Educ8 Southport

Address: 197a Sussex Road, Southport, Merseyside, PR8 6DG

Unique reference number (URN): 151208

Progress Monitoring Inspection: 1 October 2026

During the standard inspection on 10 March 2026, the school did not meet all the independent school standards and associated requirements. We carried out this progress monitoring inspection to see if the school met all standards.

Read the inspectors' findings for the independent school standards below

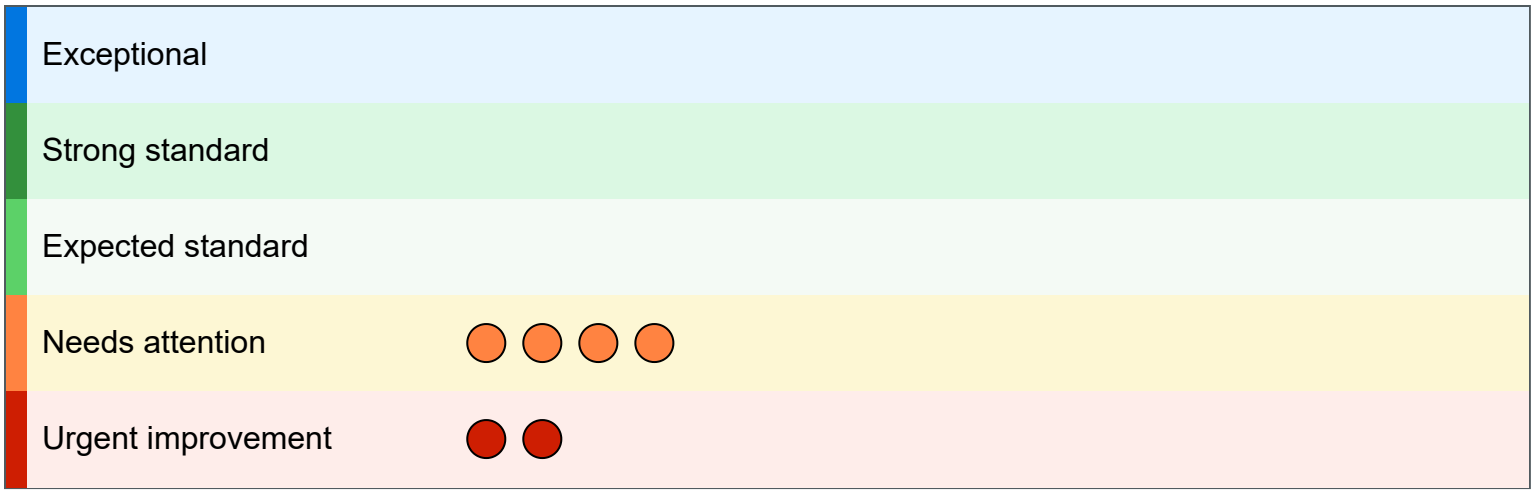
Inspectors only considered the areas marked as updated.

Inspectors focused on the following independent school standards and other requirements during this progress monitoring inspection:

- Part 1. Quality of education provided
- Part 2. Spiritual, moral, social and cultural development of pupils
- Part 3. Welfare, health and safety of pupils
- Part 4. Suitability of staff, supply staff, and proprietors
- Part 6. Provision of information
- Part 8. Quality of leadership in and management of schools

This progress monitoring inspection did not look at these evaluation areas:

- Achievement
- Attendance and behaviour
- Curriculum and teaching
- Inclusion
- Leadership and governance
- Personal development and wellbeing



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Needs attention

Attendance and behaviour **Needs attention**

While leaders check attendance regularly, they do not analyse attendance information precisely enough to understand any emerging patterns or to build on early improvements made in this area. Leaders support pupils who previously struggled with attendance to attend school more often. Although many pupils still have further progress to make with attendance, many show clear and steady improvements. This is largely because they feel more settled and supported in school.

