

Jus'T'Learn

9–11 Commonside East, Mitcham, Surrey CR4 2QA

Inspection dates

2 to 4 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The proprietor and leaders have ensured that all the independent school standards are now met. They have successfully made significant improvements, so that all aspects of the school are now good.
- The proprietor, leaders and staff work with commitment and determination to improve the life chances of all pupils.
- Pupils are treated with respect and helped to move forward with their lives either through reengagement with education or in learning to be competent speakers of English.
- Leaders set high expectations for what pupils can achieve, regardless of their length of stay at the school. Pupils respond well to the nurturing environment and the consistent message that they can be successful.
- Careers advice and guidance is strong. As a result, for almost all pupils, attendance improves, self-esteem is built and plans for their future made.
- Pupils are well cared for because of the considerable attention given to pupils' well-being and safety. Pupils say they feel safe in school and enjoy being there.
- The curriculum is well planned to meet pupils' needs and includes programmes in life skills, as well as a focus on English, mathematics and science. While this ensures that pupils develop their basic skills, there are too few opportunities for them to apply these to solve problems.
- More focused professional development has improved teaching. However, some lessons could get off to a swifter start. Teaching is sometimes inconsistent because teachers do not have enough opportunities to see and share best practice.
- Strong partnership working within and beyond the school, together with good teaching, enables pupils across all three provisions to make good progress.
- Pupils who remain until the end of Year 11 gain a range of qualifications. Almost all secure places in education, employment or training.
- Leaders have an accurate view of the school. For example, they have firm plans in place to give more focus to improving pupils' reading.
- Since the June 2018 inspection, independent trustees have been appointed. They are developing in their roles but have yet to fully hold leaders to account.

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.

Full report

What does the school need to do to improve further?

- Improve teaching and learning so that pupils make even better progress by:
 - finding ways to support teachers to get all lessons off to a swift start
 - providing pupils with more opportunities for problem-solving and reasoning in both mathematics and other curriculum subjects
 - going ahead with the plans to promote and develop pupils' reading so that they are more able to access the curriculum.
- Improve leadership and management by:
 - developing the roles of the independent trustees in holding leaders to account for all aspects of school life and performance
 - providing opportunities for teachers to see and share outstanding practice.

Inspection judgements

Effectiveness of leadership and management

Good

- Across all three provisions, the proprietor and senior leaders have built a school that lives up to its vision of improving the learning of its pupils and its motto 'building the pathway to your future'. Key to the school's success is the commitment and determination of the leaders to meet the needs of highly vulnerable and/or disengaged pupils. From the moment pupils set foot in the school they are made to feel valued, respected and listened to.
- The clearly defined roles of each staff member contribute to strong teamwork. Together, they effectively nurture and support the pupils who are disaffected with authority and education. Similarly, pupils new to this country and learning to speak English are well supported and helped to adjust to life in modern Britain. Staff work calmly and patiently to support pupils with complex personal and differing academic needs. As a result, almost all pupils, including those in the alternative and girls' provisions, return to mainstream schools or move on to further education, training or employment.
- Following the June 2018 inspection, the proprietor and leaders worked swiftly to address the identified shortcomings. They ensure that the provision meets all the independent school standards. The management of health and safety, including fire safety, is now a strength of the school. Risks assessments are well considered and comprehensive. They show a deep understanding of the school's pupils, the potential risks to their safety and to the safety of staff, and how these can be mitigated.
- The school is clean and well kept. Regular checks of the premises, which also involve pupils, ensure that everyone is taking pride in the premises. A recent mural in the outdoor area designed and painted by pupils is also giving them a sense of belonging.
- Each provision has been carefully created to meet the specific needs of the three cohorts the school caters for, and in response to local needs. Strong partnerships have been built with local authorities and schools that place pupils at the school. Placing officers and school leaders speak highly of the school and the success it achieves with these extremely vulnerable pupils. They say the school is highly responsive to pupils' needs, wastes no time in managing referrals and is exceptionally efficient at keeping them informed about pupils' progress and well-being. This view is also shared by parents and carers.
- The same staff teach across all three provisions. Leaders visit lessons throughout the day. They use this to keep a check on pupils' learning and provide support for both teachers and pupils. In addition, formal observations and regular visits to lessons ensure that they and the head of curriculum have a secure view of the strengths and areas to develop.
- Individual and whole-staff training for teachers has led to improvements in the quality of teaching over the past year. Teachers now plan lessons that cater for the differing needs of pupils within classes. Greater use of information technology is making learning more interesting and engaging. However, there are too few opportunities for teachers to share and observe strong practice to further raise the quality and consistency of teaching.

