

Lawrence House School

The Coach House, Dean Terrace, Park Bridge, Ashton-Under-Lyne,
Lancashire OL6 8AJ

Inspection dates

10 December 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 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)(c), 2(2)(d), 2(2)(d)(i), 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) and 2(2)(i)

- Care4Children Residential Services have applied to open Lawrence House School to support boys between the ages of 11 and 18 who have suffered significant trauma. The programmes of work that are in place are likely to support pupils well in their personal and social development as well as academically.
- The director for education has developed a suitable framework for learning to enable pupils to study for accredited functional skills qualifications as well as GCSEs in a wide range of subjects. The school has arrangements in place to provide specialist teachers for subjects such as psychology, and where pupils study beyond GCSE level.
- The proprietor has established links with alternative providers through its other schools. These provide programmes of learning for mechanical engineering and hair and beauty.
- There are arrangements in place to provide pupils with independent careers guidance. Pupils will be provided with individualised advice based on their interests. The curriculum provides opportunities for pupils to study accredited units that focus on applying for jobs and understanding the workplace.
- The school's innovative well-being programme includes units that focus on developing pupils' awareness of British values and equalities so that they are prepared for life in British society.

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

- There is a framework for assessing pupils' abilities that will inform pupils' individual plans so that their aptitudes and needs are addressed. Examples provided from the company's other schools demonstrate how progress is captured through regular assessments.

- The aims of the school ensure that there is a detailed approach to pupils' personal development that encourages respect and self-worth. The assessment system is holistic and will inform how teachers address pupils' therapeutic and academic needs.
- The school has a clear behaviour policy in place. The school aims to encourage pupils to act responsibly so that they can become productive and responsible members of society.
- The provision is new. The resources for pupils' learning that are presently in place are of a high quality.
- The standards in this part are likely to be met when the school opens.

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)

- Leaders have ensured that there are plans to promote British values throughout the curriculum. They intend to use Parliament week to develop pupils' awareness of democracy and the rule of law, as they have done in their other schools.
- Leaders have developed a well-being programme that contains modules on respecting others' cultures, beliefs and opinions. This links well with accredited units of study that will help to develop pupils' relationships, behaviour and social skills.
- Leaders have produced a calendar of events, such as religious festivals. This provides hyperlinks to resources for teachers to ensure that they will promote pupils' spiritual, moral, social and cultural development throughout their time at the school.
- Leaders are keen to promote equalities well. They have a clear policy on the promotion of equalities. The classroom already has posters promoting inclusivity and respect for others.
- The school aims contain a strong focus on developing pupils' self-knowledge, self-esteem and self-confidence. This is supported through a range of planned off-site activities such as climbing and the use of a recording studio at one of its sister schools.
- The standards in this part are likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7, 7(a), 7(b), 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10

- The school has an effective policy for safeguarding. It relates well to the guidance issued by the Secretary of State. The policy provides clear information about the procedures to follow if staff have a concern about the welfare of pupils. The policy is available to parents on request.
- During the inspection, the director of education provided evidence of how behaviour will be managed at the school. Comprehensive systems for recording incidents already established at the proprietor's other schools will be used to log any significant incidents of poor behaviour at Lawrence House. There is also a policy to promote anti-bullying in place for when the school opens.

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

- The school has a clear health and safety policy in place.
- Leaders have ensured that they have an up-to-date fire risk assessment. Regular maintenance checks are carried out on fire equipment, fire call points and the emergency lighting system.
- Leaders have a range of risk assessments in place for the provision and for off-site visits. Leaders identify and manage risks well to ensure that pupils will be safe when at the school.
- Leaders have ensured that all the necessary documentation and procedures are in place for the administration of first aid. First aid kits are audited regularly so that their contents can be refreshed if necessary.
- Leaders have admission and attendance registers in place, ready for when pupils start at the school.
- The standards in this part are likely to be met when the school opens.

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(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 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), 21(4), 21(6), 21(7), 21(7)(a), 21(7)(b)

- Leaders have a central record that details the checks on the suitability of staff. All necessary checks are completed prior to any member of staff taking post. This record is held electronically and can be printed for inspection.
- There are thorough procedures in place for the appointment of staff. These include meeting with candidates informally to discuss their suitability and readiness to work with vulnerable pupils prior to a formal appointment process.
- Checks on the health and fitness of staff are undertaken at the point of appointment.
- During the inspection it was clarified with the Department for Education that the company Care4Children Residential Services is the proprietary body for the school and not the individual named on the application. Leaders have ensured that the appropriate checks on the company directors have taken place.

Paragraph 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii)

- Leaders have arrangements in place to cover any staff absence by using staff from one of their other schools. As such, they do not intend to employ supply staff.
- The standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 25, 26, 27(a)

- The school has been built recently to accommodate five pupils. The interior has been freshly painted and the lighting ensures that it is a bright and welcoming space. The

medical room, toilet and classroom are all free of clutter. The school is maintained to a high standard.

