

Educ8 Leicestershire

Allextion Youth and Community Centre, Frolesworth Road, New Parks, Leicester,
Leicestershire LE3 6LP

Unique reference number (URN): 150440

Progress monitoring inspection report:

9 June 2026

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

At the time of the school's standard inspection in June 2025, leaders had not ensured that the independent school standards (the standards) were met. The school did not have a consistent approach to the teaching of reading or a well-implemented curriculum. Pupils with gaps in their knowledge, particularly in reading, did not receive the support they needed to develop fluency and confidence. Their understanding of the values that underpin modern British society was also limited.

The proprietor demonstrates an accurate understanding of the school's weaknesses and has taken appropriate steps to strengthen capacity in the leadership of the school. This includes securing external support and appointing key staff with relevant expertise to support improvement. A new leadership structure is in place, and further changes are

planned. The school's capacity to secure improvement over time is developing but has not sustained impact to ensure that the independent school standards are met consistently and securely.

The proprietor has ensured that staff receive professional development to support their understanding of the curriculum and to meet the needs of pupils. However, there have been significant changes in staffing. As a result, leaders have needed to revisit training and reinforce expectations for both curriculum delivery and behaviour management across the staff team.

The previously unmet standards in this part remain unmet.

Part 1. Quality of education provided

Curriculum

At the time of the last standard inspection, the school did not have a consistent approach to the teaching of reading or a well-implemented curriculum. Pupils with gaps in their knowledge, particularly in reading, did not receive the support they needed to develop fluency and confidence.

The school has begun to take action to improve the curriculum and the teaching of reading. For example, leaders have introduced a new curriculum, and some staff have received training to deliver the new phonics programme. However, these are not implemented consistently or with fidelity. Staff do not consistently use appropriate phonics strategies to teach reading. Reading materials are not always matched to pupils' needs, and phonics strategies are not applied consistently during reading sessions. Some pupils disengage when texts are too difficult, limiting their progress. Consequently, pupils with gaps in their phonics knowledge do not receive the consistent support they need to read fluently. This inconsistency is also evident across the wider curriculum.

Leaders have begun to develop the reading environment, including introducing a reading area and increasing access to texts. However, this provision is at an early stage and is not yet effectively embedded. Pupils continue to have negative attitudes towards reading. They do not see how reading is relevant to their interests or everyday lives.

The school has ensured that curriculum plans and schemes of work are in place and identify the knowledge pupils are expected to learn. However, leaders have not given sufficient consideration to what pupils in mixed-age classes, and those with special educational needs, will learn or how staff will make the necessary adaptations to ensure that pupils learn effectively.

The previously unmet standards in this part remain unmet.

Teaching

Leaders had not previously ensured that pupils make good progress according to their ability. Staff did not use well-considered teaching methods because they did not have the expertise to deliver the curriculum. Although the proprietor has begun to address these issues, there has been limited impact. In practice, lessons are not matched well to pupils' starting points. Pupils in different year groups are taught the same content, and there is limited clarity about how the curriculum is adapted to meet differing needs.

The school has taken steps to strengthen the personal, social and health education curriculum, including introducing an approach to promote pupils' understanding of fundamental British values. However, this is not yet implemented consistently, and pupils' knowledge and understanding of this area remains weak.

The previously unmet standards in this part remain unmet.

Part 3. Welfare, health and safety of pupils

Behaviour and supervision of pupils

At the time of the school's standard inspection, the school had not ensured that its behaviour policy was implemented consistently. Staff did not always respond effectively to poor behaviour, and this affected pupils' learning.

The school has begun to address these shortcomings, including changes to staffing, increased leadership oversight, and revised approaches to managing behaviour. Leaders have put appropriate interventions in place for pupils with the most challenging behaviours, including adapted timetables and additional resources. These actions have had a positive impact, and as a result, suspensions have significantly reduced.

Pupils are generally calm and respectful around the school. During unstructured times, pupils engage positively with staff, and relationships are supportive. Staff supervise pupils closely, and routines support orderly conduct. Pupils report that they feel safe and can speak to staff if they have concerns.

However, the implementation of the behaviour policy remains inconsistent. Behaviour documents do not identify the needs or triggers for pupils. Currently, not all staff have received sufficient training in the school's approaches. In some lessons, expectations are too low and pupils become disengaged.

The previously unmet standards in this part remain unmet.

About this inspection

Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The focus of this inspection was on the standards that were judged not to be met at the time of the school's most recent standard inspection.

The school's most recent standard inspection took place in June 2025.

This is the school's second progress monitoring inspection. The previous progress monitoring inspection took place in January 2026.

The DfE required the school to prepare an action plan. Ofsted reviewed this action plan in April 2026. The DfE rejected this action plan.

This progress monitoring inspection was conducted without notice.

Inspectors spoke with the proprietor, the headteacher and other leaders during the inspection. A sample of lessons were visited. The inspector spoke to pupils and staff.

Inspectors also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the ISS remain met.

The school uses two unregistered alternative provisions.

Lead inspector

Shaheen Hussain

His Majesty's Inspector

About this school

Proprietor

Educ8 Leicestershire Limited

Headteacher

Mr Owen Howell

Type of school

Other independent special school

Capacity

16

Number of full-time pupils of compulsory school age on roll

11

Number of part-time pupils of compulsory school age on roll	4
Age range of pupils	13 to 16
Gender of pupils	Mixed
Annual fees for day pupils	£43,350 to £54,950
Email address	owen.howell@educ8group.com

Independent school standards that the school does not meet

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.
- 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(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively.

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.

Independent school standards requirements that the school now meets

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 6. Provision of information

- 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.

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