

Peregrinate Ltd.

14 Swinderby Drive, Kirkby L31 1JW

Inspection date

13 December 2023

Overall outcome

The school meets all of the independent school standards that were checked during this inspection.

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.

The material change has already been implemented.

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b)–2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d)–2(2)(d)(ii), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- These independent school standards ('standards') were identified as unmet at the school's standard inspection in October 2022. Inspectors found that pupils received a poor-quality curriculum that lacked breadth and depth. Pupils did not learn enough about fundamental British values or different cultures and religions. Pupils did not receive suitable up-to-date careers guidance. As a result, the school did not meet the standards for the quality of education. Pupils were ill-prepared for life in modern Britain.
- When the school's action plan was evaluated in March 2023, it was judged that the proposed actions to improve the quality of education were not likely to ensure that these standards would be met. This was because the school had not identified sufficient measurable success criteria or realistic timescales.
- During this progress monitoring inspection, it was evident that the school has overhauled much of the curriculum. The school has reviewed the curriculum policy and associated plans and schemes of work. Typically, these plans and schemes of work contain sufficient detail so that staff know what knowledge to teach to pupils and when to teach it. The school's improved curriculum planning now provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- As part of the review of the curriculum, the school has established a refreshed personal, social, health and economic (PSHE) education curriculum. This curriculum meets the latest statutory requirements and encourages pupils to respect differences. Pupils'

understanding of protected characteristics, as set out in the Equality Act 2010, is further strengthened as the curriculum now makes sure that pupils learn about these characteristics in PSHE sessions and in other subjects.

- The school has improved the careers information, advice and guidance that pupils receive. Pupils receive group careers education in their tutor times. The enhanced careers curriculum helps pupils to learn about a range of careers available to them. Pupils develop skills such as curriculum vitae writing and preparing for interviews. The school works closely with pupils' home schools, and parents and carers, to prepare pupils for the transition to further education, employment or training in a timely way.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)–2A(1)(g), 2A(2)

- This standard was identified as unmet at the school's standard inspection in October 2022. Inspectors found that pupils were not benefiting from suitable relationships and sex education (RSE).
- The school submitted an action plan in March 2023. This part of the action plan was judged to be suitable. The requirements in this standard were likely to be met if the proposed actions were implemented.
- This inspection has found that the school has reviewed the RSE policy and curriculum. The policy refers to the latest statutory advice and is available on the school's website. Parents receive suitable information regarding the RSE curriculum. The curriculum provides pupils with age-appropriate RSE. During the inspection, pupils' work demonstrated that the improved curriculum is being implemented. As a result, pupils are developing an improved understanding of important issues such as consent, sexual health and contraception.

Paragraphs 3, 3(a)–3(g), 3(i), 3(j), 4

- These standards were identified as unmet at the school's standard inspection in October 2022. Inspectors found that the school did not account well enough for the different abilities and needs of pupils, including pupils with special educational needs and/or disabilities (SEND). Teaching at the school did not allow pupils to make sufficient progress because pupils experienced disjointed learning activities. Pupils' progress was further hindered as staff did not have the training and support required to deliver the curriculum well. Inspectors also found that staff did not know how to check pupils' learning and did not understand how to help pupils to address misconceptions.
- The school's action plan was deemed unlikely to help meet these standards. This is because, while some of the planned actions were judged to be appropriate, the proposed timescales indicated a lack of understanding of the extent of staff training and development required to likely meet the standards.
- The evidence collected during this inspection demonstrates improvements in relation to these standards. For example, pupils' learning follows the school's intended sequence of lessons and is supported by useful resources. Staff understand pupils' SEND and prior attainment. They use this information well to provide pupils with helpful feedback and support. The school tracks pupils' attendance, behaviour and academic attainment over time. This information is used by staff to adapt their teaching so that pupils make progress. The school provides parents and pupils' home schools with a progress report regularly.

- All pupils remain dual registered with a mainstream school. The school has improved its relationships with pupils' mainstream schools. The support provided by these schools has helped to improve staff's subject knowledge, especially in English and mathematics, and the delivery of the curriculum.
- These standards are now met. The standards are also likely to be met if the material change is approved.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(ii), 5(b)(iv), 5(b)(v), 5(b)(vii)

