

# Lewis Charlton Learning Centre

The Haven, North Street, Ashby de la Zouch, Leicestershire LE65 1HU

## Inspection dates

20–23 May 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Directors of the proprietorial body and senior leaders have not ensured that the school meets all the independent school standards.
- Safeguarding is ineffective. Leaders have not ensured that safeguarding records are accurate.
- Not all staff know what to do if they have a safeguarding concern about an adult's actions towards a pupil.
- Assessments of risk, including those of individual pupils and off-site trips, do not focus sharply enough on identifying all possible risks. Furthermore, there is not always the appropriate guidance provided within the assessments to help staff to manage any identified risks.
- Senior leaders have not ensured that checks on health and safety are sufficiently rigorous. They do not always take timely action when they, or other professionals, have identified a health and safety concern.
- Teaching requires improvement. The quality of teaching is variable across the school.
- Pupils' outcomes require improvement because pupils' progress is variable across different subjects. Pupils do not make enough progress in English.
- Leaders have not ensured that policies and guidance, including in relation to risk assessment, health and safety and managing pupils' behaviour, are sufficiently detailed and comprehensive.

### The school has the following strengths

- The executive headteacher and heads of education and of behaviour and welfare have begun to take action to improve the provision.
- Pupils study a broad curriculum. They can achieve qualifications which help them to progress successfully to their next steps.
- Well-targeted support is enabling some pupils to manage their behaviour more effectively and attend more regularly.
- Pupils become secure in their spiritual, moral, social and cultural development and their understanding of the local community.
- Sixth-form students receive effective support to achieve well and move on to appropriate next steps, including in education and training.
- The advisory board provides leaders and directors with effective challenge and support.

## **Compliance with regulatory requirements**

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Rapidly improve the school's procedures to keep pupils safe and to monitor their welfare, including in the sixth form, by ensuring that:
  - arrangements to keep pupils safe reflect the latest guidance from the Department for Education
  - leaders maintain accurate, detailed safeguarding records
  - all staff know what they must do if they have a safeguarding concern about the actions of an adult towards a child
  - assessments of risk, including those of individual pupils and of off-site visits, identify risks effectively and provide appropriate guidance to manage these risks
  - senior leaders resolve swiftly any health and safety risks that they, or other professionals, identify.
- Improve the impact of leadership and management by ensuring that:
  - senior leaders know the independent school standards thoroughly and ensure that the school meets these standards consistently
  - there are regular checks on the safeguarding procedures and staff's understanding of their safeguarding responsibilities, so that senior leaders can take timely action when they identify weak safeguarding knowledge or practice
  - the school's premises consistently meet the independent school standards
  - all policies related to safeguarding and promoting pupils' welfare, including those related to assessing risk, monitoring health and safety and managing pupils' behaviour, contain comprehensive guidance which senior leaders regularly review
  - teachers receive regular opportunities to undertake training that enables them to improve their classroom practice and to deepen their subject knowledge
  - senior leaders have a precise understanding of the impact of the support pupils across the whole school receive to help them manage their behaviour
  - the directors and members of the advisory board hold senior leaders to account for the effectiveness with which they bring about the necessary, rapid improvements, including to safeguarding and pupils' welfare.
- Improve the quality of teaching so that pupils make good progress across all subjects by ensuring that all teachers:
  - have high expectations of the work that pupils complete in lessons
  - regularly check pupils' understanding and clarify any misconceptions they identify
  - move pupils on to more challenging work in a timely manner.
- Improve attendance so that it is at least in line with that seen nationally for similar schools.
- Improve pupils' behaviour by developing further the support pupils receive to manage their behaviour, including through the use of therapeutic services.

- The school must meet the independent school standards, as set out in the annex of this report.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Directors of the proprietorial body and senior leaders have not ensured that the school meets all the independent school standards.
- The standards the school does not meet relate to safeguarding; the assessment and subsequent reduction of risk; health and safety; and leadership and management.
- Senior leaders have failed to ensure that safeguarding procedures are in line with the latest national guidance.
- Senior leaders have not ensured that policies and guidance which relate to promoting pupils' welfare are comprehensive and provide information and guidance that is clear and consistent. This includes guidance in relation to health and safety, assessing risk and managing pupils' behaviour.
- During the on-site inspection, inspectors found the school to not be meeting further independent school standards, including those relating to admissions; the health and safety of the school sites; the signage for drinking water; the provision of medical facilities; the provision of information; and complaints. The chair of directors and senior leaders took effective action to resolve these failings during the inspection, once inspectors had pointed them out.
- There has been a recent, significant change to the structure of the school's leadership. This has clarified lines of accountability and has enabled the new senior leaders to bring about necessary change to begin to improve the quality of the school's provision.
- The recently appointed executive headteacher has undertaken a thorough review of the school's provision. This has enabled him, the head of education and the head of behaviour and welfare to identify where practice is not consistent or of a high enough quality, including classroom practice and pupils' achievement.
- Senior leaders' plans of action focus precisely on the areas of the provision that require significant improvement. However, the changes that they have put into place are recent.
- Senior leaders have now put into place checks on staff performance, including through undertaking visits to learning. These are enabling senior leaders to identify where classroom practice is not of a high enough quality. However, senior leaders have yet to ensure that teaching is consistently good across the whole school.
- Senior leaders have ensured that there is now in place a system by which they check on pupils' progress. Through this, they have begun to make sure that pupils who are not achieving as highly as they should receive support to help them to catch up. However, senior leaders have yet to ensure that pupils make consistently strong progress in their subjects, including in English.
- Senior leaders have ensured that pupils receive well-targeted support to help them manage their behaviour. There are not yet in place systems by which senior leaders can measure the impact of this support on pupils' behaviour across the whole school.
- Senior leaders have ensured that staff now receive regular training. Staff are highly appreciative of this. They recognise how such training improves their skills to support the pupils. However, staff do not receive enough training which relates to classroom practice

