

# Assess Education

Bilalil House, 260 Picton Road, Wavertree, Liverpool L15 4LP

**Inspection Dates**

7 June 2017

**Overall outcome**

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

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 16, 16(a), 16(b), 32(1), 32(1)(c)*

- These standards are now met. During the previous inspection, leaders did not carry out rigorous enough checks and risk assessments to ensure pupils' safety in the area of the school premises that was shared with adults who did not work at the school. As a result, pupils experienced a heightened risk of coming into contact with adults who had not been suitably vetted to make sure that they were not barred from working with or coming into regular contact with children.
- In the action plan submitted to the Department for Education (DfE), leaders stated that they had updated the single central record of vetting and checks on adults coming into contact with pupils on a regular basis. They also stated that they intended starting a yearly safeguarding audit and ensuring that all adults who came into contact with pupils had received safeguarding training.
- Leaders now ensure pupils' safeguarding and welfare effectively. All who have contact with pupils have Disclosure and Barring Service (DBS) certificates, which leaders have seen and recorded in the school's single central record. The school has also acquired full use of the building, including the upper floor, since the previous inspection, which means that adults not connected with the school no longer have free access. Leaders have also commissioned the local authority to carry out the school's first safeguarding audit. The local authority was satisfied that all safeguarding procedures were fit for purpose.
- All staff have received appropriate safeguarding training, including an introduction to Part 1 of 'Keeping children safe in education' 2016. They understand the school's procedures for reporting concerns and know the signs of abuse. Leaders keep a detailed log of training that staff receive. The school continues to have an appropriate safeguarding policy that is based on the most recent guidance issued by the Secretary of State and is published on the school's website.
- There are rigorous risk assessments in place that cover all aspects of pupils' safety and leaders review these along with policies on a rolling programme. Leaders have improved pupils' safety and welfare by recording admissions information more thoroughly, including dates that pupils start at and leave the school.

### *Paragraph 11*

- The inspector was asked to check a number of features of the school's provision in connection with a proposed change to the number and age-range of the pupils (detailed below).
- The proprietor ensures that she complies with relevant health and safety laws. There is a suitable health and safety policy in place and leaders make sure that they implement it effectively.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

### *Paragraph 12*

- The proprietor ensures that she complies with the regulatory Reform (Fire Safety) Order 2005. At least one member of staff has received relevant training and the school carries out regular fire evacuation drills. Fire extinguishers are checked regularly and there is appropriate signage for emergency exits.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

### *Paragraph 14*

- There is proper supervision of pupils because leaders deploy staff effectively. Teaching groups typically contain no more than 20 pupils and there is sometimes more than one member of staff in lessons. Leaders deploy teaching assistants to support those pupils who speak English as an additional language. Staff also supervise pupils well at lunchtime and breaktimes.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3)*

- The school's single central record shows that all required checks have been carried out on persons who have been appointed as members of staff, other than the proprietor, to whom this standard does not apply. Consequently, the school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraphs 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b), 21(8)*

- The school does not employ supply staff, but the proprietor has stated that, if she were to employ them, she would carry out the same checks on such staff as she carries out when appointing members of staff. These standards are likely to be not applicable if the material change relating to the school provision is implemented.

*Paragraphs 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The school has a sole proprietor. Therefore, this standard is likely to be not applicable if

the material change relating to the school provision is implemented.

*Paragraphs 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b)*

- The school's single central record shows that all required checks have been carried out on persons who have been appointed as members of staff, other than the proprietor, to whom this standard does not apply, on or after 1 May 2007. Consequently, the school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraph 21(4)*

- The school has no members of staff who were appointed before 1 May 2007. Therefore, this standard is likely to be not applicable if the material change relating to the school provision is implemented.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- The school has adequate toilet and washing facilities on the ground floor for the sole use of pupils. These are separate for boys and girls and have washbasins with hot and cold water. There are also two girls toilets on the upper floor, which the school has recently taken under its control, and they, too, have hot and cold water. The temperature of the hot water does not present a risk of scalding.
- There is a room available to cater for pupils' medical and therapy needs and to provide short-term care of sick or injured pupils. It contains a bed and a wash basin with hot and cold water. There is a toilet nearby. The room is used as an office by one of the school's senior leaders, but it is readily available for the purposes described above.
- There is suitable drinking water available. The school provides a separate water dispenser that is in the main corridor, making it readily accessible at all times.
- The school provides physical education at a local sports centre. There are changing and showering facilities provided here. The school has carried out an appropriate risk assessment of the facilities that ensures that pupils have exclusive use of the changing rooms and showers.
- The school is likely to meet these standards if the material change relating to the school provision is implemented.

*Paragraph 24(1)(c)*

- The school has no pupils with complex needs, so this standard is likely to be not applicable if the material change relating to the school provision is implemented.

*Paragraph 25*

- The premises, accommodation and facilities are kept in good order. The school is tidy and leaders provide facilities such as interactive whiteboards to support teaching and learning. There are electronic security pads on entrance doors. Visitors are checked thoroughly on entry to the building and made aware of the school's safeguarding policy and procedures. As a result, the school ensures the health, safety and welfare of its pupils effectively.

- The school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraph 26*

- The sound insulation and acoustic conditions of all rooms and common areas are suitable. There is no noticeable noise from other rooms when pupils are in their classroom.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraphs 27, 27(a), 27(b)*

- The interior lighting is suitable for the activities that take place in the various areas of the school. All classrooms have overhead lighting and most have windows that provide natural light.
- Some rooms on the upper floor have been partitioned into smaller work rooms. Those that do not have direct natural light from windows have adequate overhead lighting.
- There is external lighting to ensure that people can enter and leave the building safely.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraph 29(1), 29(1)(a), 29(1)(b)*

- The school does not have an outdoor space on the premises, but it makes use of a nearby park to allow pupils opportunities for physical education and outdoor recreation. The school carries out appropriate risk assessments in connection with the use of this park.
- The school is likely to meet this standard if the material change relating to the school provision is implemented.

