

Educ8 Southport

197a Sussex Road, Southport, Merseyside PR8 6DG

Inspection date

24 October 2024

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b) to 2(1)(b)(ii), 2(2) to 2(2)(e)(iii), 2(2)(g) to 2(2)(i)

- The proprietor has written an appropriate curriculum policy which clearly explains leaders' aims for the curriculum. The policy outlines a sufficiently broad range of subjects for pupils to study in key stages 3 and 4. The curriculum policies outline how the curriculum will contribute to pupils' spiritual, moral, social and cultural (SMSC) education and take into account the needs and previous experiences of pupils.
- The curriculum policy is supported by appropriate schemes of work for each subject. Leaders have thought carefully about what pupils should learn and by when, and what prior knowledge they will need to be successful in new learning. The curriculum is carefully designed to meet the individual needs of pupils, some of whom will have special educational needs and/or disabilities (SEND), and an education, health and care (EHC) plan.
- The school places sufficient importance on the teaching of reading, writing, speaking and listening, and mathematics. For example, the proprietor has carefully considered how pupils who are in the early stages of learning to read will be assessed and then provided with extra support, including phonics when needed, to read with confidence and fluency. Vocational subjects and physical education (PE) are also given prominence on the school's timetable. Pupils will study a range of other subjects that will provide them with experiences in technological, human and social and aesthetic and creative education.
- Pupils will have access to a range of academic and vocational qualifications according to their abilities, interests and needs.
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. There is an appropriate scheme of work for PSHE education which sets out the important knowledge that pupils will acquire from key stage 3 to 4. There is a suitable emphasis on health, well-being and relationships.
- The curriculum encourages pupils' respect for other people, including those with the protected characteristics, as set out in the Equality Act 2010.

- There are suitable arrangements in place for pupils in key stages 3 and 4 to receive careers education. The school intends to provide impartial careers information, advice and guidance through the PSHE education curriculum and with the support of external agencies. Leaders also intend to arrange work experience as well as visits to employers and local businesses. These activities will be tailored to the individual needs and interests of pupils and linked to their vocational courses.

Paragraph 2A(1), 2A(1) (b), 2A(1)(d) to 2A(3)

- The PSHE curriculum is planned to provide pupils with age-appropriate relationships and sex education. The proposed school's policy complies with the relevant statutory guidance. Leaders have considered how they will consult with parents and carers about the policy. They are also aware of their duty to ensure that the policy is shared with parents.

Paragraph 3(a) to 3(g)

- The proprietor is committed to ensuring that teachers and other staff have the appropriate subject knowledge and expertise to teach the curriculum well. For example, the school has recruited experienced staff with a broad spectrum of curriculum, behaviour and nurture experience to provide a good-quality education for pupils. The proprietor also intends to further support staff development by providing training, guidance and opportunities to work with other schools and training providers to help teachers to deliver the curriculum effectively.
- The proprietor has provided teachers with curriculum plans that detail the important knowledge to teach and when to teach it. These plans also give teachers information about what prior knowledge pupils should have to help them to learn new knowledge. The school expects teachers to adapt these plans in response to the needs and aptitudes of individual pupils. The school has classrooms that are designated for specific subjects such as English and mathematics, vocational subjects and other wider curriculum subjects. These classrooms are resourced with a range of appropriate equipment. For example, tools and work benches for construction courses and professional workstations for hair and beauty courses.
- The proposed school's leaders have a wide range of experience and expertise in education and training. They are committed to providing all staff with the opportunity to gain professional qualifications, including qualified teaching status. The proprietor has a robust system for quality assurance visits and activities to ensure that pupils increase and develop their understanding, knowledge and skills across the curriculum.
- The school has a clear framework for teachers to carry out assessments to establish pupils' starting points when pupils join the proposed school. Initial and ongoing assessments will inform what and how pupils are taught. Teachers will check regularly that pupils are learning the intended curriculum. The assessment policy sets out clearly how teachers should provide verbal and written feedback to pupils.

Paragraph 3(h) to 3(j)

- There is a suitable policy in place setting out the school's expectations for pupils' behaviour. The policy is appropriate to the needs of pupils in the proposed school and recognises the specific challenges that pupils may face with regards to their social,

emotional and mental health needs. It also outlines leaders' commitment to ensuring that all staff adopt a positive approach to improving pupils' behaviour.

- The school has ensured that the curriculum does not undermine the fundamental British values and does not discriminate against pupils, contrary to part 6 of the Equality Act 2010. For example, pupils will learn about the protected characteristics and how to be respectful and tolerant of people who may be different to themselves.