- The curriculum is designed to provide pupils with a platform for their next steps. English and mathematics are of the highest priority. However, leaders recognise that more work could be done to improve pupils' reading so that pupils can better access the curriculum. The curriculum covers all the required areas. It is supplemented by a wide range of specialist workshops, events and trips. Pupils also have opportunities to mix with pupils from other schools, for example at a recent football tournament. Charity fundraising helps them to appreciate the needs of others, for example when fundraising for Children in Need and Macmillan Cancer Care.
- Pupils learn about fundamental British values, life in modern Britain and how to be responsible citizens throughout the day. GCSE religious studies and citizenship lessons further build this knowledge and understanding. In the alternative and girls' provisions, the Prince's Trust Award and information technology accreditation also successfully help key stage 4 pupils to reengage and prepare pupils for adult life. At key stage 3, a 'working life skills' programme similarly equips pupils to develop essential skills to continue their education.
- Staff actively promote pupils' understanding of the protected characteristics, as defined in the Equality Act 2010. Any derogatory or inappropriate language is quickly challenged so that pupils know what is and what is not acceptable and why.
- Teachers encourage pupils to debate a range of issues, including on equalities and forms of discrimination. Teachers and visitors to the school encourage pupils to understand and reflect on current events, crime, relationships and making the right choices. This helps pupils to be well prepared for life in modern Britain and their lives beyond the school.

Governance

- To develop the school's governance, three independent members have been appointed to the board of trustees. This includes a parent and a senior officer responsible for vulnerable pupils in a local authority which does not place pupils at the school.
- They have quickly established their roles. They are seeking information to keep them informed about the school and asking questions of leaders. However, it is early days and the extent to which they are holding the school to account is still developing.
- Since the June 2018 inspection, the proprietor has sought and welcomed independent quality assurance and reviews of the school from several different sources. This includes both announced and unannounced visits by senior leaders of a placing college.
- The proprietor, ably supported by the deputy director, has ensured that the school meets the independent school standards and other statutory requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policy is comprehensive and has full regard to current government guidance and requirements. This includes the 'Prevent' duty, online safety and child sexual exploitation. It is routinely reviewed for its effectiveness and made available to parents on the school website.
- Safeguarding is always of the highest priority. Training is current for the designated lead, who is also head of the girls' provision, and her deputy. They and other senior leaders

have undertaken additional training in specific aspects of safeguarding, such as fabricated illness, online safety, child sexual exploitation and use of reasonable force. As a result, senior leaders have considerable insight into the vulnerabilities of pupils and the often complex and serious safeguarding issues to which pupils are, or may be, susceptible. Records of concerns, actions and follow up are extremely well kept.

- Staff are similarly well trained, knowledgeable and vigilant. Any staff joining the school receive immediate safeguarding training.
- The designated safeguarding lead and other senior leaders work in close liaison with social services, officers in local authorities and school leaders responsible for placing pupils at the school. Multi-agency working is strong, as are links with parents and carers to ensure pupils' safety and well-being.
- Procedures for recruitment are rigorous. All the necessary pre-employment checks are carried out. Recruitment records are meticulously kept and accurately recorded on the school's single central register.

