

Liral Veget College London

148–150 Old Kent Road, London SE1 5TY

Inspection dates

3 May 2018

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 3(h) and 3(i)

- The school proposes to provide education for pupils who have complex special educational (SEN) needs and/or disabilities, primarily related to a diagnosis of autistic spectrum disorder. Leaders' plans for staffing are suitable, taking into account the level of additional support pupils may need in order to feel secure and learn well.
- The curriculum policy indicates that pupils will benefit from experiences which will cater appropriately for their academic and personal development. This includes ensuring that pupils acquire a sound understanding of British values. Schemes of work indicate that pupils will study a suitably broad range of subjects, including computing, art and science, which are appropriate to their needs and interests. For example, in art, pupils will learn about famous artists and use this as a basis for creating their own work.
- At the same time, curriculum plans give suitable weight to making sure that pupils develop basic skills in mathematics and English, according to their individual starting points. For example, in English pupils will learn how to listen and respond to others and develop their vocabulary by learning rhymes and songs. In their design of the curriculum, leaders have incorporated opportunities for pupils to practise their basic skills in purposeful contexts, such as working out the cost of items when they go shopping.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 4

- School documents indicate that leaders are ambitious for pupils' outcomes. Schemes of work suggest that teaching will make use of resources and activities which will motivate pupils to learn and make progress.
- Leaders have systems in place to check pupils' outcomes and ensure that teaching supports pupils to make gains in their learning. In addition, leaders intend that pupils

will study programmes that lead to accredited qualifications in English, mathematics and work-related skills.

- Leaders have made suitable arrangements to make sure that pupils are well informed about potential career options. Leaders aim to provide a programme of work experience and volunteering in order to increase pupils' readiness for employment.
- Leaders have ensured that the standards in this part are likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The planned curriculum for pupils' personal, social, health and economic education is fit for purpose. Leaders have given careful consideration to how best to support pupils to reach their potential and play an active role in modern British society. Through topics such as 'people and places', pupils will learn about topical issues such as the impact of homelessness and global warming. Appropriate weight is placed on ensuring that pupils are respectful and considerate of others, with particular regard paid to the protected characteristics set out in the 2010 Equality Act. For example, pupils will explore issues such as 'gender stereotypes', 'tackling racism' and 'women's rights'.
- Leaders have placed pupils' preparation for independent living at the heart of the curriculum. They plan to ensure that pupils know how to make sensible choices in different situations outside of school, such as crossing the road safely and using social media. Suitable emphasis is placed on strengthening pupils' understanding of how to adapt their behaviour in different social situations. Leaders have developed an age-appropriate programme to raise pupils' awareness of sexual health issues through topics such as 'sexuality' and 'healthy friendships'.
- Leaders plan to promote pupils' physical and emotional well-being through a variety of extra-curricular activities, including yoga and gardening. They also aim to raise pupils' awareness of life in modern Britain through a programme of visits to public institutions and landmarks.
- Leaders have ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a) and 7(b)

- The school's safeguarding policy includes suitable arrangements to promote pupils' welfare, and incorporates the most recent statutory guidance. The policy provides clear information for staff on what they must do if they have concerns about pupils' safety or the conduct of an adult working in the school. Leaders are aware of their responsibilities to work effectively with external agencies to ensure that pupils receive timely help and protection when they need it.
- Leaders have undertaken suitable training to ensure that they have the knowledge and skills to safeguard pupils, including their responsibilities under the 'Prevent' duty. They have appropriate plans to ensure that staff are well trained in safeguarding and are alert to signs that indicate a pupil may be at risk of harm. The school's

whistleblowing policy contains guidance for staff, pupils, parents and carers on what they can do if they are concerned about safeguarding arrangements.

