

This Is My Education - TIME

Logic House, Central Street, St Helens, Merseyside WA10 1UD

Unique reference number (URN): 148758

Progress monitoring inspection report:

5 March 2026

Overall outcome

The school meets 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 (the 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. Additionally, the Department for Education (DfE) requested that some of the independent school standards in part 3 and 8 were checked, following a complaint that was made about the school.

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 previous progress monitoring inspection in October 2025, the proprietor had taken action to begin to ensure that the standards were met more consistently. This was particularly in relation to curriculum and teaching. However, the proprietor's checks on the standards lacked rigour. This meant that the unmet standards in part 1 remained unmet.

The school's subsequent action plan was accepted by the DfE with modifications. The proprietor had identified a significant number of actions it intended to take to remedy the weaknesses in the quality of education that the school provides. Although these actions

were appropriate, the proprietor had not fully considered the timescales of the actions or the order in which they would happen. Furthermore, some actions lacked specificity.

That said, at this progress monitoring inspection, inspectors found that the proprietor has considered timescales and how they will effectively implement the actions to address the weaknesses identified at the previous progress monitoring inspection. For example, the school has prioritised developing the curriculum to take better account of pupils' aptitudes, needs and prior attainment so that they can acquire knowledge securely and make good progress. Although some of the school's work is further on than other aspects, the actions that leaders have taken have been effective in meeting the standards since the previous inspection.

The proprietor and the school now draw on the support of the governing body and other professionals to ensure that leaders have the knowledge and expertise to ensure that the standards are met consistently. This also extends to supporting staff, including in training them how to deliver the curriculum well.

The previously unmet paragraphs of the standard in this part are now met.

The DfE requested that this inspection also considered if the school meets paragraph 34(1)(c). This standard was met at the time of the previous inspection. Leaders continue to actively promote the wellbeing of pupils. For example, leaders and staff understand pupils' needs and are well equipped to support pupils effectively. Pupils have the opportunity to achieve and thrive. They are well prepared for the next stage of education, training or employment and for adulthood.

This paragraph of the standard in this part continues to be met.

Part 1. Quality of education provided

Curriculum

At the time of the previous progress monitoring inspection, leaders had undertaken some work towards improving the curriculum offer. For example, they had introduced new schemes of work to take into account pupils' prior attainment and any gaps they may have in their knowledge from key stage 2. Added to that, leaders had provided staff with some professional development and support to aid them in implementing the curriculum effectively. However, at the time of the previous inspection, this work was still in its infancy. As a result, some staff lacked the expertise required to implement the intended curriculum successfully.

At this inspection, the school has carried out its intended actions to develop the curriculum. For example, there are new schemes of work for English and mathematics. These begin from key stage 2. They take account of pupils' prior attainment and gaps in pupils' knowledge. Leaders have ensured that pupils start the curriculum at a point that is appropriate to their aptitudes and prior attainment. In other subjects, curriculum plans

and schemes of work set out clearly what pupils should learn and the order of teaching. These are appropriate to the ages and needs of pupils. For example, pupils in key stage 4 and students in the post-16 provision have different pathways to gain accreditation that is appropriate for them. Pupils' individual learning plans take account of their education, health and care (EHC) plans.

Leaders have extended the support for staff since the previous inspection to help them to implement the intended curriculum effectively. For example, curriculum leaders have recently worked with other specialist settings to draw on other professionals' subject expertise. Curriculum leaders support other staff to ensure that the curriculum is delivered consistently across all subjects. This is beginning to help staff to have the confidence and competence to deliver the curriculum as intended.

Teaching

At the time of the previous progress monitoring inspection, the intended curriculum was not having the positive impact that the school wanted. Leaders recognised that there was more to do with staff's professional development so that they could design lessons to better support pupils' learning and use assessment information more successfully. At that time, teachers did not select activities that supported the intended learning as well as they should. In addition, teachers use of assessment did not consistently pinpoint pupils' knowledge and understanding, so that teachers could build more effectively on pupils' prior learning. This meant that gaps in pupils' understanding were not reducing.

At this inspection, the school has carried out its intended actions to develop teaching. For example, curriculum leaders support staff to adapt the curriculum to meet the needs of pupils. Staff check what pupils know and use this assessment information to shape teaching and learning. Staff address gaps in pupils' knowledge before moving on to new learning. Lessons follow a logical sequence of learning. Pupils follow individual pathways that are appropriate and tailored to meet their aptitudes, needs and prior attainment. This helps pupils to acquire new knowledge and to gain accreditation that prepares them for the next stage of education, training or employment.

Staff are better equipped to provide pertinent feedback to pupils to help them to improve their work. Although this work is in the early stages, staff ensure that pupils understand what they have done well and what they need to do to progress to the next step. Specific and individual targets are set that take account of pupils' EHC plans. Opportunities are provided for staff and pupils to reflect on the extent to which pupils are achieving their targets. This helps pupils to make progress through the curriculum from their individual starting points.