The school's application to make a material change

- All areas were visited to consider this material change request.
- Leaders have been careful to adhere to the school's registered number, despite demand for places in all three settings. While classrooms vary in size, there is capacity across the school in the currently taught classes. In both the alternative and girls' provisions there is an additional classroom which is not currently timetabled. Leaders recognise that space has to be allowed for the additional adults who provide pupils with in-class support.
- At the separate setting for pupils who speak English as an additional language, there is also an additional classroom, but this is used for small group teaching and one-to-one support.
- Both the main and girls' provision have their own staircases, but these and the upstairs corridors are narrow. Leaders are mindful that this limits the number of pupils that can be taught in these premises to ensure safe movement around the premises. This also applies to fire safety and ensuring that pupils and staff can exit safely in case of emergency. Risk assessments are comprehensive, and pupils are well supervised at all times.
- There are sufficient toilets to meet the requirements for additional pupils in each provision. Adequate arrangements are in place in each provision for pupils' play and leisure time. All pupils make use of a local gym for physical education, where there is access to showers.
- It is recommended that the maximum number of pupils on roll is increased to 50, with no more than 13 in the girls' provision, 25 in the alternative provision and 16 in the current premises used for the English as additional language unit.
- The school is likely to meet all of the independent school standards if this material change is implemented.

Quality of teaching, learning and assessment

Good

- Teaching is effective in helping pupils make good progress regardless of their joining point, time in the school or the provision they join. However, in a few lessons teachers lose valuable time in starting their teaching and, on these occasions, progress slows. This is because pupils are already in their classrooms waiting for their teachers, who then need time to set up their lesson, for example setting up their laptops.
- On joining the school all pupils are assessed for their abilities in English and mathematics. Leaders use this, together with other information they receive about each pupil, to form individual education plans for each pupil. These outline how teachers can support pupils with both their learning and their behaviour. Where needed, pupils are given additional one-to-one time to help them catch up.
- Teachers, key workers and support staff develop a strong rapport with the pupils in all three provisions. In the alternative and girls' provision, classes are small. A key strength of teaching is the support within each lesson of at least one additional adult who knows each pupil well. They form strong partnerships encouraging pupils to learn and complete their work. This helps keep pupils focused and fosters their academic learning. As a result, pupils in the alternative and girls' provision who in the past have not engaged or valued education, do participate and complete the work that is set for them.
- In the provision where pupils are learning to speak English as an additional language, teachers adapt their teaching effectively. As a result, pupils gain confidence and fluency in speaking English, as well as adjusting to learning in this country.
- Teachers plan lessons well and make lessons relevant to pupils. They provide pupils with clarity on what they will be learning in each lesson. Work is fine-tuned to meet the needs of the mixed ages, abilities and starting points of pupils. Teachers ably ensure that pupils make good progress in developing their knowledge, understanding and skills. However, while work is strongly focused on skill development, at times there are too few opportunities for pupils to develop their problem-solving and reasoning skills. This applies not only in mathematics but across the curriculum.
- For varying reasons, most pupils join the school with weak reading skills. Teachers were seen encouraging pupils to speak, read and learn new vocabulary. Nonetheless, leaders have recognised that weak reading skills are a barrier to pupils' learning. A detailed plan, starting in September, intends to raise the profile of reading and, with this, improve pupils' reading and comprehension skills.
- Assessment is another key strength of teaching. It is ongoing through lessons, with teachers reshaping learning as they assess pupils' progress. The school's new 'two wishes and next step' self-assessment practice is helping pupils to take some responsibility for their learning. Half-termly assessments enable the school to report pupils' progress back to their placing authority but also check that work is correctly pitched. Practice exams for Year 11 pupils ensure the correct qualification and GCSE tier of entry in order to ensure that pupils are successful and are fulfilling their potential.
- Classrooms are clean, conducive to learning and adequately resourced.
- Where possible, teachers contribute to pupils' spiritual, moral, social and cultural development. They encourage pupils to reflect on their own ideas and work as well as

