

Liral Veget College London

148–150 Old Kent Road, London SE1 5TY

Inspection dates

26 June 2018

Overall outcome

The school is likely 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)(ii), 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), 4

- The school proposes to provide education for pupils who have complex special educational needs (SEN) and/or disabilities, primarily related to autism spectrum disorder.
- Leaders propose to implement the curriculum policy so that pupils receive experiences that take into account their aptitudes and needs. The curriculum plans will be adapted to meet the requirements in pupils' education, health and care plans. Schemes of work specify that pupils will study a wide range of subjects, linked to the national curriculum. The intended teaching programme includes practical experiences to promote social interaction and creative and physical skills, such as gardening, yoga and regular visits to the local community for shopping, baking and cooking.
- Leaders have prepared a detailed lesson schedule designed to develop pupils' basic skills in English and mathematics. The proposed programme includes possible teaching methods which, when implemented, are likely to ensure that all pupils will make progress and learn new knowledge during the year.
- Leaders intend that pupils will be assessed using a framework linked to national norms. This will include accredited qualifications in all subjects as appropriate to pupils' needs and abilities.
- 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), 5(d)(iii)

- The planned curriculum for pupils' personal, social, health and economic education is fit for purpose. Leaders understand that pupils are likely to need an individual approach to promote their understanding and contribution to the local and wider

community. To this end, proposed opportunities include pupils' supervised work experience in local cafes and garden centres.

- There is a planned a programme of visits and outings to help pupils understand life in modern Britain, such as, for example, visits to the Houses of Parliament. Leaders plan to introduce a pupil panel to assist in self-evaluation and feedback, and to develop pupils' self-confidence and self-esteem as well as their understanding of democracy.
- There is a planned programme to promote pupils' understanding and tolerance of people with protected characteristics. Resources and learning experiences have been carefully considered to address the criteria in the 2010 Equality Act.
- 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), 7(b)

- The school's safeguarding policy indicates clearly how the school will promote the welfare of pupils at school, and that these arrangements have regard to guidance issued by the Secretary of State. Leaders have undertaken the required training to fulfil their nominated designated safeguarding roles. They demonstrate a sound understanding of what to do in the event of a child protection concern or an allegation against a member of staff, leaders or the proprietor. Leaders are well informed about all recommendations in 'Keeping Children Safe in Education, 2016'.
- Leaders understand that pupils who have SEN and/or disabilities and limited social communication skills may be vulnerable to abuse. Leaders spoke confidently about how they intend to monitor the school's culture to mitigate this risk; and the decisive action they would take should a safeguarding incident arise.

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

- The school's behaviour policy promotes good behaviour. Leaders acknowledge that pupils may display challenging behaviour, as they may have been excluded from their previous schools. Leaders intend to deploy staff so that pupils have one-to-one support while they settle into the new environment.
- The school's anti-bullying policy is comprehensive. It covers all forms of bullying that pupils could encounter. Leaders also describe the appropriate action to be taken if bullying is reported. This policy, when implemented, is likely to prevent bullying as far as can be reasonably expected.

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

- Leaders have written a detailed health and safety manual supported by relevant policies. Leaders implement health and safety policies systematically. This is evident because they are already responsible for health and safety compliance in the adult education centre and language school, which are the sites of the proposed new school.
- The inspector assessed health and safety records, which indicate that checks on fire equipment, school evacuation, electrical appliance testing and risk assessments are robust. Leaders intend to build on this established good practice and they can identify how this will be adapted to the new school context.

- The school's first aid policy is compliant. Leaders have planned staff training prior to the school's proposed opening date in September 2018. Pupils' medical needs will be catered for through individual care plans.
- Leaders understand how to maintain records of pupils' admission to school and their daily attendance. They are aware of the statutory requirement to meet the Education (Pupil Registration) (England) Regulations 2006.
- 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), 21(3)(b)

- No staff have been recruited since the pre-registration visit in May 2018. On this inspection, the school's single central record, staff files and evidence of suitability to work with children were evaluated. This scrutiny confirms that leaders have secure procedures in place for the safe recruitment of staff.
- 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), 24(1), 24(1)(a), 24(1)(b), 24(2), 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), 29(1)(b)

