

This Is My Education - TIME

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

Inspection date

22 October 2025

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the previous standard inspection in April 2025, inspectors found that some of the school's curriculum was underdeveloped. This was particularly in key stage 2. The curriculum information available to teachers was limited. It was not made clear what key knowledge pupils needed to learn.
- In response to the last inspection, the Department for Education (DfE) required the school to submit an action plan. This was accepted with modification in June 2025. It was identified that the school was going to review its curriculum offer and develop a curriculum policy to reflect the changes it intended to make. The review identified that there was still a need for the school to develop staff's expertise and understanding of the key stage 2 curriculum.
- At this progress monitoring inspection, the school has undertaken some work towards improving its curriculum offer. It has introduced new schemes of work. In doing so, the school has ensured that its curriculum now takes more consideration of the key stage 2 programme of study. The school has provided staff with some initial professional development to aid them in implementing the curriculum more effectively. However, this is still in its infancy. Some staff still lack the expertise they need to successfully implement the curriculum. This is particularly around their subject-specific pedagogical understanding.
- The independent school standards (the standards) continue to be unmet.

Paragraph 3, 3(a), 3(c) to 3(e), 3(g)

- At the time of the previous standard inspection in April 2025, inspectors found in some subjects that teachers did not choose the most appropriate activity to support pupils' learning. In part, inspectors found this was because teachers did not have the necessary subject-specific expertise to deliver these curriculums effectively. In addition, teachers did not use assessment information readily enough to ensure that pupils had a secure

grasp of their prior learning. Consequently, at times, teachers moved on to new learning before pupils were ready to.

- In the school's submitted action plan, inspectors found that the actions the school intended to take were appropriate. This included giving staff training regarding the delivery of the curriculum. Inspectors identified that the school intended to develop staff's expertise in their use of assessment and how this relates to lesson planning.
- At this progress monitoring inspection, the inspector found that the intended curriculum is not having the impact that the school would want. This is in part because it is too early to evaluate the impact of the school's actions. The school recognises that there is more to do with staff's professional development so that they can design lessons to better support pupils' learning and use assessment information more successfully. Currently, teachers do not select activities that support the intended learning as well as they should. In addition, teachers' use of assessment does not consistently pinpoint pupils' knowledge and understanding so that teachers can build more effectively on pupils' prior learning. This means that gaps in pupils' understanding are not reducing.
- These standards continue to be unmet.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraphs 7, 7(a), 7(b) and 32(1)(c)

- At the time of the previous standard inspection, inspectors found the school's safeguarding arrangements to be effective. The school's safeguarding policy is readily made available on the school's website for parents and carers. Also, inspectors found that the school ensured that pupils know about the risks in their local area and how to manage them.
- At this progress monitoring inspection, the inspector found that this was still the case. There are robust systems in place for identifying, recording and reporting concerns. The school makes regular training available for all staff. This helps staff to remain vigilant to any issues that may arise. Senior staff have had appropriate training to ensure that they can carry out their roles successfully.
- These standards continue to be met.

Paragraphs 9 to 9(c), 11

- At the previous standard inspection, inspectors found that pupils' behaviour was positive and that learning was rarely interrupted. They found that nurturing staff supported pupils well when they needed extra help to manage their behaviour or regulate their emotions.
- At this progress monitoring inspection, the inspector found that pupils continue to benefit from nurturing staff who know and understand them well. In lessons, pupils benefit from high staff-to-pupil ratios, and they value this as it helps them to concentrate. Pupils told the inspector that the school is typically a calm environment to be in.

- The school's behaviour policy is available to parents on the school's website. Staff implement the school's behaviour policy well in school. They know how to respond to different pupils' needs because they have a rich understanding of their individual needs.
- The school's health and safety policy considers different aspects of health and safety well. For example, the school ensures that regular checks are made on the building to ensure that it poses no hazards to pupils. The school environment is generally well presented. There is adequate lighting in each classroom for the intended activity.
- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1)(a), 34(1)(b)

- At the previous standard inspection, inspectors found that the school did not ensure that the standards were met consistently.
- In the school's submitted action plan, inspectors found that it had identified a range of suitable actions to ensure that the unmet standards were more likely to be met consistently in the future. It was noted that, even with these actions, there was a lack of rigour around how often checks would be made to ensure compliance.
- At this progress monitoring inspection, the proprietor and the governing body have taken actions to begin to ensure that the standards are met more consistently. This is particularly in relation to the school's curriculum offer for pupils. The governing body has the correct expertise to have oversight of the school's curriculum and its impact on the achievement of pupils.
- The proprietor and governing body have started to pay additional attention towards checking more regularly on the standards. However, the proprietor's and governing body's checks on the standards lack rigour.
- These standards continue to not be met.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. 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.

School details

Unique reference number	148758
DfE registration number	342/6006
Inspection number	10417602

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 special school
School status	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	13
Of which, number on roll in sixth form	6
Proprietor	Jillian Fairclough
Headteacher	Jillian Fairclough
Annual fees (day pupils)	£60,000 to £75,000
Telephone number	01744 808040
Website	www.thisismyeducation.org.uk
Email address	jillianfairclough@thisismyeducation.org.uk
Date of previous standard inspection	1 to 3 April 2025

Information about this school

- The school caters for pupils with special educational needs and/or disabilities (SEND). 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 operates from premises at Logic House, Central House, St Helens, Merseyside WA10 1UD. The school is registered to admit up to 40 pupils.
- The proprietor is also the headteacher.

- The school currently uses one unregistered provider. The proprietor of this school is the director of the alternative provider.
- The previous standard inspection was 1 to 3 April 2025. Progress monitoring inspections, commissioned by the DfE, took place in November 2023, May 2024 and December 2024.

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.
- The school's previous standard inspection took place in April 2025. This was the school's first progress monitoring inspection since the school's last standard inspection.
- 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 April 2025, and the proposed action plan was not acceptable.
- This inspection was conducted with no notice.
- During the inspection, the inspector visited lessons and looked at pupils' books. The inspector also spoke with the proprietor who is the headteacher and chair of the governing body. He met with a group of staff and with the designated safeguarding lead. He also observed pupils as they moved around the school. All of the activities were to check compliance with the unmet independent school standards from the school's previous standard inspection.

Inspection team

Stuart Perkins, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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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