fostering joint working. For example, pupils were seen evaluating local and national public services, exploring their importance and the tensions of financing them.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils joining both the alternative and girls' provisions have disengaged from education and they mistrust adults in authority. They have very low self-esteem or confidence in their abilities. Many have a record of poor attendance and/or exclusion. Consequently, they have fallen behind their peers with similar starting points. The highly caring and nurturing environment in both alternative and girls' provisions helps pupils to rebuild their trust in adults. As a result, they develop positive relationships with school staff, so they can start to reshape their lives. Much time is given to helping pupils rebuild their self-esteem, raising aspirations and developing the skills they need to be successful learners and team players.
- The provision for pupils learning to speak English as an additional language is equally nurturing, helping pupils find their way in a new country. Pupils spoke of how staff respond well to any questions, concerns or help they may need; in particular, in securing places to continue their education. They value the lessons on citizenship, life in modern Britain and learning about our traditions and culture. Equally, they value the diverse background of their peers in the unit and learn first-hand about the faiths and cultures of others from around the world.
- Pupils in all three provisions say that they feel safe at school. They say that there is little or no bullying and that any conflicts are dealt with swiftly and well. Pupils say that the staff are always willing to listen to them, support them and deal with any concerns they may have. Staff provide pupils with excellent role models for treating others with respect and courtesy.
- Pupils learn about how to recognise risk and keep themselves safe. For example, regular visits from local police officers help pupils understand talks on gang and knife crime and the dangers these pose. Pupils gain understanding about online safety, including responsible use of social media, both through curriculum lessons and discussions with staff.
- All staff encourage pupils to live healthy lifestyles, which supports their well-being and helps them to make good choices. In addition to the many curriculum-based opportunities, leaders organise workshops – some professionally led – and other events to broaden and enrich pupils' experiences. For example, sporting activities promote good behaviour and develop teamwork, and a four-week series of workshops includes learning about healthy relationships. Charity fundraising helps pupils understand the needs of others. All these and key workers' ongoing mentoring help pupils learn to understand themselves and move forward with their lives.
- A designated member of staff provides high-quality, impartial information, guidance and experiences to help pupils plan their future pathways. This often extends beyond the time pupils are in the school in order to help them sustain and be successful in their

placements. As a result, aspirations are raised, and pupils are often motivated to achieve academic success in order to fulfil their dreams.

Behaviour

- The behaviour of pupils is good.
- Leaders set high expectations for good behaviour and make these clear to pupils. Sanctions for poor behaviour are well defined. The use of rewards is developing. Pupils are positive about the 'friendship chains' system, which promotes pupils working well together in lessons and around school.
- Both teachers and other adults understand pupils' behavioural difficulties well. Care plans are made for managing each pupil in the alternative and girls' provisions. As a result, any poor behaviour is dealt with swiftly and well so that there are very few disruptions to learning. Serious incidents are firmly handled and, where appropriate, restorative justice is used to resolve any differences pupils may have. As a result, short exclusions are minimal and unsuccessful placements rare.
- Key workers in the alternative and girls' provision play a crucial role in helping pupils understand their difficulties, providing them with support and strategies to modify their behaviours. As a result, for most pupils their behaviour improves as they settle into the school. Most develop increasingly positive attitudes to learning. They take pride in their work and become more successful learners.
- With few exceptions, the attendance of pupils improves in comparison to their attendance at their previous schools. For many, this improvement is substantial. Overall, pupils are punctual to lessons. However, for a very few, punctuality at the start of the day remains an issue.
- Pupils learning to speak English as an additional language have excellent attitudes to learning and attend well.

Outcomes for pupils

Good

- Pupils join both the alternative and girls' provisions with very low starting points, regardless of their abilities. Pupils joining the English as an additional language (EAL) unit do so with little or no English or experience of the English education system. In all three provisions, good teaching and high-quality care ensure that, during their time at the school, pupils make good progress in a range of subjects. This includes English, mathematics and science.
- All pupils staying to the end of Year 11, regardless of which provision they are in, gain either qualifications in functional skills or at GCSE in English and mathematics. In addition, pupils in the alternative and girls' provisions work towards GCSEs in science, religious studies and citizenship, vocational accreditation in ICT and the Prince's Trust accreditation. Almost all pupils following these courses successfully achieve them, equipping them well for the next stage of their education.
- With these basic qualifications and the support and guidance from staff, the vast majority of pupils proceed to further education, apprenticeships or employment at the start of the

next academic year. For the few in the alternative and girls' provisions who do not, the school continues to support them until they too have secured college places.

