

# Inspection of Jus`T`Learn

9–11 Commonside East, Mitcham, Surrey CR4 2QA

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Inspection dates: 13 to 15 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils are happy to attend this school. They are safe and they know that staff look out for their best interests. Pupils who attend the school have unique needs. The staff take time to find out what pupils already know, if there are any gaps in their knowledge and any issues that make it hard for them to learn.

There are high expectations for all pupils to behave well and work hard in lessons. Sometimes pupils need extra help to manage their emotions. Staff do this in a sensitive way and guide pupils back to learning as quickly as possible. There is a fair and consistent approach to managing behaviour, which helps pupils to settle quickly and re-engage in learning.

Pupils said that bullying is not a problem at the school. Sometimes there are friendship issues. Staff sort these out straight away. Pupils are motivated to learn and to gain the qualifications they need for the next stage of their education. The school is successful in helping pupils to become independent, resilient and ready to move on to the next stage of their education as soon as possible.

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

Pupils who join this school have a wide range of needs and abilities. What unites them is that they all have circumstances that make them vulnerable. Adults at the school understand the needs of the pupils well and support them in a caring, consistent and considerate way. Pupils like and trust the adults that help them. They know that they can talk to them if they are worried about anything.

Some pupils only stay for a short time at the school. Other pupils stay at the school until they have finished their examinations at the end of Year 11. The school's priority for all pupils is to re-engage them in their education and to give them the important social and emotional skills that they need to thrive.

Leaders and the proprietor have constructed an ambitious curriculum that meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). It now meets the requirements of the independent school standards. Teachers generally have the subject expertise required to deliver effective lessons. In some subjects, however, the school has not made clear to teachers what precise knowledge they need to teach and when. This means that in those subjects pupils do not achieve as well as they could.

Pupils are assessed when they join the school, so that teachers and leaders know if they have any gaps in their knowledge. Staff use this information to address any gaps and misconceptions. Leaders also make sure that pupils with SEND are identified and have their needs met. The school keeps a record of what pupils have learned and what they can remember. If this indicates that pupils are not sure about something, teachers go back and cover the content again. Pupils who are still

learning to read have regular, extra help. This helps them to catch-up quickly so that they can become fluent readers and access the rest of the curriculum.

Behaviour is mostly calm at the school. Sometimes there can be some interruption to lessons, but staff sort this out quickly and help pupils to resolve any problems that they have. Over time, pupils learn how to manage these situations on their own.

Pupils have access to impartial careers guidance and are provided with support to think about what they would like to do in the future. This includes college courses and apprenticeships. The school helps pupils with applications and preparation for interviews.

The school provides pupils with a programme to enrich their cultural and social experiences. This includes opportunities to understand and appreciate the work of artists and musicians. Through workshops and external speakers, pupils are taught about important topics such as the dangers of knife crime and gangs. They get involved in sports and physical activities such as football and badminton and learn about physical and mental health. Through the personal, social and health education curriculum (PSHE) pupils are taught a wide range of topics, for example about safe and healthy relationships, and how to stay safe online and in the community. Pupils are well prepared for life in modern Britain. For example, topics covered include democracy and justice, the different way that people might live their lives and the importance of treating everyone with tolerance and respect.

The school sites are safe, well maintained and reasonably pleasant places to learn. Leaders and the proprietor keep the environment and resources under review and make continual improvements. There is sufficient room across the two premises for teaching up to 80 pupils. The outdoor space is limited at both sites, so leaders have organised for pupils to have regular planned visits to local leisure centres for physical education (PE).

The proprietor is fully involved in the life of the school. He has put in place a board of trustees that acts as a local governing body. This body, along with the proprietor, ensures that leaders are supported and challenged and that they have the resources that they need to continually improve the school. The school has capacity to maintain their compliance with the independent school standards. Their accessibility plan complies with schedule 10 of the Equality Act 2010.

Staff like working at the school. They feel valued and said that leaders take their well-being into account.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and proprietor)**

- In some subjects, leaders have not identified clearly the small steps of knowledge they want pupils to learn and remember. This means that pupils do not routinely reach their potential in these subjects. Leaders should make sure that all areas of the curriculum clearly identify what pupils should learn and remember so that teachers know exactly what they should teach and in what order.