Staff at times do not consistently respond to incidents which affect how well some pupils behave in lessons. This also disturbs other pupils' learning. Some staff are not fully clear on what strategies or adaptations they need to support pupils' behaviour. Nevertheless, when pupils receive clear expectations and effective support, they engage more successfully.

Most pupils behave well at social times. They get on positively with their classmates and staff. They understand the school's rules and routines and they usually follow them. In general, pupils respond well to adults' instructions. Incidents of unkind or inappropriate language do occur. Staff deal with them quickly so they do not escalate. Even so, some pupils are still developing the self-awareness to understand why such language is unacceptable and to avoid using it in the first place.

Inclusion

Needs attention

Until recently, leaders had not established a clear or consistent process to identify pupils' needs. They had also failed to ensure that staff followed a systematic approach of assessing pupils' needs and adjusting support through regular review. As a result, staff do not meet the needs of some pupils effectively. In many cases, staff set individual targets for pupils that are too broad and that are not appropriate based on their education, health and care plan. Staff also overlook important areas such as pupils' social, emotional and mental health (SEMH) needs.

Although the school is still at an early stage of improvement, leaders have begun to change their approach. They are taking steps to create a clearer and more consistent system for identifying and meeting pupils' needs, including for those with special educational needs and/or disabilities. Leaders involve external agencies when needed. However, they sometimes do not use this advice closely enough to shape the provision that pupils receive.

Leaders have started to strengthen staff professional development so that staff gain the skills required to provide appropriate adaptations for pupils. However, this work is still in its early stages, so staff do not consistently provide the adaptations that pupils need to access the curriculum. Pupils have begun to make progress in some areas of their development, including their SEMH needs, but gaps in leaders' understanding of their wider needs continue to slow pupils' academic progress.

Leadership and governance

Needs attention

The proprietor and senior leaders have just begun to deal with the significant problems in curriculum and teaching and in pupils' achievement. In other areas, such as attendance, behaviour and inclusion, they are further ahead. The proprietor and governors now have effective systems in place to ensure that they understand the school's strengths and failings. They have introduced a new leadership structure that is helping to promote positive change. This is beginning to ensure that all leaders focus on the right things at the right time. However, this progress is at an early and fragile stage. These new systems are not embedded.

The proprietor and governors do not hold school leaders fully to account for how well pupils are learning and achieving. They do not understand the negative impact that leaders' actions have had on pupils' academic, social and personal development up until more recently. The lack of coherent systems have highlighted that the proprietor and governors do not have sufficiently detailed information from school leaders to challenge underperformance.

There are early signs that staff now receive more focused professional development. However, this is still in its early stages and it does not link closely to what staff actually need. At the moment, staff expertise has not improved as quickly as it should.

Staff report that leaders think carefully about workload and wellbeing and that they receive appropriate support when it is needed.

The proprietor and governors have not ensured that the independent school standards are met consistently over time. For example, they have not kept a close enough check on the curriculum or on the quality of teaching. In some areas where standards are not met, there is still a significant amount of work required before they will be compliant. While the proprietor and governors have made some small steps forward, the scale of the improvement needed should not be underestimated.

Personal development and wellbeing

Needs attention

Pupils do not develop a secure understanding of key aspects of the school's personal development programme. Although they treat each other with respect and tolerance, many do not fully understand fundamental British values or the personal characteristics that are protected by law. Pupils have some opportunities to learn about different religions and faiths, but these experiences tend to be ad hoc rather than part of a planned, consistent approach.

Leaders have recently reviewed the school's personal development programme so that it links more closely with personal, social, health and economic education, alongside the school's relationships and sex education provision. Pupils have started to gain a clear understanding of what healthy relationships look like, although this work is still in its early stages. Careers education is more established than previously. For example, pupils write CVs, explore colleges and meet with independent careers advisers. Most pupils move on successfully to college, training or employment when they leave the school.

Pupils also learn practical ways to keep themselves safe. For example, pupils learn about the risks linked to gangs, peer pressure and illegal drugs. This helps some pupils to make sensible choices. Pastoral support is a real strength of the school. Pupils know exactly who they can talk to if they are worried. Staff take time to listen carefully when pupils feel anxious and help them work through their concerns.