- Pupils learning to speak English as an additional language make rapid progress. They soon become sufficiently proficient so that they can proceed to the next steps of their education, either back in mainstream schools or colleges, to extend their qualifications. Most go on to A-level programmes the following year.
- Most, but not all, pupils who attend the school for shorter periods of time are in key stage 3. They secure good progress, often plugging gaps in their learning so they can successfully return to mainstream education.
- Pupils leaving the school at the end of Year 11, regardless of which provision they leave from, are well prepared for life in modern Britain as successful and responsible citizens. For pupils in the alternative and girls' provisions, this is due to significant improvements in behaviour, attitudes and academic success.

School details

Unique reference number	140496
DfE registration number	315/6006
Inspection number	10096201

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	Alternative provision and day school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	25
Number of part-time pupils	None
Proprietor	Munier Jussab
Chair	Munier Jussab
Headteacher	Shalia Osman
Annual fees (day pupils)	£10,200–£14,000
Telephone number	0208 648 9662
Website	www.justlearn.org.uk
Email address	admin@justlearn.org.uk
Date of previous inspection	26 to 28 June 2018

Information about this school

- Jus'T'Learn is an independent day school and alternative education provider, which is currently registered for up to 27 pupils aged 11 to 16 years. A tuition centre operates out of the main premises but is separately run and registered with Ofsted.
- The day school and alternative provision operate from two premises. The main premises at 9–11 Commonsides East, Mitcham, Surrey CR4 2QA includes a dedicated but separate provision for girls. An additional satellite site at Worsfold House, Church Road, Mitcham CR4 3FA operates for pupils who speak English as an additional language.

- Pupils are referred and placed by a range of local authorities and schools within London. The majority of pupils remain on their placing school's roll. The length of time a pupil attends the school varies. Consequently, there is a high turnover of pupils. For many, this is limited to a few weeks, but others remain at the school until the end of Year 11. At the time of the inspection, most pupils were in key stage 4.
- A very small number of pupils are supported by tutors from the school at suitable venues close to their homes.
- The school aims to improve the performance and learning of its pupils and move them on to the next appropriate step of their education, regardless of their ability. The school's motto is 'building the pathway to your future'.
- The school makes use of Canons Leisure Centre for physical education lessons, but no other alternative provision.

Information about this inspection

- As part of this inspection, the Department for Education, the registration authority for independent schools, asked Ofsted to consider the school's application for a material change to increase its capacity from 25 to 50 pupils. The inspector was asked to focus on paragraphs 7, 11, 12, 14, 16, 34 and all of Parts 4 and 5 of the independent school standards. These relate to the pupils' safeguarding, welfare, premises and leadership and management.
- The inspector observed teaching, learning and assessment in a number of lessons and observed pupils outside of lessons in all three provisions. She scrutinised pupils' work to gain a view of their progress over time.
- She walked round all areas of the main site, including girls' provision and the separate provision for pupils who speak English as an additional language, to check on the condition, health and safety and the suitability of the premises.
- Throughout the inspection, the inspector met with the proprietor, headteacher, deputy director and other senior leaders, staff and pupils. She also met with a specialist educational needs consultant commissioned by the school.
- The inspector held a telephone conversation with one of the school's independent trustees, who is the head of the virtual school for children looked after in Bexley. She also spoke by telephone to the inclusion lead for Lambeth local authority, the alternative education manager for Merton local authority and the deputy headteacher of Limes College, all of whom place pupils at the school.
- The inspector scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, minutes of trustee meetings, and information on pupils' progress, as well as the school's own self-evaluation and development plans.
- The inspector reviewed the school arrangements for safeguarding. This included a check of the single central record for recruitment, and scrutiny of other records, policies and documents relating to safeguarding.
- The inspector took account of the 16 responses to the Ofsted survey for staff. One parent responded to the Ofsted Parent View survey. No pupils responded to the Ofsted survey for pupils, but the inspector took account of the school's own regular surveys of pupils' views.

Inspection team

Angela Corbett, lead inspector

Ofsted Inspector

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