The previously unmet standards in this part are now met.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Safeguarding

At the time of the previous progress monitoring inspection, these standards were met. There were robust systems in place for identifying, recording and reporting safeguarding concerns. The school made regular training available for all staff. This helped staff to remain vigilant to any issues that may arise. Senior staff had appropriate training to ensure that they can carry out their roles successfully.

At this inspection, this remains the case. The school has established a suitable safeguarding policy that takes into account statutory guidance. This is available to parents and carers on the school's website. Staff have the training they need to identify pupils, who may be at risk of harm. This includes training for suicide awareness, body dysmorphia, harmful sexualised behaviour and exploitation. Leaders and staff have a clear understanding of local contextual safeguarding risks. They ensure that pupils are taught how to keep themselves safe. Staff follow the school's policy and report and record any concerns they may have in a timely manner. Leaders take appropriate action in response to any safeguarding concerns. Strong and positive relationships between staff and pupils mean that pupils share their worries and concerns with trusted adults in school as they know that staff will help and support them.

Behaviour and supervision of pupils

At the time of the previous progress monitoring inspection, the school had a suitable behaviour policy. This was implemented well. Staff knew how to respond to different pupils' needs because they had a rich understanding of their individual needs. Pupils continued to benefit from nurturing staff, who knew and understood them well. In lessons, pupils benefited from high staff-to-pupil ratios to help and support them.

This remains the case. The behaviour policy continues to be appropriate to meet the needs of pupils. It makes clear the school's high expectations for pupils' behaviour and details the sanctions to be adopted in the event of any misbehaviour. Staff benefit from a comprehensive package of training and support to help them to understand pupils' needs and behaviours. This includes training in autism, attention deficit hyperactivity disorder, oppositional defiance disorder, trauma, adverse childhood experiences and mental health and wellbeing.

Staff use the information on pupils' behaviour support plans and risk assessments to support them effectively. The environment is typically calm and respectful. Any incidents of negative behaviour, and rare incidents of restrictive physical intervention, are recorded appropriately. When incidents of significant misbehaviour occur, leaders deal with these appropriately, although these instances are not typical. Leaders have ensured that there

are sufficient staff-to-pupil ratios to ensure that pupils are supervised properly throughout the school day.

Risk assessment

At the time of the standard inspection in April 2025, this standard was met. There continues to be a suitable risk assessment policy and appropriate risk assessments that identify risk and actions to mitigate risks. Risk assessments are in place for the school building and activities that take place on site. Additionally, there are appropriate risk assessments for off-site trips and visits. Pupils also have individual risk assessments that detail risk levels, control measures and actions to take when required. These are reviewed regularly and updated when there is a change to the risk or behaviours. Staff are well informed of pupils' risk assessments and kept up to date with any changes.

The standards checked in these parts continue to be met.

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.

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.

This inspection was conducted without notice.

Inspectors spoke with the proprietor, who is also the headteacher, other school leaders, staff and pupils during the inspection.

The school's previous progress monitoring inspection took place in October 2025. The school was judged to not comply with all the independent school standards. This was the school's second progress monitoring inspection since the school's last standard inspection in April 2025.

The DfE required the school to submit an action plan to illustrate how it would meet the unmet standards at its previous inspection. This action plan was evaluated in January 2026, and the proposed action plan was acceptable with modifications.

The school caters for pupils with special educational needs and/or disabilities. Most pupils have social, emotional and mental health needs. All pupils at the school have an education, health and care plan. Pupils are placed at the school by their local authorities.

The school currently uses one unregistered provider.

The school operates from premises at Logic House, Central House, St Helens, Merseyside WA10 1UD. The school is registered to admit up to 40 pupils.

Lead inspector

Sally Timmons	His Majesty's Inspector
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About this school

Proprietor	Jillian Fairclough
Headteacher	Jillian Fairclough
Type of school	Other independent special school
Capacity	40
Number of full-time pupils of compulsory school age on roll	6
Number of part-time pupils of compulsory school age on roll	0
Age range of pupils	13 to 18
Gender of pupils	Mixed
Annual fees for day pupils	£55,000 to £75,000
Email address	jillianfairclough@mphtraining.org.uk

Annex. Compliance with regulatory requirements

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

1. The standards about the quality of education provided at the school are those contained in this Part.

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—

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

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;

(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; and

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

(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.

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—

(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.

The school continues to meet the following requirements of the independent school standards

Part 3. Welfare, health and safety of pupils

7. The standard in this paragraph is met if the proprietor ensures that—

(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

(b) such arrangements have regard to any guidance issued by the Secretary of State.

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

(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;

(b) the policy is implemented effectively; and

(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

14. The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

16. The standard in this paragraph is met if the proprietor ensures that—

(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

(b) appropriate action is taken to reduce risks that are identified.

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—

(c) actively promote the well-being of pupils.

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