and subject knowledge, across all subjects.

- Subject leaders regularly check on the progress that pupils make, including through looking at pupils' books. However, subject leaders are not currently effective enough in contributing to improvements in the quality of teaching and pupils' achievements.
- The curriculum is broad and balanced and provides pupils with the opportunity to study the full range of subjects. Senior leaders have rightly recognised that pupils receive insufficient time to study the core subjects, particularly English, to become secure in their knowledge and understanding. They are currently reviewing the curriculum to resolve this. It is too early to measure the impact of this review.
- Wide-ranging, extra-curricular and enrichment activities support pupils' learning well. Visits by local artists and off-site educational visits reinforce pupils' learning. Visits to the local area, including opportunities to undertake volunteering work, enable pupils to learn about the local community. The annual activities week provides pupils with opportunities to develop their social skills and emotional well-being.
- Leaders promote very well pupils' spiritual, moral, social and cultural development. Visits to different places of worship, including a monastery and a mosque, contribute to pupils' understanding of differences in belief and culture. Pupils know the difference between right and wrong and receive opportunities to discuss current events. Visits to the local community and engagement in charity-based activities enhance pupils' social development.

### **The school's application to make a material change to its registration**

- The proposed curriculum and teaching will enable pupils to study across the full range of subjects and make good progress. The school is likely to meet the standards in Part 1 of the Independent School Standards if the material change is approved.
- Through their study of the curriculum and a separate personal, social, health and economic education programme, pupils will be able to become secure in their spiritual, moral, social and cultural development. The school is likely to meet the standards in Part 2 of the Independent School Standards if the material change is approved.
- The recruitment and complaints procedures and the provision of information will be the same as those that the school currently uses. It is likely that the school will continue to meet the standards in Parts 4, 6 and 7 if the material change is approved.
- The premises are suitable for the number of pupils, their age range and the activities they will undertake as part of their learning. The school is likely to meet the standards in Part 5 of the Independent School Standards if the material change is approved.
- The processes for promoting pupils' welfare, health and safety and the leadership and management are the same as those currently in place. These do not presently meet the Independent School Standards. It is unlikely that the school will meet the standards in Parts 3 and 8 of the Independent School Standards if the material change is approved.

### **Governance**

- Members of the advisory board are highly skilled and have a secure knowledge of education and the different additional needs pupils with special educational needs and/or disabilities (SEND) may have.
- Advisory board members hold the directors and senior leaders to account well. They ask

searching questions of these leaders regarding the quality of the provision. They have provided challenge and support to ensure that senior leaders begin to take action to bring about the necessary improvement.

- To check on the quality of the provision for themselves, advisory board members regularly visit the school. They meet with leaders at all levels to discuss the focus of their visit. Board members take any matters that concern them to the directors and senior leaders, to ensure that appropriate action is taken.
- The board uses the services of a school improvement partner to provide further evaluation of the school's strengths and weaknesses. This school improvement partner has been able to provide effective training in leadership, particularly to subject leaders, and has begun to develop links between the school and other, similar schools.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school's safeguarding policy, which is available on the school's website, is in line with the latest national guidelines. However, not all safeguarding leaders follow this guidance.
- Safeguarding leaders have not ensured that they maintain comprehensive records of their actions to keep pupils safe. This is not in line with national guidance.
- Not all staff have a secure understanding of what they should do if they have a concern about the actions of an adult towards a child. Not all staff understand to whom they should report such a concern, despite the fact that this information is in the school's safeguarding policy.
- Senior leaders have not ensured that assessments of risks, including those that relate to individual pupils and off-site trips, focus on identifying all possible risks accurately and consistently. For example, individual pupils' risk assessments do not consider all the information about pupils' known risks that have been recorded elsewhere. Furthermore, risk assessments do not always provide appropriate guidance to help teachers manage the risks that have been identified.
- Staff are vigilant about pupils' welfare. They are quick to report to safeguarding leaders any concerns that they have about pupils' well-being.
- Safeguarding leaders take prompt action when they have a concern about a pupil's welfare. They are quick to contact parents and carers when this is appropriate. They work closely with other agencies to ensure that pupils receive the support they need.
- Safeguarding leaders are highly sensitive to issues outside school, including in the local area, which may affect pupils' safety. They provide appropriate care and support to ensure that pupils know how to keep themselves safe when they are not in school.
- Pupils say that they feel safe at the school. They say they have adults to whom they can speak, if they have a concern.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- Teaching varies in quality across the school.
- Not all teachers have high enough expectations of their pupils. For example, some