- This standard was identified as unmet at the school's standard inspection in October 2022. The school did not actively promote fundamental British values such as democracy, the rule of law and mutual respect and tolerance of people with different faiths and beliefs. Furthermore, there were limited opportunities for pupils to learn about different cultures and religions.
- The school submitted an action plan in March 2023. The action plan did not define aspects of fundamental British values in enough detail. The evidence submitted as part of the action plan did not provide sufficient detail regarding the proposed improvements to the PSHE curriculum. As a result, the action plan was deemed not likely to ensure that this standard would be met.
- The school has reviewed and changed the PSHE curriculum. As a result, pupils now learn about fundamental British values in suitable depth. Some of the curriculum is delivered during small group tutor time and, when appropriate, staff work individually with pupils to cover aspects of the PSHE curriculum. Pupils' work reviewed during this inspection indicated that they are working through the curriculum as the school intends. Furthermore, the school has strengthened aspects of other subject curriculums to make meaningful links to fundamental British values. For example, pupils learn about democracy and how Parliament works when studying history. Pupils benefit from a range of trips, such as to places of worship. The school reacts to emerging local concerns such as incidents of knife crime quickly and appropriately. This work further develops pupils' understanding of right and wrong.
- This standard is now met. The standard is also likely to be met if the material change is approved.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school has established a safeguarding policy that has suitable regard to the latest statutory guidance. The policy is available on the school's website. The policy is likely to remain suitable if the material change is granted.
- The school provides staff with regular safeguarding training. This includes training regarding the safer recruitment of staff. As a result, staff know how to identify and refer concerns regarding pupils' safety to appropriate agencies swiftly and accurately. These procedures are likely to ensure that staff continue to identify, help with and manage any concerns about pupils' welfare if the material change is approved.

- During the inspection, pupils told the inspector that they felt safe and happy in school. Staff have a secure knowledge of how pupils with SEND may be more vulnerable. This is likely to remain suitable if the material change is granted.

Paragraph 11

- The school has written an appropriate health and safety policy. The policy describes a number of possible risks and suitable responses to mitigate these. For example, how to test water regularly to reduce the risk of legionella. This policy will likely remain appropriate if the material change is approved.
- The school regularly completes checks to ensure that pupils and staff are protected from risks. For example, they conduct checks on the electrical safety of the school premises. These procedures are likely to remain suitable if the material change request is granted.

Paragraph 12

- The school regularly tests the fire alarm and checks that firefighting equipment is well maintained. The checks on equipment are conducted by suitably qualified professionals. Fire escapes are free from clutter and are clearly signposted. These checks are likely to ensure that this standard will remain met if the material change is approved.
- The school has a secure understanding of, and is compliant with, the Regulatory Reform (Fire Safety) Order 2005. Fire-safety procedures at the school are tested regularly. These arrangements are likely to remain met if the proposed material change is granted.

Paragraph 14

- The school provides small-group tuition to pupils. The school deploys a sufficient number of staff to help ensure that pupils receive appropriate supervision throughout the school day.

Paragraph 16, 16(a), 16(b)

- The school's risk assessment policy is suitable. The school has produced a range of well-considered risk assessments. For example, for when pupils travel off site for educational visits, and when they are learning in the school kitchen. The risk assessment policy is likely to remain appropriate should the material change be granted.
- The standards in this part are likely to be met if the material change is granted.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(c)

- The school has a medical room available for pupils' use. The medical room is close to a toilet. It contains a shower and appropriate facilities for the short-term medical treatment of pupils.
- The school does not propose to cater for pupils with complex needs. Consequently, it does not need to provide additional medical accommodation which caters for those needs. The current medical room is likely to remain appropriate if the material change is approved.

Paragraph 25

- The school is well maintained. Staff regularly check the accommodation and premises for any issues. The school ensures that identified issues are fixed quickly to help ensure that pupils and staff stay safe. This is likely to continue if the material change is approved.

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

- In the October 2022 standard inspection, this standard was identified as unmet. Inspectors found that there was no outdoor space that could be used to enable physical education (PE) to be provided to pupils.
- Ofsted deemed the school's action plan, submitted in March 2023, as unlikely to meet the standards. This is because the school's proposed actions did not contain suitable success criteria.
- This inspection has found that the school has changed premises. Pupils now have access to an area that provides sufficient space for PE lessons to take place. The school's PE curriculum provides pupils with small-group coaching. This provision is further enhanced by weekly visits to a gymnasium. The school has established a suitable risk assessment and procedure for pupils' use of, and travel to and from, this gym.
- These standards are met. These standards are also likely to remain met if the material change is approved.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(3), 32(3)(c), 32(3)(e)

- This standard was identified as unmet at the school's standard inspection in October 2022. Inspectors found that the school did not publish all of the required information online.
- The school submitted an action plan to Ofsted in March 2023. The action plan was deemed appropriate as the school had identified actions that were likely to help meet this standard.
- The school now provides all of the required information online. This includes curriculum information and the school's safeguarding policy. The school understands the requirements to publish the results of any public examinations. However, as all pupils are dual registered with another school, they typically sit their examinations at their home schools. Added to this, some year groups are particularly small, so results cannot be published as the results of individual pupils could be identified. Consequently, there is currently no data to include on this part of the school's website.
- This standard is now met. The standard is also likely to be met if the material change is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a)–34(1)(c)

- At the time of the standard inspection in October 2022, inspectors identified a number of unmet standards. Inspectors found that the proprietor and school leaders did not have the knowledge or skills to meet the standards consistently.
- The school's action plan was deemed unacceptable. This is because the school had not provided actions that were likely to ensure that the standards would be met consistently.