Pupils have an increasingly broad set of experiences such as roller skating, rock climbing, museum visits and supporting local charity organisations and the community foodbank. However, these experiences are not planned in a structured way, so they do not fully build on one another to support pupils' wider development.

Urgent improvement

Achievement

Urgent improvement

Pupils significantly underachieve. They do not reach the standards that they should, given their starting points. Many have significant gaps in basic English and mathematics. These

gaps continue unchecked. For example, too many pupils, especially boys, are not supported to become confident writers. They continue to repeat previous mistakes, such as spelling words incorrectly. Pupils do not have a secure grasp of number facts. This impedes their ability to access more-difficult topics in mathematics. As a result, pupils move through school without the essential knowledge that they need. Too many pupils move on significantly unprepared for the next stage of their education, employment or training.

In the wider curriculum, pupils' understanding of different topics is weak. They struggle to recall prior learning and find it difficult to make links between the different topics that they have studied. Overall, these significant weaknesses in pupils' learning mean that their achievement is fragile.

Curriculum and teaching

Urgent improvement

Leaders' recent response to the serious, long-standing problems in the school's curriculum and teaching is not having the impact required. There are critical and substantial shortcomings in how well staff deliver the curriculum. For example, many staff do not have the subject-specific knowledge that they need. In addition, teachers give tasks to pupils which do not routinely match the school's curriculum aims or help pupils to demonstrate their knowledge and understanding.

Pupils often experience lessons that are disjointed or confusing because staff do not consistently follow the planned curriculum. This makes it difficult for pupils to link ideas and to build their learning over time. Teaching also does not tackle important gaps in pupils' essential knowledge in English and mathematics. As a result, these gaps persist.

Leaders have only recently started to focus more closely on pupils' reading and writing knowledge. Pupils struggle with key skills such as spelling. Staff do not use assessment well enough to check what pupils have understood or to plan what they should learn next. Support for pupils who need extra help is also not used effectively. Although leaders have started to make improvements, these changes are still at a very early stage.

Leaders now have a clear picture of what works well and where to focus their efforts to improve the curriculum and teaching. They have raised the ambition of the curriculum so that pupils can work towards GCSEs and other recognised qualifications. Leaders have set out what they want pupils to learn but it is too early to see any impact.

What it's like to be a pupil at this school

Standard inspection 10 March 2026

Leaders have not ensured that pupils receive an acceptable standard of education. There are substantial deficiencies in the curriculum and teaching that pupils receive. Pupils make insufficient progress across the curriculum. Substantial gaps in their knowledge and understanding remain across the curriculum. Staff do not take effective action at times to overcome obstacles that impede pupils' learning. Consequently, pupils face more difficulties in their learning than they should. The curriculum is poorly implemented. It does not support

pupils to learn well, with teaching that falls short of what pupils need to secure rapid progress. As a result, pupils are not well prepared for the next stage of their education.

On occasion, pupils behave well. However, staff's management of pupils' behaviour is inconsistent. This means that lessons are sometimes not calm. Some pupils struggle to learn because of the actions of others. Nonetheless, pupils feel safe from bullying and are confident that staff manage any issues decisively.

Many pupils have positive experiences in school. Those who have been out of education for a long time often find here the stability that they crave. Positive relationships with staff help pupils to feel safe and they have a sense of belonging. However, pupils have a weak understanding of differences people may have, including the protected characteristics as set out in law. Although they show respect for others, they do not learn enough to be fully prepared for life in modern Britain.

Next steps Updated

- The school must meet all the independent school standards as set out in this report card.

About this inspection Updated

The inspector carried out this inspection under section 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.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards (the ISS) it was judged to not comply with at its previous inspection.

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

The inspection was conducted without notice.

The inspector spoke with the chair of the proprietor body, members of the strategic board, the headteacher, the executive headteacher, members of staff and pupils.

The inspector 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 are met.