Paragraph 4

- The proprietor has written a suitable assessment policy. This policy outlines how pupil performance will be monitored and shared with parents. Leaders intend to report to parents every term and provide them with information about their child's progress, attainment and attendance.
- All of the independent school standards ('the standards') in this part are likely to be met if the proposed school opens.

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

Paragraph 5, and 5(a) to 5(d)(iii)

- The school has given consideration to pupils' SMSC development through the PSHE curriculum and the wider curriculum. Pupils will be taught about fundamental British values, such as the rule of law, individual liberty and democracy. The school will promote pupils' understanding of a range of faiths and cultures and how to be respectful and tolerant of people who have different views and beliefs to their own. Enrichment activities will incorporate frequent visitors to school and school visits to promote pupils' understanding of the local community and the world more widely.
- The school's policies include positive references to all of the protected characteristics as set out in legislation.
- Pupils will learn how to keep themselves safe and mentally well. For example, they will be taught about how to keep themselves safe, including online. Leaders also plan to invite visitors to school to talk to pupils about drug awareness and the law. Leaders intend that this will help pupils to make responsible and safe choices in their future lives.
- The standard in this part is likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

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

- The proprietor has put in place the necessary arrangements to safeguard pupils and to promote their welfare at the proposed school. There is a suitable and up-to-date safeguarding policy in place which gives consideration to current statutory guidance.
- The executive headteacher will be the designated safeguarding lead in the proposed school. Leaders who deputise for the designated safeguarding lead will be trained to the same level. Leaders who will be responsible for safeguarding have appropriate knowledge and experience in this area.
- The proprietor has ensured that all new staff will receive an appropriate induction into the school, including suitable safeguarding training. Staff will receive regular updates

on local and national safeguarding issues and will receive training pertinent to the particular vulnerabilities of the pupils at the proposed school.

Paragraphs 9, 9(a) to 9(c), and 10

- The proprietor has a comprehensive and suitable behaviour policy in place. There is also an appropriate anti-bullying policy. Both policies pay particular regard to the needs of pupils in the proposed school. The behaviour policy outlines how pupils are expected to behave and sets out examples of unacceptable behaviours and how these will be addressed. The policies outline the actions that the school will take to address any incidents of unacceptable behaviour or bullying, including discriminatory language.
- The school has established a system for staff to record and report any incidents of poor behaviour or bullying. Staff will use the same recording system to report and record any safeguarding concerns that they may have. The proprietor intends to have oversight of any incidents that have been recorded and will complete regular analysis of this information. This is so that it can cross-reference any safeguarding and behaviour concerns to build a bigger picture of each pupil.

Paragraphs 11 and 12

- The proprietor has a suitable health and safety policy. It complies with all relevant laws.
- Staff new to the school will complete health and safety training as part of the induction process. The proprietor has made suitable arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place. This provides reassurance that pupils will be safe when they are using electronic devices in school.
- The proprietor has ensured that there are a range of measures in place to comply with the Regulatory Reform (Fire Safety) Order 2005. For example, there are fire extinguishers which will be checked regularly, there is appropriate signage around the building identifying ample emergency routes and exits and there are planned regular fire drills.

Paragraph 13

- The proprietor has written a first-aid policy and has made arrangements to ensure that all staff will be suitably qualified to administer first aid. The school has ensured that there are fully stocked first-aid kits.

Paragraph 14

- The proposed number of staff is adequate to ensure that pupils will be appropriately supervised throughout the school day. Pupils will always be supervised, including at breaktimes and when undertaking visits off-site, for example to local sports facilities.

Paragraph 15

- The school has a suitable admissions policy. The proprietor has established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- There is an appropriate system in place to register pupils' attendance each day. The school will monitor any absences effectively. It plans to take swift and appropriate

action to follow up on any pupil absence, when required. Parents will receive information about pupils' attendance in school reports.

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

- The proprietor has ensured that there is a suitable risk assessment policy in place. The risk assessments that have already been completed show how leaders plan to take appropriate actions to minimise risks to pupils.
- The standards in this part are likely to be met if the proposed school opens.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a) to 18(2)(e), 18(3), 19(2), 19(2)(a) to 19(2)(d)(ii), 19(3), 20(6), 20(6)(a) to 20(6)(c), 21(1) to 21(5)(a)(ii), 21(5)(c), and 21(6)

- The single central record is in place and meets the statutory requirements for the information it must contain. Leaders understand that the required checks on the suitability of staff must be completed before staff take up appointment.
- All of the required checks for the proprietor, leaders and some staff at the proposed school have been completed. Plans for the recruitment of additional staff are underway. There is a clear and detailed plan for the induction of new staff. This includes staff completing safeguarding and other appropriate training on appointment.
- The school is aware of the procedures that it should follow should it employ agency staff to ensure that these staff are suitable to work with pupils.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The proposed school is housed in a former children's nursery which is being refurbished for use as a new school. The layout of the building has been carefully considered to ensure that there are separate spaces for specific academic and vocational subjects. There are several classrooms, dedicated spaces to deliver vocational subjects, as well as outdoor, office and storage spaces. The proprietor has refurbished the building to an acceptable standard and plans for continued improvements are well underway.