Paragraph 9, 9(a), 9(b), 9(c) and 11

- The school's behaviour policy sets high expectations for pupils' conduct. Unacceptable behaviour, including verbal abuse or misuse of the internet, is clearly defined. The policy also outlines appropriate sanctions for poor behaviour to ensure that staff understand what they need to do if a pupil's behaviour deteriorates. This includes guidelines on how to record incidents and when to inform leaders and parents. Leaders anticipate that the majority of pupils will join the school with a history of poor or challenging behaviour, linked to their SEN and/or disabilities. Leaders intend to make careful assessments of each pupil's individual barriers and provide bespoke support to ensure that, over time, pupils' behaviour and well-being improves.
- The anti-bullying policy is comprehensive. It covers the different forms bullying can take, including cyber bullying and bullying linked to prejudicial attitudes, such as homophobia, sexism and racism. Leaders have made sure that there are systems in place to identify and manage incidents of bullying effectively.

Paragraph 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- Leaders have suitable policies in place to ensure that the proposed premises are secure, safe and well maintained. The risk assessment policy outlines a range of measures that leaders will use to identify and minimise potential risks to pupils' welfare, both within the school building and when pupils take part in off-site activities. This includes ensuring that there are sufficient staff to supervise pupils, taking into account pupils' needs.
- Leaders have appropriate plans to ensure that the premises comply with the Regulatory Reform (Fire Safety) Order 2005, for example through weekly checks of the fire alarm system and regular evacuation drills. There are suitable documents in place for the recording of serious incidents or accidents.
- The school's first aid policy indicates that pupils will receive timely treatment when they need it and that any incidents will be recorded accurately. Pupils' medical needs will be catered for through personalised care plans which will outline the treatment and medication that pupils require. Leaders intend that all staff will receive training appropriate to their role, including training in first-aid and administering medication.
- Leaders have ensured that the standards in this part are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii) and 21(3)(b)

- Leaders have secure procedures in place for the safe recruitment of staff. Leaders know what checks they need to carry out to make sure that adults are suitable to work in the school.
- Leaders have begun the appointment process for school staff. School records show that leaders are conducting appropriate checks on these staff prior to appointment.

This includes seeking references, verifying a candidate's identity and right to work and checks on a candidate's medical fitness. These checks are documented correctly on the school's single central record.

- Leaders have ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 24(3), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The proposed premises are currently used by Liral Veget College as a tuition centre which provides further education classes for adults. The tuition centre also offers after-school English and mathematics classes for pupils who attend full-time education with other providers. From September 2018, the proprietor will use these premises for the sole use of pupils who enrol at the school. The proposed classrooms are well-lit, clean and airy. They are suitable in size to accommodate the number of pupils that the school wishes to enrol.
- Drinking water will be available to pupils through easily accessible and labelled water fountains. The proposed premises have clean and well maintained toilets, with adequate washing facilities including hot water at a safe temperature. Leaders will reorganise how the existing toilets are used at the tuition centre at 148-150 Old Kent Road. This includes the reallocation of the existing toilets to provide separate facilities for boys, girls and members of staff. Leaders have also identified the need for toilets to be clearly labelled once they complete this reorganisation. While leaders' plans are credible, the planned changes had not been made at the time of the inspection.
- At present, the proposed sites do not include suitable showers or changing accommodation. The room which will accommodate the short-term care of sick or injured pupils does not include a washbasin. Leaders have credible plans to install these facilities to ensure that the requirements of the independent school standards are met. However, at the time of the inspection, the washbasin in the medical room and shower facilities had not been installed.

Paragraph 29(1), 29(1)(a), 29(1)(b), 31, 31(a) and 31(b)

- Leaders have made arrangements to use nearby parks for pupils' social times and for the teaching of the physical education curriculum. Leaders have assessed potential risks in these arrangements in order to maintain pupils' safety and well-being. The proposed premises also contain a therapy room in which pupils can relax and spend time with their peers.
- Leaders have not ensured that the standards in this part are likely to be met. While leaders have appropriate plans to address the issues identified, the required changes had not been implemented at the time of the inspection.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 31(1)(g), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d) and 32(3)(f)

- Leaders have a secure understanding of the information that they must make available to parents. They plan to publish this information on the school's website,

which is currently being developed. Some of the required information, including the safeguarding policy, has already been added to the website.