The previous standard inspection took place from 10 to 12 March 2026, at which the school was judged to not comply with the ISS.

This was the first progress monitoring inspection.

Following the previous inspection, the Department for Education (DfE) required the school to prepare a statutory action plan. Ofsted's evaluation of the action plan was completed on 10 July 2026. This action plan was accepted with modifications by the DfE on 27 July 2026.

The inspector confirmed the following information about the school:

The school caters for pupils with social, emotional and mental health needs. Some pupils who attend the school have an education, health and care plan.

The school is registered to admit up to 25 pupils.

The proprietor is Educ8 Liverpool Limited. The chair of the proprietor body is Neil Prince.

The fees currently charged are £45,000.

The school's email address is southport@educ8group.com

Headteacher: Leanne Booth

Independent school standards

During the standard inspection on 10 March 2026, the school did not meet all the independent school standards and associated requirements.

We carried out a progress monitoring inspection on 1 October 2026. We only consider the independent school standards and associated requirements when we do this, and do not consider any other part of this school's provision.

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

What inspectors found at the progress monitoring inspection

Updated

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 compliance with part 8 of the independent school standards (the ISS) first. Under part 8, the proprietor is required to ensure that the school meets all of the ISS 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 school's last standard inspection in March 2026, inspectors found that the proprietor had not ensured that all of the ISS in parts 1, 2, 3 and 8 were securely met. For example,

pupils did not have sufficient opportunities to acquire speaking, listening, literacy and numeracy skills. The curriculum did not take into account the ages, aptitudes and needs of all pupils, including pupils with an education, health and care plan. The curriculum for personal, social, health and economic education was not fully developed and did not support pupils to build up their self-knowledge, self-esteem and self-confidence. Furthermore, learning was disrupted too often as the proprietor had not ensured that staff used effective strategies to manage behaviour.

At the time of the previous inspection, the proprietor and senior leaders had started to deal with the significant weaknesses in the curriculum and teaching and in pupils' achievement. Effective systems were in place to ensure that leaders understood the school's strengths and failings. A new leadership structure was helping to promote positive change. However, progress was at an early and fragile stage.

Following the last standard inspection, the proprietor submitted an action plan to the Department for Education. The action plan was approved subject to modifications to ensure that appropriate, measurable success criteria were set out. The proprietor has ensured that the required modifications have been made to the action plan. The proprietor and leaders have carried out and implemented some key changes within the specified time periods. This has ensured that some of the previously unmet ISS linked to the quality of education, as well as the welfare, health and safety of pupils, are now securely met. That said, there remain a number of steps within the action plan that have not been completed. Consequently, some ISS continue to be unmet at the time of this inspection.

The proprietor has not ensured that the ISS in part 8 are met.

Part 1. Quality of education provided

At the time of the last standard inspection, inspectors found that many staff did not have the required subject-specific knowledge needed to be able to teach the curriculum effectively. Teachers provided pupils with tasks that did not routinely match the school's curriculum aims or help pupils to demonstrate their knowledge and understanding. Leaders had only recently started to focus more closely on pupils’ reading and writing knowledge. As a result, important gaps in pupils’ essential knowledge in English and mathematics were not addressed. Staff did not use assessment well enough to check what pupils had understood or to plan what they should learn next. This culminated in too many pupils being significantly unprepared for the next stage of their education, employment or training.

Curriculum, Teaching, Assessment

Leaders have developed some aspects of the school's curriculum. For example, in subjects such as mathematics and science, leaders have added further detail about what important knowledge and skills pupils should learn and when. This provides staff with a clear understanding of what to focus on when designing learning activities. It also provides pupils with an appropriately sequenced journey of learning. Leaders have commenced work that adds further detail to the English curriculum. However, this is not completed. That said, the proprietor has ensured that the curriculum helps pupils to acquire speaking, listening, literacy and numeracy skills. This has been further supported by the appointment of new teaching staff who have the level of subject knowledge required to teach these elements of the curriculum effectively.