*Paragraph 30*

- The school does not accommodate boarders, therefore this standard is likely to be not applicable if the material change relating to the school provision is implemented.

**Part 8. Quality of leadership in and management of schools**

*Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- This standard is now met as all the preceding standards are met. At the time of the previous inspection, leaders and managers were not actively promoting the well-being of pupils at the school. They also had weak systems for evaluating standards in the school and how to improve them because of a lack of high-quality information about pupils' progress and the quality of teaching.
- In the action plan submitted to the DfE, leaders undertook to review pupils' attendance and to take steps to improve the tracking and assessment of pupils' progress and the monitoring of the quality of teaching. They looked to improve the quality of their self-evaluation processes to identify areas for improvement more precisely. They also sought to improve teachers' use of assessment information in planning lessons.
- In addition to the actions described in Part 3 above, leaders are now recording pupils' attendance more thoroughly, and they make telephone calls to parents to follow up

pupils' absences. They are beginning to develop deeper analysis to identify patterns. While this is not fully in place, they now promote pupils' well-being effectively.

- The school's self-evaluation contains evidence that leaders identify areas for development more clearly. They record where they have taken action towards improvement, such as the new procedures for monitoring and evaluating teaching. Consequently, they have a better view of where they need to improve and how to go about it.
- School leaders have effective systems in place that allow them to make checks on pupil's progress. They have developed a method of assessing pupils on entering the school and they have a new tracking system that records their progress. Leaders assess pupils approximately every six weeks and develop new targets for pupils based on these assessments.
- Leaders make regular checks on the quality of teaching and learning by carrying out observations of lessons and by looking at the quality of work in books. They record their findings and feedback strengths and areas for development to members of staff. As a result staff are, for example, starting to make better use of assessment information to plan lessons.

#### Schedule 10 of the Equality Act 2010

- Leaders take appropriate actions to ensure that they meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. These are summarised in detail in a suitable policy document.
- The school is likely to meet this requirement if the material change relating to the school provision is implemented.

## **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**

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school: and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that arrangements to minimise any risks to the pupils are effectively in place (paragraph 16, 16(a) and 16(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## School Details

Unique reference number	138878
DfE registration number	341/6003
Inspection number	10033850

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	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Number of part-time pupils	0
Proprietor	Dena Robinson
Chair	None
Headteacher	Dena Robinson
Annual fees (day pupils)	£9,165
Telephone number	0151 735 0036
Website	<a href="http://www.assessededucation.co.uk">www.assessededucation.co.uk</a>
Email address	<a href="mailto:denarobinson1327@hotmail.co.uk">denarobinson1327@hotmail.co.uk</a>
Date of previous standard inspection	13–15 September 2016

## Information about this school

- Assess Education is a mixed, independent day school working as alternative provision for education in association with the local authority. It was registered as a school in October 2012 for up to 32 pupils aged 14 to 16. There are currently 32 pupils on roll and one of these is over the age of 16. They are taught in three groups: a GCSE group for pupils acquiring an alternative academic education; a group of students who speak English as an additional language, aged 14 to 16; and an assessment group for 14- to 16-year-olds who are placed by the local authority to have their longer-term needs assessed. Pupils in this latter group usually stay for a six-week period or until another placement has been found for them.

- The school continues to operate as a short-term assessment centre, and other pupils are placed here by the local authority. The local authority is the main user of the school, either because the pupil's school placement has broken down or because they are new arrivals to the country and in Year 11.
- The school sometimes accepts pupils from different local authorities where they are being placed out of their area. The school can cater for pupils with a statement of special educational needs or an education, health and care plan for emotional, social and behavioural needs, but there is none on roll currently. However, pupils often come to the school having missed periods of education and with previously poor attendance.
- A number of pupils are currently in the care of the local authority.
- The school uses an alternative provision for physical education, which takes place at a local sports centre.
- The pupils come from a wide range of ethnicities.
- The headteacher is the proprietor of the school.
- The school is registered for 32 pupils aged 14 to 16, but the proprietor has applied to the Department for Education for a material change, by which the number on roll will increase to 60 and the age range to 14 to 18. However, there is no intention to change the curriculum currently offered.

## 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 independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- At the same time as the progress monitoring inspection, the lead inspector carried out a material change inspection. This was because of a request to the Department for Education by the school for an increase in capacity from 32 to 60 pupils and for a change in age range from 14 to 16 to 14 to 18. However, this change in age range does not entail a change in the curriculum offered by the school.
- The school was last inspected on 13–15 September 2016, when it was judged to be inadequate in terms of its overall effectiveness. Following this inspection, the school submitted an action plan to the registration authority for independent schools.
- The school's action plan was evaluated on 19 January 2017 and was judged to be acceptable.
- This was the first progress monitoring inspection of the school to check on its progress in meeting the independent school standards that were judged to be unmet in September 2016.
- The lead inspector carried out observations of learning in both year groups (namely Years 10 and 11). One of these was a joint observation between a senior leader and the lead inspector. The headteacher and the senior leaders also met regularly with the lead inspector throughout the inspection.
- A range of documentation was scrutinised, including assessment information, the school's single central record of checks and vetting of staff and documents connected with the safeguarding of children.
- The lead inspector had discussions with the headteacher, who is also the proprietor, senior leaders, other staff members and a group of pupils from Years 10 and 11. He also analysed a sample of pupils' work in mathematics and English during lesson observations.
- This inspection was undertaken without notice to the school.

## Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

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