

Jus'T'Learn

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

Inspection date

25 April 2023

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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 3, 3(a)–3(e)

- At the time of the last inspection in March 2022, leaders had not ensured that the curriculum was planned and implemented effectively. Schemes of work were lists of topics to be covered or examination specifications. They were not tailored to meet the needs of pupils. Staff did not consider what individual pupils need to learn. Information about pupils' needs was not used effectively. Pupils did not gain the knowledge and skills they need. Staff were not supported to deliver and plan lessons effectively, including when teaching subjects outside of their subject specialisms.
- The post-inspection action plan included schemes of work for English and mathematics. There was no reference in the plan or evidence about other subjects. Leaders identified actions to provide guidance and training for staff, such as one-to-one meetings with staff. Most of the actions lacked detail on how leaders will implement the plan. Success criteria were too vague.
- This inspection found that leaders have taken some action to improve curriculum planning. In each subject, there are schemes of work which take into account the ages of pupils. However, these schemes do not take the aptitudes and needs of all pupils into account fully, including those with special educational needs and/or disabilities (SEND). In some subjects, such as mathematics, English and science, leaders have identified general strategies for pupils' needs. This is not evident in other subjects.
- Schemes of work show the units of work that should be taught to pupils. Leaders have not identified the knowledge and skills that pupils need to learn to achieve ambitious end points. Teachers sometimes do not follow the schemes they are given. They know that the planned curriculum does not address pupils' gaps in knowledge sufficiently. Teachers choose different units of work which they think are better suited to pupils' needs. However, teaching does not consistently follow a logical sequence of learning as a result.
- Many subject teachers and support staff are new in post this academic year. Leaders have appointed subject specialists and provide fortnightly staff training on specific special educational needs, such as autism spectrum disorder. Staff have started to

implement some strategies to support pupils in class, but this is uneven.

- Subject-specific training is still left for staff to do on their own. Leaders have begun to deliver targeted subject support for pupils but this is at an early stage
- These independent school standards (the standards) continue to be not met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Safeguarding was judged effective at the previous inspection. This continues to be the case.
- The school's safeguarding policy is up to date with statutory guidance and is published on the school's website. Leaders ensure that all the required pre-recruitment checks on staff are carried out. They provide suitable safeguarding training for all staff and give regular updates on safeguarding guidance.
- Staff get to know their pupils well and report any concerns they may have. Leaders follow these up promptly and work effectively with various local authorities to support pupils and their families.
- Pupils feel safe here. They trust staff and can talk to them if they have any concerns about their safety or well-being. They are taught how to keep themselves safe outside of school, such as through learning about healthy relationships and mental health.
- The standards in this part continue to be met.

Part 8. Quality of leadership in and management of schools

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

- At the previous inspection, leaders did not have effective procedures to quality assure the curriculum and its effectiveness. They had an overgenerous view of pupils' educational experiences. Leaders did not ensure that suitable schemes of work were in place. They did not ensure that teachers adapted learning to meet the individual needs of pupils, including pupils with SEND. Weaknesses in curriculum thinking put pressure on teachers who felt that their workload was challenging. Staff had few opportunities for professional development.
- In the post-inspection plan, leaders proposed actions to improve oversight of teachers' development, for example through appraisal and training. Some of the actions referred to the trust that has been commissioned since the previous inspection to support the school. The action plan lacked specific detail. Leaders had not listed their planned actions clearly. Leaders did not give sufficient information to explain how they would develop teachers' subject expertise.
- Most of the school's teaching staff started at the school this academic year. They felt well supported with their workload and well-being and enjoy working at the school. Leaders have begun to quality assure the curriculum with more rigour than was previously the case. This links with their work to support teachers more effectively. This work is in the early stages of development.
- The curriculum policy has been updated and sets out leaders' approach to pupils' learning. The policy gives some detail about how learning will meet pupils' needs. However, leaders' curriculum thinking and schemes of work do not fully reflect the aims

stated in the policy. Leaders recognise that more time and work are needed to ensure that the curriculum is well planned and implemented to meet pupils' individual needs.

- The standards in this part continue to be not 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. 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	140496
DfE registration number	315/6006
Inspection number	10283729

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	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	47
Number of part-time pupils	1
Proprietor	Munier Jussab
Headteacher	Shaila Osman
Annual fees (day pupils)	£65 per day for pupils without an education, health and care plan (EHC plan) £100 to £120 per day for pupils with an EHC plan
Telephone number	0208 648 9662
Website	www.justlearn.org.uk
Email address	admin@justlearn.org.uk
Date of previous standard inspection	22 to 24 March 2022

Information about this school

- Jus'T'Learn is an independent day school and provider of alternative education in Croydon. It is currently registered for up to 50 pupils aged 11 to 16. The school offers temporary and permanent placements to pupils from various London boroughs. Most pupils remain on their placing school's roll.
- The school operates from premises on two sites. The main building is at 9-11 Commonside East, Mitcham, Surrey, CM4 2QA. The school's additional site is at Danbury Mews, Wallington, Surrey, SM6 0BY.

- The school caters for pupils with SEND.
- The school has a contract with a local leisure centre for physical education lessons. Leaders do not make use of any other alternative provision.
- A tuition centre operates out of the main school premises, but this is separately run and registered with Ofsted.
- Since May 2022, Croydon local authority has commissioned the Alternative Learning Trust to support the school.

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.
- This was the school's first progress monitoring inspection since its previous full standard inspection in March 2022. It was conducted without notice.
- Following the previous inspection, the school submitted an action plan. It was judged to be not acceptable by Ofsted in February 2023 and was rejected by the Department for Education.
- This inspection focused on the school's compliance with particular requirements in parts 1, 3 and 8 of the standards.
- The inspector met with school leaders, including the headteacher, the proprietor and those with responsibility for safeguarding. The inspector spoke with groups of staff and pupils at both school sites, visited a range of lessons and sampled pupils' work. The inspector held a telephone conversation with leaders from the Alternative Learning Trust.
- The inspector reviewed curriculum documentation and a range of school documents, including leaders' self-evaluation of the school, their development plan and records of trustee meetings. The inspector checked the record of staff pre-employment checks and reviewed policies and documentation related to safeguarding.

Inspection team

Jude Wilson, 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 subparagraph (2) is drawn up and implemented effectively; an
 - 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 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.

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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