## **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>	140496
<b>DfE registration number</b>	315/6006
<b>Local authority</b>	Merton
<b>Inspection number</b>	10299226
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Number of part-time pupils</b>	3
<b>Proprietor</b>	Munier Jussab
<b>Chair</b>	Munier Jussab
<b>Headteacher</b>	Shaila Osman
<b>Annual fees (day pupils)</b>	£65 per day for pupils without an EHC plan, £100 to £120 per day for pupils with an EHC plan
<b>Telephone number</b>	02086 489662
<b>Website</b>	<a href="http://www.justlearn.org.uk">www.justlearn.org.uk</a>
<b>Email address</b>	<a href="mailto:info@justlearn.org.uk">info@justlearn.org.uk</a>
<b>Date of previous inspection</b>	25 April 2023

## Information about this school

- The school's last standard inspection was in March 2022. Its overall effectiveness was judged to be inadequate and some of the independent school standards were not met.
- The school received a progress monitoring inspection in April 2023. The previously unmet standards continued to be unmet. The school was asked to submit an action plan thereafter. The action plan was judged by Ofsted as acceptable in September 2023. The school was notified of this outcome by the Department for Education (DfE) in October 2023.
- The school uses no alternative provision.
- Jus'T'Learn is an independent day school and provider of alternative education. It is currently registered for up to 50 pupils aged 11 to 16 years. However, there are currently 67 pupils on roll.
- The day school and alternative provision operate from premises on two sites. The main building, at 9–11 Commonside East, Mitcham, Surrey CM4 2QA, includes a dedicated but separate provision for girls. There is an additional site at Danbury Mews, Wallington, Surrey SM6 0BY.
- Pupils are referred and placed by local authorities and schools within London. Most pupils remain on their placing school's roll. Some pupils attend the provision on respite for a relatively short time before returning to mainstream education. Others remain at the school until the end of Year 11. At the time of the inspection, most pupils were in Year 11.
- The school caters for pupils with SEND. At the time of the inspection, a few pupils had education, health and care (EHC) plans.

## 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.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders and the school improvement partner throughout the inspection. They also met with a representative of the proprietor.

- Inspectors carried out deep dives in science, PSHE and art. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- 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.
- To check that leaders had ensured that the independent school standards were met, the inspectors carried out a tour of the school sites. The inspectors also met with leaders and checked the school's policies, records and other evidence of compliance.
- Inspectors considered the responses to Ofsted's surveys for parents and carers, pupils and staff.

### **The school's progress in meeting previously failed standards**

- During the inspection we checked whether the school now meets the independent school standards that it was judged to have failed at its previous progress monitoring inspection in April 2023.
- The outcome of this part of the inspection is: **the school now meets the previously failed standards.**
- At the time of the progress monitoring inspection in April 2023, leaders had taken some action to improve the curriculum. Schemes of work were in place in each subject. However, at that time the schemes did not sufficiently take into account the needs and aptitudes of all pupils. Furthermore, implementation of the schemes of work was inconsistent.
- The school has ensured that there is a written curriculum policy, with supporting schemes of work. Teachers are able to use the written guidance to teach effective lessons. The curriculum is sequenced so that pupils gain knowledge and skills in a sequential way.
- The curriculum takes into account the range of ages and aptitudes of the pupils who attend the school, including pupils who have an EHC plan.
- The curriculum supports pupils to be able to think and learn for themselves and to build up knowledge in a wide range of subjects, including PE and art and design.
- Teachers have a secure knowledge of the subjects that they teach, and they understand the particular needs of the pupils, including pupils' starting points and the barriers that they have to learning and remembering.
- The proprietor has established systems of challenge and support, which has resulted in leaders fulfilling their responsibility to ensure the independent school standards are consistently met. The well-being of pupils is promoted.

## **The school now meets the following 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.
- 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.

### **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.

### **The school's proposed change to the maximum number of pupils**

- The school has applied to the DfE to make a 'material change' to its registration. The school is currently registered for up to 50 pupils. The proprietor proposes to increase the registered number to 80. At the DfE's request, we checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.



- The outcome of this part of the inspection is: **the school meets the independent school standards relevant to the material change. The material change has already been implemented.**
- The school operates across two different sites. The classrooms on each site can accommodate up to 10 pupils and there are at least four good sized teaching spaces on each site. There are also some additional spaces available, which are used for interventions or smaller group work. The main site also has a separate, self-contained provision for girls. This block can comfortably accommodate 10 pupils.
- There is an adequate number of toilet facilities on each site, and a place for pupils to eat their lunch.
- The outdoor space at each site is small, but the proprietor makes up for this by purchasing weekly sessions at local leisure centres in each location, so that pupils can have their PE lessons there.
- Because of the complex needs of the pupils, it is not recommended that 80 be exceeded as a maximum total number, as a higher number of pupils could be detrimental to their education and well-being. It is not recommended that either site exceed 50 pupils, with the best arrangement being an equal spread of pupils across each site.
- The proprietor has secured additional space at the second site to achieve this proposed increase. This has been achieved by leasing the building next door. The proprietor has also leased the small piece of land to the rear of the property to make a playground.

## Inspection team

Gary Pocock, lead inspector	Ofsted Inspector
Frances Hawkes	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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