Paragraph 32(1), 32(1)(f), 32(1)(h) and 32(1)(i)

- Leaders intend to provide parents with annual and termly written reports on their children's learning in all areas of the curriculum. Examples of these reports indicate that parents are likely to be well informed about their children's education, including their achievements and areas for development.
- Leaders also understand the information they must provide to the local authority for pupils whose school places are partially or wholly funded.
- Leaders have ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy contains clear guidance for parents on how to raise concerns, and the steps they can take if they are dissatisfied with the school's response. This includes how to escalate a concern formally in writing to the headteacher or proprietor. Leaders have suitable plans to ensure that the policy makes provision for an independent panel if the school's internal processes have not resolved parents' concerns.
- Leaders have ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and 34(2)

- The proprietor has a background in providing care and education for adults who have SEN and/or disabilities. She has drawn effectively on her skills and experience to ensure that the proposed school is likely to cater for pupils' needs and well-being. Plans for the curriculum, staffing and training suggest that leaders have taken into account the needs of the pupils they wish to admit.
- The proprietor's plans for the premises include realistic timescales to ensure that the school is ready to admit pupils from September 2018, which is the date leaders propose to open. This includes the installation of shower facilities and a washbasin in the medical room. Leaders also have suitable plans in place to ensure that the existing toilets at the tuition centre provide for separate facilities for boys, girls and staff.
- The headteacher also has experience of working in education and is currently the academic manager of the tuition centre. Together with the proprietor, he demonstrates a sound understanding of the independent school standards.
- Leaders have ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Policies and documents indicate that the school is likely to meet the requirements of the Act if it is registered. For example, leaders' plans for the installation of showers and changing facilities take into account the needs of disabled users.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	145471
DfE registration number	210/6009
Inspection number	10052078

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent special school
Proprietor	Edith Enenanya Bonito
Chair	Not applicable
Headteacher	James Nuttall
Annual fees (day pupils)	£35,000 to £95,000 dependent on pupils' individual needs
Telephone number	0207 231 1658
Website	www.thebridge-school.co.uk
Email address	info@thebridge-school.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not applicable
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	14 to 19	Not applicable
Number of pupils on the school roll	Not applicable	15	Not applicable

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	15
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	15

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	3
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	7

Information about this proposed school

- Liral Veget College proposes to provide full-time education for pupils who have complex SEN and/or disabilities, primarily related to a diagnosis of autistic spectrum disorder. The school will be known as The Bridge Special Educational Needs School and will cater for pupils and adults aged 14 to 25. The school intends to admit up to 15 pupils aged 14 to 19 from September 2018. Leaders anticipate that all pupils on roll will have a statement of special educational needs or an education, health and care plan.
- The proprietor expects that the majority of pupils will join the school with a history of challenging behaviour, including being permanently excluded from previous schools. The school's ethos is centred on providing pupils with the teaching and pastoral support they need to overcome any previous difficulties or underachievement.
- Liral Veget College also operates The London School of English, which provides part-time adult education courses, including English language tuition. The London School of English also offers after-school tuition for pupils who attend full-time education at other providers.
- The proposed school will operate primarily at 148–150 Old Kent Road SE1 5TY with additional teaching facilities at 165 Old Kent Road SE1 5TY. 148–150 Old Kent Road is currently used by the London School of English. If registration is granted, leaders propose that the premises at 148–150 Old Kent Road and 165 Old Kent Road will be used solely for pupils at The Bridge Special Educational Needs School. The London School of English will move to the premises at 167 Old Kent Road.

Information about this inspection

- This inspection was conducted at the request of the registration authority to check whether the school is likely to meet the independent school standards if it is registered as a school. This was the proposed school's first pre-registration visit.
- The inspector toured the premises and held meetings with leaders, including the proprietor.
- A range of school documents and policies were reviewed to check whether the school is likely to comply with the requirements of the independent school standards. This included curriculum plans, the safeguarding policy and the single central record of recruitment checks.
- The inspector also reviewed information on how leaders planned to adapt the premises at 149–150 Old Kent Road to ensure that the school is ready to open on time and that the premises are suitable for pupils' needs.

Inspection team

Sarah Murphy-Dutton, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility;

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018