Additionally, the school had not provided suitable success criteria to measure the impact of the proposed actions.

- This inspection has found the previously unmet standards to now be met. The school has involved other professionals, including local headteachers, to support the improvements to the design of the curriculum. The school has improved the oversight of curriculum implementation across a range of subjects. This has resulted in improvements to curriculum delivery. Moreover, the school has provided staff with useful training and support. This has involved working with local schools and national organisations.
- The school has sought professional advice and guidance in relation to the standards. This advice has increased the proprietor's knowledge of how to ensure that the standards are met consistently. The proprietor continues to teach at the school but increasingly acts as a critical friend to teaching staff. This has improved the proprietor's oversight of the quality of education that pupils receive and has also provided helpful guidance to staff.
- This standard is now met. The standard is also likely to be met if the material change is approved.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan is compliant with Schedule 10 of the Equality Act 2010. It is likely to remain suitable if the material change is approved.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets 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)(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.
- 2(A)(1) The standard in this paragraph is met if the proprietor–
 - 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
 - 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
 - 3(i) does 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; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 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)(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)(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 5. Premises of and accommodation at schools

- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum.

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)(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(3) The information specified in this sub-paragraph is–
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations.

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.

School details

Unique reference number	145160
DfE registration number	341/6025
Inspection number	10296122

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	31
Number of part-time pupils	31
Proprietor	Angela Mollan
Headteacher	Angela Mollan
Annual fees (day pupils)	£13,163 to £85,000
Telephone number	01512 033142
Website	peregrinate.school
Email address	admin@peregrinate.school
Date of previous standard inspection	11 to 13 October 2022

Information about this school

- The school's most recent standard inspection was 11 to 13 October 2022.
- The school is based at 41 Liverpool Road North, Maghull, Liverpool L31 2HE. At the time of standard inspection, it was located at Norris Green Youth Centre, Townsend Avenue, Liverpool L11 5AF. The school is no longer using the premises at Norris Green Youth Centre.
- At the time of the inspection, the school's registered address is recorded as 14 Swinderby Drive, Kirby, Liverpool L31 1JW. Therefore, it is operating beyond the current registration agreement with the Department of Education (DfE), as shown on the 'Get Information about Schools' website. The school has notified the DfE of this discrepancy.

- The school provides alternative education provision for up to 60 pupils aged 11 to 16. The school caters for pupils who have been out of education for extended periods. All pupils are dual registered with a mainstream school. Pupils remain at Peregrinate School for short- or long-term placements. Some pupils have SEND, including a number with education, health and care plans. The main needs that the school caters for are social, emotional and mental health, autism and cognition and learning difficulties.
- Places are commissioned by schools or local authorities.
- The school does not use alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection since the standard inspection in October 2022. It was conducted without notice.
- The DfE required the school to prepare a statutory action plan. Ofsted evaluated this plan on 31 March 2023. The DfE rejected this plan.
- The inspector also carried out a material change inspection at the request of the DfE. This was because the proprietor requested a change in premises and to register as an independent special school.
- The inspector met with senior leaders, staff and the proprietor. He reviewed curriculum documents and samples of pupils' work, including work in English, mathematics, PSHE and geography.
- The inspector spoke with pupils about their experience of school.
- The inspector examined documents, including the safeguarding policy, the curriculum policy and documents related to the standards. This included documents relating to the health, safety and welfare of pupils. The inspector reviewed the single central record.
- The inspector conducted a tour of the premises.

The school's proposed change to its premises and to admit pupils who have special educational needs.

The school has applied to the DfE to make a 'material change' to its registration. 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 supports pupils who have become disengaged from education. Some pupils have SEND. The school has acted, since the October 2022 inspection, to strengthen its approach to meeting pupils' needs through an improved curriculum. Staff training, including close-knit working with other agencies, helps to meet pupils' SEND. All pupils remain on the register of a mainstream school. The school links regularly with pupils' mainstream schools to understand pupils' needs, starting points and suggested strategies to meet these needs well.
- The school accommodation is suitable for use as an independent special school. There are sufficient larger rooms for group teaching, and smaller rooms that are appropriate for one-to-one work, including bespoke support. Classrooms are suitable for pupils' SEND. The school accommodation is safe, well maintained and furnished appropriately. There are sufficient levels of staffing to ensure that pupils should be well supervised

through the school day. Outside space is available to pupils for PE and socialising. A well-equipped kitchen is available for use by pupils to further enhance the curriculum.

Inspection team

Adam Sproston, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2023