Leaders have put in place forms of assessment that check pupils' knowledge and understanding in reading, writing and mathematics. However, this information is not consistently used well to adjust the curriculum and learning activities. As a result, some of the gaps in knowledge that pupils have are not addressed in a timely manner. In subjects other than reading, writing and mathematics, leaders have not introduced a framework to assess pupils' work.

Across many subjects, the curriculum content begins from Year 9. A number of pupils arrive at the school with gaps in their knowledge from much earlier points in their education. The curriculum information provides limited guidance for staff on what key knowledge precedes the Year 9 content. Therefore, staff are unsure about what learning they should prioritise in order to help pupils catch up. Furthermore, there is no curriculum in place for aesthetic and creative education. This means that pupils do not receive a suitable education in this area of learning.

The proprietor has not ensured that all of the previously unmet independent school standards in this part are met.

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

At the time of the last standard inspection, inspectors found that many pupils did not fully understand fundamental British values or the personal characteristics that are protected by law. Pupils had some opportunities to learn about different religions and faiths, but these experiences were ad hoc rather than part of a planned, consistent approach. Furthermore, the curriculum content for personal, social, health and economic education provided limited opportunities for pupils to develop their self-knowledge, self-esteem and self-confidence.

Since the last standard inspection, leaders have enhanced the curriculum content for personal, social, health and economic (PSHE) education. It ensures that pupils develop their self-knowledge, self-esteem and self-confidence. Sufficient opportunities are provided to encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Activities such as debates ensure that political issues are brought to the attention of pupils. However, the PSHE curriculum does not adequately cover fundamental British values. This includes aspects that are linked to public institutions and services, as well as the civil and criminal law of England. As such, pupils have a limited understanding around these areas.

The proprietor has not ensured that all of the previously unmet independent school standards in this part are met.

Part 3. Welfare, health and safety of pupils

During the last standard inspection, inspectors found that staff did not consistently respond to incidents, which affected how well some pupils behaved in lessons. This also disturbed other pupils' learning. Furthermore, some staff were not fully clear on what strategies or adaptations they should use to support pupils' behaviour.

Behaviour

The proprietor has put in place a range of training for staff that has focused on behaviour management. This has included understanding individual pupils' behaviour needs, strategies

and adaptations. As a result, staff employ approaches that typically help pupils to maintain positive behaviour. This helps to minimise disruption during lessons, which allows pupils to focus on their learning. Staff consistently promote good behaviour among pupils.

The proprietor has ensured that the previously unmet independent school standards in this part are now met.

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1. Quality of education provided **Updated** Standards not met

The following standards have not been met:

Part 1, paragraph 2(1)

The standard in this paragraph is met if–

(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

(b) the written policy, plans and schemes of work–

(b) the written policy, plans and schemes of work–

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Part 1, paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

Part 1, paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

(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;

(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;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(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;

(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;

The following requirements of the standards are now met:

Part 1, paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

Part 1, paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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2. Spiritual, moral, social and cultural development of pupils **Updated** Standards not met

The following standards have not been met:

Part 2, paragraph 5

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

(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;

(b) ensures that principles are actively promoted which–

(b) ensures that principles are actively promoted which–

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

The following requirements of the standards are now met:

Part 2, paragraph 5

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

(b) ensures that principles are actively promoted which–

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(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;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

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3. Welfare, health and safety of pupils **Updated** Standards met

The following requirements of the standards are now met:

Part 3, paragraph 9

The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–

(b) the policy is implemented effectively; and

All standards are met.

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4. Suitability of staff, supply staff, and proprietors **Updated** Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Updated — Standards met

All standards have been met.

7. Manner in which complaints are handled — Standards met

All standards have been met.

8. Quality of leadership in and management of schools Updated — Standards not met

The following standards have not been met:

Part 8, paragraph 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–

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

Lead inspector:
David Robinson, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 1 October 2026

Total pupils

12

School capacity

25

Pupils with an education, health and care (EHC) plan

6

Pupils with special educational needs (SEN) support

6

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ⚫

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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