- There is a suitable toilet for pupils' individual use that can be secured from the inside. Adults use the toilets in another building that is adjacent to the school.
- Physical education is provided off site at local sports and leisure facilities. Leaders have put in place a risk assessment for the use of changing facilities and showers when pupils undertake these activities.

Paragraph 24, 24(1)(a), 24(1)(b), 24(2)

- There is a separate room for the medical and therapeutic care of pupils. This has a mobile washing facility and is located close to a toilet. Leaders propose to use the room to support pupils' therapy needs when it is not in use for medical purposes.

Paragraph 27(b), 29(1), 29(1)(a), 29(1)(b)

- Outside, the building has external lighting at the entrance and there is ample space for pupils to play or socialise outside.

Paragraph 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Leaders have ensured that there is a suitable supply of bottled water for pupils. All water supplies have appropriate signage. The water temperatures at the outlets did not pose a scalding risk when tested.
- The standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 21(1)(h), 32(1)(i), 32(1)(j), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3), 32(3)(a)

- The school does not have a website. Leaders have made sure that all information is available to parents on request.
- Leaders have copies of the school's curriculum policy, schemes of work for different subjects and the framework for assessment, ready to view at any time. This is also true of the school's arrangements for safeguarding, first aid, admissions, behaviour and health and safety.
- The proposed arrangements to report on pupils' progress and attainment are in place, having been tried and tested in other schools.
- Where pupils will be funded for a place at the school, leaders have a clear system to account for any income received and expenditure incurred. This forms the basis for the school's fees. Where a pupil is to be funded through an education, health and care (EHC) plan, the school aims to provide comprehensive information on pupils' development to the responsible local authority. The evidence for this is seen in the school's proposed reporting format and assessment arrangements.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(c), 32(2)(d), 32(3)(b)

- The school brochure provides a range of information about the school, including the school's address, phone number and information about the proprietor's registered office. It contains a statement about the school's aims.

- Leaders ensure that details of the provision made for pupils with EHC plans or where a pupil speaks English as an additional language are readily available.
- The standards in this part are likely to be met when the school opens.

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 have prepared a complaints policy that sets out clear procedures and timelines for handling complaints. It allows for a concern to be raised informally before following a formal procedure.
- The policy matches all of the requirements of the independent school standards and is available on request to parents.
- The standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

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

- Using their expertise from other schools in the company, the director of education and the head of education have ensured that the school is likely to meet all of the independent school standards when the school opens.
- Leaders demonstrate the skills and knowledge to successfully open a new school.
- The directors have established clear reporting mechanisms with the director of education. This has ensured that they have a clear picture of the schools operated by the company. As such, directors' oversight is likely to be strong.
- Leaders are committed to developing pupils' well-being to form a platform from which they can start to learn.
- The standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- Leaders have produced an accessibility strategy and a detailed equalities policy. They are committed to ensure that pupils gain an appreciation of each other's differences and of the protected characteristics outlined in the Equalities Act. The school's curriculum plans clearly reflect this commitment.
- The standards in this part are likely to be met when the school opens.

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	146182
DfE registration number	357/6006
Inspection number	10077473

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	Other independent school
School status	Independent school
Proprietor	Care4Children
Chair	Tariq Verpalen
Headteacher	Not yet appointed
Annual fees (day pupils)	£24,000
Telephone number	0345 5215155
Website	None
Email address	tariq.verpalen@care4children.co.uk
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	11–18	11–18
Number of pupils on the school roll	Not applicable	5	5

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	5
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	5
Of which, number of pupils with an education, health and care plan	Not applicable	5
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- Lawrence House School is a newly built school that is situated in a rural setting in Tameside.
- The school is owned by Care4Children Residential Services Ltd. During the inspection it was confirmed that the company is the proprietor of the school.
- The board of directors for Care4Children will oversee the work of the school and its effectiveness. The director of education will provide regular reports to the board.
- The school proposes to cater for pupils who have suffered significant trauma. The school will admit boys between the ages of 11 to 18 years.
- The school proposes to take pupils who have educational, health and care plans. All pupils will be looked after by their local authorities.
- The school proposes to use local facilities for physical education such as leisure centres and other sports facilities.
- The school proposes to use off-site provision according to pupils needs. Care4Children schools presently use two alternative providers.

Information about this inspection

- This inspection was commissioned by the Department for Education to see if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's first pre-registration inspection.
- The inspector met with the director for education for Care4Children as well as the head of education to discuss the school's application to register as a school.
- The inspector spoke to the board members about the leadership and management structure of the school.
- The inspector checked the school's likely compliance with the independent school standards. This involved a check on the school premises and the arrangements for the appointment of staff.
- The inspector looked at the plans for the education of pupils at the school and the routes that pupils can take to gain qualifications.
- The inspector also scrutinised a broad range of documentation which included policies, risk assessments and documentation about safeguarding.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

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