During lunchtimes, pupils are encouraged to try new foods, such as olives, hummus and falafel. They learn about fundamental British values, including the rule of law and democracy. However, some pupils have a limited understanding of different religions and cultures.

Pupils benefit from in-house and external careers advice and guidance. They have weekly careers sessions, when they learn about the qualifications and experience needed for different occupations. Pupils have regular discussions with inspirational entrepreneurs and representatives from the emergency services.

The proprietor body and governors have the knowledge and expertise that they need to support and challenge the school effectively. The proprietor body knows the school especially well. It works effectively with governors to ensure that all of the independent school standards (the standards) are met consistently well.

Staff enjoy working at the school. They told inspectors that the school is mindful of their mental health and well-being. Staff get the support that they need to deliver the curriculum well. The school ensures that staff are not burdened with unnecessary work.

Parents speak positively about the school. One parent's comment, typical of many, stated, 'I can't praise the school strongly enough.' Parents appreciate the regular communication from the school. They know that staff are available when needed. Parents feel fully informed about their child's behaviour and academic progress.

The proprietor body and governors have ensured that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Some areas of the curriculum are still in development. In these areas, staff do not have the subject-specific knowledge that they need to deliver the curriculum consistently well. Consequently, in these subjects, pupils do not acquire the essential knowledge and skills securely. The school should consolidate its curriculum thinking and ensure that staff get the training and support that they need to deliver the curriculum well in these subjects.
- The school has not ensured that sufficient opportunities are available for pupils to learn about cultural and religious diversity. As a result, pupils' knowledge in these areas is limited. The school should provide greater opportunities for pupils to learn about the religious and culturally diverse nature of British society.

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	149377
DfE registration number	341/6026
Local authority	Liverpool
Inspection number	10286494
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	11 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	13
Number of part-time pupils	0
Proprietor	SENDScope Ltd
Chair	David Hayes
Headteacher	Natalie Walsh and Jacqueline Bebbington (Co-headteachers)
Annual fees (day pupils)	£26,000
Telephone number	07951 942587
Website	www.sendscope.co.uk
Email address	office@sendscope.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school was registered by the Department for Education on 28 September 2022. This is the school's first standard inspection.
- Leaders do not make use of alternative provision.
- SENDSCOPE is located in premises at The Pavilion, St Francis Xavier's College, Woolton Hill Road, Woolton, Liverpool L25 6EG. The school's premises are on the site of a secondary-phase academy.
- The two directors of the proprietor body are also the school's co-headteachers.
- The school caters for pupils with autism, attention deficit hyperactivity disorder and other SEND, including speech, language and communication difficulties. Most pupils have an EHC plan.

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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had 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.
- The lead inspector held meetings with the co-headteachers regarding pupils' attendance and behaviour, welfare, personal development and SEND.
- The lead inspector held meetings with members of the governing body and representatives of the proprietor body. He held telephone conversations with representatives from the schools responsible for placing pupils at SENDSCOPE.
- The lead inspector made a tour of the school. Inspectors also reviewed documentation to check the school's compliance with the standards.
- Inspectors carried out deep dives in English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with pupils to discuss their learning in some other subjects.

- Inspectors spoke with staff about their workload and well-being.
- The lead inspector held telephone discussions with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. He also considered the responses to Ofsted's online surveys for pupils and staff.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Sanjay Patel

Ofsted Inspector

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