Paragraphs 23(1) to 23(1)(b), and 28(1) to 28(2)(b)

- There are toilet facilities provided in two separate rooms, intended for use by one pupil at a time and secured from the inside to provide privacy. There is also an accessible toilet for the use of pupils, staff and visitors. There is a supply of hot and cold running water. The hot water does not pose a scalding risk.
- The proprietor has made arrangements to ensure that pupils will have access to drinking-water throughout the day.

Paragraph 24(1) to 24(1)(c)

- There is suitable accommodation provided for the short-term care of sick and injured pupils. This designated space is in the headteacher's office and is close to the toilet facilities. There is a sink in this room as well as a bed, blanket and first-aid kit.

Paragraphs 23(1)(c), 26, 27 to 27(b), and 29(1) to 29(1)(b)

- Pupils will have access to a safe outdoor space. They will also have timetabled PE lessons in accordance with the school's curriculum. Leaders plan to access facilities in a local college with a leisure centre. Pupils will have access to suitable changing accommodation and showers when taking part in these lessons. The proprietor will have risk assessments in place to ensure the safety of pupils when travelling to and from this site, and when using these facilities.
- Classrooms and other spaces are light, bright and airy. All rooms have appropriate lighting and have suitable heating and acoustics. There is appropriate external lighting so that pupils, staff and visitors can enter or exit the building safely in the hours of darkness.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraph 32(1) to 32(1)(c), 32(1)(f) to 32(1)(i), 32(1)(k), 32(2), 32(2)(a), 32(2)(b) to 32(2)(b)(ii), 32(2)(c), 32(2)(d), and 32(3) to 32(3)(g)

- The proprietor has established a school website that contains all of the required information that needs to be published for the proposed new school.
- There is a suitable range of information available for parents and pupils when they join the school. Policies are in place, and they are available on request. These include the curriculum, behaviour and safeguarding policies.
- The school intends to provide the necessary information to the responsible local authorities for those pupils with an EHC plan.
- The school intends to provide termly and annual reports on pupils' progress, attainment, attendance and behaviour to parents. The school is aware that following any inspection, copies of the report must be provided to parents and published on the school's website.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraph 33 to 33(k)

- The proprietor has a suitable complaints policy. It includes appropriate timescales for responding to complaints and includes information about the storage and sharing of written records. The policy ensures that the procedure for making a complaint is clear.
- The standard in this part is likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(c)

- The proprietor demonstrates a secure understanding and knowledge of the standards. This is likely to enable the proprietor to set up and run this independent school successfully. The proprietor has ensured that those with responsibility for leadership and management have the knowledge and expertise to carry out their roles effectively. The school is highly committed to providing a high quality of education for pupils and to actively promoting the well-being of pupils.

- The standard in this part is likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	151208
DfE registration number	343/6010
Inspection number	10365124

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent special school
Proprietor	Educ8 Liverpool Limited
Chair	Neil Michael Prince
Headteacher	Debi Capper
Annual fees (day pupils)	£25,000 to £45,000
Telephone number	0116 403 0003
Website	www.educ8group.com/southport
Email address	enquiries@educ8group.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	13 to 16	13 to 16
Number of pupils on the school roll	Not applicable	25	25

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	25
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 25
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 25
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	2	7

Information about this proposed school

- The proposed school is located in premises at 197a Sussex Road, Southport, Merseyside PR8 6DG.
- It is proposed that the school will provide full-time education for up to 25 mixed-gender pupils, aged between 13 and 16 years old.
- The proprietor intends to cater for pupils who struggle to access mainstream education, some of whom will be pupils with SEND. The school will provide for pupils with a range of needs including social, emotional and mental health needs. Some of these pupils will have an EHC plan.
- The proposed school is part of the Educ8 group. The proprietor is Educ8 Liverpool Limited.
- The proprietor does not intend to use any alternative provision.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine if the school is likely to meet the independent school standards if the DfE decides to approve the request to register this school.
- This was the school's first pre-registration inspection.
- The inspector held discussions with representatives of the proprietor body, the executive headteacher and other leaders from the Educ8 group.
- The inspector completed a tour of the school to check the suitability of the proposed premises against the relevant standards. She also looked at a wide range of documents and policies, including those related to the curriculum, behaviour and health and safety. The inspector also checked documents relating to safeguarding, including the single central record.

Inspection team

Amanda Downing, lead inspector

His Majesty's Inspector

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