

Inspection of This Is My Education - TIME

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

Inspection dates:

1 to 3 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Pupils make a positive contribution to the calm and purposeful environment that exists at the school. Some pupils have had difficult experiences in education prior to joining this school. They value the time that staff take to get to know them as individuals. This helps pupils to build up trusting relationships that make them feel safe and happy in school. Pupils live up to the high expectations that the school has of their behaviour and conduct.

All pupils attending the school have special educational needs and/or disabilities (SEND), and have an education, health and care (EHC) plan. Although the school has high aspirations for pupils' achievement, some pupils do not achieve as well as they should. This is because the school has not ensured that they benefit sufficiently well from the school's academic curriculum.

Pupils are supported well to build up their self-esteem and to become increasingly confident. Activities such as learning how to independently order and pay for a meal at a café contribute towards this. The school has high ambitions for pupils' personal development. Pupils benefit from opportunities to take part in a range of trips. These include visiting museums, accessing the local library and attending career fairs.

What does the school do well and what does it need to do better?

At the time of the previous inspection, a number of the independent school standards (the standards) were unmet. The proprietor has ensured that the standards in relation to the welfare and safety of pupils, as well as the suitability of staff, are now met. That said, the proprietor has not ensured that all of the standards for the quality of education have been met.

The school's curriculum plans and schemes of work identify the essential knowledge that pupils should learn and when they should learn it. The school has worked extensively on these since the last inspection. The curriculum begins at the start of key stage 3 and progresses through to the sixth form. However, some pupils join the school with significant gaps in their knowledge from the key stage 2 curriculum. In some subjects, the curriculum information linked to the key knowledge required at key stage 2 is limited. As a result, some teachers are not sure what key knowledge they should prioritise when designing lessons. Consequently, gaps in pupils' knowledge are not addressed as quickly as they should be.

In some subjects, teachers design learning activities that help pupils to connect and build on what they already know. They check on what pupils know and remember from previous learning. In the most effective subjects, gaps in pupils' knowledge are picked up and addressed. This has been supported through training designed to improve teaching expertise. In these subjects, many pupils, including those in the sixth form, achieve well.

There remain a number of subjects where pupils do not achieve as well as they should. The reasons for this are varied. In some cases, the school has not ensured that teachers have the knowledge they need to deliver the curriculum as intended. In some subjects, pupils experience learning activities that do not enable them to learn and remember the important knowledge set out in the curriculum. In other instances, pupils have gaps in their knowledge that have not been identified or addressed. Some teaching in key stage 4 and the sixth form moves pupils on to new concepts before they are ready. The gaps in pupils' knowledge mean that they struggle to make sense of new learning. Ultimately, in these subjects, some pupils are not as well prepared as they should be for the next stage of their education.

The school has established systems to identify any weaknesses in pupils' reading knowledge, including phonics. Staff provide additional lessons to help pupils to improve their reading. Visits to the local library help to ensure that pupils have access to a range of books.

Pupils' behaviour across the school is positive and learning is rarely interrupted. Nurturing staff support pupils well when they need extra help in managing their emotions. A number of pupils join the school having previously had high levels of absence. There are effective systems in place that help many pupils rapidly improve and sustain their attendance.

The curriculums for personal, social, health and economic (PSHE) education, relationships, sex and health education and careers education prepare pupils well for adulthood. For example, pupils learn about healthy relationships and how to care for their mental health. They gain knowledge about the risks that exist in society and how to keep themselves safe online. Pupils benefit from external independent careers advice and guidance.

The proprietor ensures that the school meets its statutory responsibilities under schedule 10 of the Equality Act 2010. The proprietor has overseen the recruitment of several new governors in recent months. The governing body has a range of appropriate skills and experience, including SEND education. The proprietor and the governing body have contributed to the improvements made since the last inspection.

Staff are positive about what the school does to support their workload and well-being. This includes the development of the schemes of work that has helped to keep paperwork to a manageable level. The school engages positively with parents and carers. Parents told inspectors that they value the school's work to help their children re-engage with learning.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- In some subjects, the curriculum does not account for gaps in pupils' knowledge. As a result, teachers are not sure what key knowledge they should prioritise when designing learning. This means that gaps in pupils' knowledge are not addressed as quickly as they should be. The school should ensure that learning activities effectively address gaps in pupils' knowledge.
- In some subjects, the school has not ensured that teachers have the knowledge they need to teach the intended curriculum effectively. Some learning activities do not enable pupils to learn important knowledge as well as they should. The school should make sure that teachers have the knowledge they need to deliver the curriculum effectively, so that pupils achieve well.
- The school's assessment approach is not always effective. Some pupils are moved on to new concepts before they are ready. Gaps in pupils' knowledge inhibit their ability to make sense of new learning. The school should ensure that teachers swiftly identify and remedy gaps in pupils' knowledge. This will help pupils to learn and remember key content effectively over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	148758
DfE registration number	342/6006
Local authority	St Helens
Inspection number	10342184
Type of school	Other Independent Special School
School category	Independent day school
Age range of pupils	13 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	10
Of which, number on roll in the sixth form	7
Number of part-time pupils	0
Proprietor	Jillian Fairclough
Headteacher	Jillian Fairclough
Annual fees (day pupils)	£55,000 - £75,000
Telephone number	01744 808040
Website	www.thisismyeducation.org.uk
Email address	jillianfairclough@thisismyeducation.org.uk
Dates of previous inspection	28 February to 2 March 2023

Information about this school

- The school operates from premises at Logic House, Central Street, St Helens, Merseyside WA10 1UD. The school is registered to admit up to 40 pupils.
- The proprietor is also the headteacher.
- The school currently use one unregistered alternative provider. The proprietor of this school is the director for this alternative provider.
- The previous standard inspection was 28 February to 2 March 2023. Progress monitoring inspections, commissioned by the Department for Education, took place in November 2023, May 2024 and December 2024.
- At the time of the inspection, there were no pupils in key stage 3.
- All pupils attending the school have an EHC plan. The school caters for pupils with social, emotional and mental health needs. Some pupils also have cognition and learning needs.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the proprietor who is also the headteacher, the chair of governors, the designated safeguarding lead and other school leaders.
- The lead inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: English, mathematics and PSHE education. They discussed the curriculum with subject leaders, visited some lessons, reviewed pupils' work and spoke with staff and pupils.
- Inspectors reviewed the curriculum plans and pupils' work for a range of other subjects.
- Inspectors met with leaders to discuss SEND, the curriculum, assessment, pupils' behaviour and the provision for pupils' wider development.

- There were no responses to Ofsted Parent View or Ofsted's online surveys for pupils. Inspectors gathered the views of parents and pupils throughout the inspection.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their experiences of school life. They observed pupils' behaviour during lessons, at breaktimes and at lunchtimes.
- Inspectors reviewed a range of documentation, including that relating to the standards and the curriculum.
- The lead inspector made a tour of the school to check the suitability of the premises against the relevant standards.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Phill Walmsley

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

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; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(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-
 - 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(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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(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-
 - 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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