- Leaders intend to use the premises currently owned by Liral Veget College and used as a tuition centre and for after-school provision. The premises will be adapted for the sole use of pupils who enrol at the new special school. The proposed classrooms are light, well ventilated and of a suitable size to accommodate the small number of pupils expected to attend the school.
- Toilets are now of a suitable standard, correctly labelled. They are clean and well maintained, with hot water provided at a safe temperature. There are separate facilities for girls, boys and members of staff.
- Leaders plan to use nearby parks for pupils' social times and for the teaching of physical education. Leaders have considered timetabling the lessons to ensure that time and staff are allocated to this activity. Leaders intend to secure regular sessions at the local swimming pool for the sole use of pupils attending the school.
- The previous pre-registration visit in May 2018 noted that the proposed sites did not include suitable showers or changing accommodation; and that the room which will accommodate the short-term care of sick or injured children did not include a washbasin. Leaders brought forward the date of scheduled building works in order to be likely to meet this standard. The required changes have now been implemented.
- Leaders have ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(c), 32(2)(d), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c), 32(5)

- Leaders have a secure understanding of the information and required policies that they must make available to parents and carers. These documents are available in school in readiness for parents enrolling their children at the school. Since the pre-registration visit in May 2018, leaders have continued to update the website prior to it 'going live'. For example, the contact details of the proprietor and school's academic manager during term time and holidays are now available.
- Leaders understand that some parents may not have access to computers. Therefore, they intend to provide a paper-based induction pack containing the required information.
- Leaders understand the requirement to provide parents with termly and annual written reports on their children's learning in all areas of the curriculum. They propose augmenting this information with home-school report cards to keep parents up to date about their child's daily behaviour and achievements.
- Leaders have already begun to work closely with local authorities to consider the needs of pupils who may transfer to the new school if it is registered successfully. Leaders understand the information they must provide to the local authority for pupils whose 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), 33(k)

- Leaders understand how complaints about the school should be managed. The policy contains clear guidance about the procedures to be adopted by parents if such a situation arises. The policy includes how parents can complain, within agreed timescales, and action to be taken if they remain dissatisfied with the school's response. The complaints policy also indicates how parents can seek recourse to an external independent panel hearing.
- Leaders have ensured that the standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor has extensive experience in providing care and education for adults who have SEN and/or disabilities. She has a strong vision for how the proposed school could meet the needs of pupils who may have had a difficult experience in education, who may have been excluded from their previous schools or who have complex social and communication needs. She understands fully the importance of compliance with health and safety regulations and safeguarding duties in order to ensure that pupils' well-being and care are a priority and that this underpins the school's culture.

- The academic manager is currently the leader assigned to the tuition centre. Together with the proprietor, they demonstrate a sound understanding of the independent school standards.
- Leaders' plans to prepare the premises, the educational provision and to recruit suitably qualified staff are realistic in readiness for the school's proposed opening date of September 2018.
- Leaders acknowledged the findings of the first pre-registration inspection, which identified unmet standards in Part 5 of the independent school standards. These standards related to the lack of showers and the lack of a washbasin in the medical room. This work was planned for August. Leaders brought forward the date of this upgrade to June 2018. The required changes have now been made.
- 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.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	145471
DfE registration number	210/6009
Inspection number	10055638

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

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 who have 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 special educational needs and/or disabilities, primarily related to autism 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 school's ethos is to provide pupils with the teaching and pastoral support they need to overcome any previous difficulties or underachievement. The proprietor expects that the majority of pupils will join the school with a history of challenging behaviour, some being permanently excluded from their previous schools.
- Liral Veget operates The London School of English, which provides part-time adult education courses, including English language tuition. The London School of English 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, which is currently used by The London School of English, with additional teaching facilities at 165 Old Kent Road SE1 5TY. If registration is granted, leaders propose that both premises 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 second pre-registration visit.
- The first pre-registration visit, in May 2018, identified that Part 5 of the independent school standards was not likely to be met.
- This inspection focused on checking whether or not the school is likely to meet all independent school standards and associated requirements if it is registered as a school.
- The inspector reviewed a range of documents, policies and curriculum plans. She evaluated the school's recruitment and vetting procedures and intended safeguarding procedures and practice. She toured the school's proposed sites with the proprietor and academic manager. She also reviewed information on how leaders plan to adapt the premises, in a timely fashion, to ensure that the new school is ready to open on time and that the facilities are suitable for pupils' needs.

Inspection team

Ann Debono, lead inspector

Ofsted Inspector

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