

Inspection of Jefferson House

The Old Vicarage, Darnhall School Lane, Winsford CW7 1JT

Inspection dates: 28 to 30 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils flourish at this school. They receive an exceptionally high quality of support from the specialist staff that care for them superbly. Pupils benefit hugely from the trusting relationships that they enjoy with staff. This makes pupils feel happy in school.

Staff have extremely high aspirations for the achievement of every pupil. They have an in-depth understanding of pupils' special educational needs and/or disabilities (SEND). The highly tailored curriculum that is in place for each pupil ensures that they achieve remarkably well. Pupils take pride in living up to the high expectations that the school has of their behaviour and conduct.

During their period of transition in to the school, pupils benefit from a comprehensive programme of well-being support. This helps them to settle in quickly and to develop self-belief. Pupils learn to take responsibility for their own behaviour. They talk openly about how their conduct has improved since they started at the school. New pupils benefit significantly from the friendship, kindness and warm welcome that they receive from established pupils.

Pupils enjoy a wealth of powerful experiences that appeal to their talents and interests. Visits to museums and to local places of interest help pupils to develop a deep understanding of the subjects that they study. Adventurous activities and leadership sessions provided by the emergency services help pupils to become confident and resilient young people. Pupils make a positive contribution to the community. They organise charity events and learn that it is important to care for others.

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

The school has created a distinctive environment in which pupils thrive. Leaders at all levels have a relentless drive to meet the needs of each pupil, all of whom have SEND. They take every step that they can to transform the life chances of the pupils that attend the school.

The school has a clear and ambitious vision for the curriculum. It has thought deeply about the organisation of the curriculum so that each pupil studies a range of subjects that is broad and balanced. The school's subject curriculums set out in precise detail the knowledge that pupils should learn. The school has ensured that there are strong links between the different subjects. This helps pupils to build a secure understanding of the key concepts that they study.

Pupils work towards and achieve a range of qualifications. These are well-matched to pupils' aptitudes and abilities. This helps pupils to become more confident in their own abilities and to seek out further opportunities to learn. Pupils are well prepared to tackle the demands of increasingly more challenging courses. They are well

prepared to move on to further education, apprenticeships or employment with training.

Staff use their strong subject knowledge to make regular checks on what pupils know and remember. Staff are expert at helping pupils to address any gaps or misconceptions that they have about their learning. Staff use the information in pupils' education, health and care (EHC) plans, to design activities that help pupils to build their knowledge and skills securely over time. The school accurately identifies any additional needs that pupils may have.

Pupils make an exceptionally strong start to their education at the school. This is because the school works closely with other professionals to fully understand each pupil's specific needs. As soon as pupils join the school, their academic and emotional starting points are identified. Each pupil benefits from a bespoke curriculum. This is reviewed regularly to ensure that it meets their changing needs.

The school has a precise understanding of each pupil's reading needs. It provides highly tailored support so that they become confident and fluent readers. This includes support for any pupils with gaps in their phonics knowledge to catch up with their peers. Pupils read regularly. They enjoy reading a diverse range of books, including classic novels and plays by Shakespeare.

Pupils take an active role in their learning. They enjoy asking questions and they value the opinions of their classmates. Lessons are calm and learning is rarely interrupted. Staff support pupils expertly in lessons so that they can focus on their work.

The school's programme for pupils' personal development is at the heart of the success that pupils enjoy during their placement at the school. Throughout the curriculum, staff skilfully reinforce the key themes from the personal, social and health education (PSHE) curriculum. Pupils learn to cook and to manage their finances so that they are well prepared for independent living. The school prioritises access to careers education, information, advice and guidance for all pupils. Pupils are well-informed about the options available to them at each stage of their education. They move on to suitable destinations that should enable them to realise their ambitions when they leave the school.

The proprietor body and school leaders have a meticulous oversight of the school's work. They are committed to providing the very best educational experience for pupils. They ensure that the independent school standards ('the standards') are met consistently and securely. The proprietor body has robust systems in place to reassure itself that the standards are met consistently.

Staff benefit from a comprehensive programme of training that helps them to carry out their duties skilfully. They are effusive about the care and consideration that they receive from leaders. For example, regular meetings to support staff's well-being. Staff are exceedingly proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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	142332
DfE registration number	896/6002
Local authority	Cheshire West and Chester
Inspection number	10286444
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Boys
Number of pupils on the school roll	6
Number of part-time pupils	None
Proprietor	Your Chapter Ltd
Chair	Virginia Perkins
Headteacher	Monica Leontescu
Annual fees (day pupils)	£31,200
Telephone number	01614831505
Website	www.educ8.org.uk
Email address	info@educ8.org.uk
Date of previous inspection	26 to 28 February 2019

Information about this school

- Jefferson House is an independent school operated and owned by Your Chapter. The school opened in September 2015. It is one of 15 schools in the Educ8 group based in different parts of the country.
- The school is located at The Old Vicarage, Darnhall School Lane, Winsford CW7 1JT.
- The school has two full-time teachers and a headteacher. All other staff, including those that provide one-to-one specialist teaching and pupil support, are part time.
- The school does not make use of any alternative provision.
- Some pupils at the school have an EHC plan. They are placed at the school by a range of local authorities.
- The school provides for pupils with a broad range of SEND, including complex needs.
- At the time of the inspection, there were a very small number of pupils in the sixth form.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical qualifications and apprenticeships.

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 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.
- The inspectors carried out deep dives in the following subjects: reading, personal, social and health education (PSHE) and creative iMedia. They discussed the curriculum with subject leaders, visited some lessons, reviewed pupils' work and spoke with staff and pupils.
- Inspectors reviewed the curriculum plans and pupils' work for a range of other subjects including English, science, maths, French and art.
- Inspectors met with the headteacher and other leaders of the school.

- The lead inspector held meetings with the proprietor and the commissioning officer.
- The lead inspector held telephone conversations with representatives from local authorities which have pupils placed at the school.
- Inspectors met with leaders to discuss SEND, the curriculum, assessment, pupils' behaviour and the provision for pupils' wider development.
- There were no responses to Ofsted Parent View, including the free-text comments. There were no responses to Ofsted's online surveys for pupils and staff.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. They observed pupils' behaviour during lessons and at break and lunchtime.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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