teachers set work that is insufficiently challenging.

- Some teachers and adults who support pupils in their learning do not ask effective questions to check pupils' understanding and to identify and clarify any misconceptions.
- On occasions, teachers do not move pupils on quickly enough to more challenging work, so that they can deepen their understanding of the topic they are studying. When this is the case, pupils do not make as much progress as they could.
- Teachers have secure subject knowledge. Where they use this well, particularly in the work-related subjects, pupils develop secure subject knowledge, engage well with their learning and make secure progress.
- Where teaching is most effective, teachers plan tasks that are at the right level and engage with pupils' interests. They ask questions carefully to check pupils' understanding and are quick to provide further support when pupils need it. Pupils become secure in their knowledge and understanding as a result.
- There are strong relationships between pupils and staff. These relationships enable pupils to engage well with their learning.
- When pupils lose concentration or begin to behave inappropriately, staff support them well to help them to re-engage with their learning and improve their behaviour.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Senior leaders have failed to identify and resolve quickly enough hazards on the school sites that pose a potential risk to pupils' welfare, health and safety. As a result, senior leaders have put pupils unnecessarily at risk. Senior leaders did resolve these issues during the on-site inspection, once inspectors brought the risks to their attention.
- Furthermore, senior leaders have not ensured that all staff consistently understand and follow national guidance in relation to promoting pupils' welfare and safety.
- Pupils who receive therapeutic support develop their confidence and grow in resilience. This support enables them to manage their behaviour more effectively.
- Pupils learn about the importance of respecting all people, including those who have beliefs and values that are different from their own.
- Pupils learn how to keep themselves safe. They learn about being safe online, in relationships and out in the local community.
- Pupils learn about the unacceptable nature of extremist views, including right-wing views. They learn about what they must do if they come across any such opinions, to keep themselves safe.
- Pupils learn what bullying is and the different types of bullying that can occur. The school records show that staff take timely, effective action to resolve incidents of bullying.
- Pupils receive impartial careers advice and guidance. Opportunities to undertake work experience, including volunteering in the local community, enable pupils to gain an insight



into the world of work.

- Staff accompany pupils who attend places away from the school site to receive some of their education. The staff check rigorously on these pupils' behaviour, safety, welfare, progress and attendance.

## Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance is well below that seen nationally in similar schools. For some pupils, however, the support leaders provide to help them attend more regularly leads to an improvement in their attendance over time.
- There is an improvement in the behaviour of some of the pupils who receive well-targeted support to manage their behaviour, including through the therapeutic services. The incidence of serious misbehaviour by these pupils, for example, has reduced.
- Pupils generally conduct themselves well around the school site. The high level of adult supervision means that pupils receive close support to manage their behaviour, including during social times.
- Staff are quick to support pupils when they engage in inappropriate behaviour. This support helps pupils to manage their behaviour more effectively.

### Outcomes for pupils

### Requires improvement

- Pupils' progress is variable across a range of subjects. Some pupils make rapid progress. However, this is not the case for all pupils.
- Too few pupils make the progress that they should in English. Pupils who have fallen behind in this subject are now beginning to catch up due to the support they have recently received.
- Progress in mathematics is much stronger. The majority of pupils make at least the progress they should, while a minority make especially strong progress.
- Pupils make strong progress in the work-related subjects, in physical education (PE) and in music technology. Teachers of these subjects use their subject knowledge well to ensure that pupils become secure in their knowledge and understanding.
- Over time, pupils become more confident and develop their social skills, due to the well-targeted support they receive from staff.
- Pupils complete qualifications in a wide range of subjects by the time they finish key stage 4. Once they have completed a qualification, they can complete further qualifications in the same subject, each time at a higher level. These qualifications prepare pupils well for their next steps.
- When they leave the school, most pupils progress to places of education or training, including at mainstream schools and colleges.

### Sixth form provision

### Inadequate

- Safeguarding is ineffective. Senior leaders have failed to ensure that all staff know what to do if they have a concern about the actions of an adult towards a student.
- Furthermore, senior leaders have not acted quickly enough to reduce previously identified risks to students' health and safety at the sixth-form site. This has put students unnecessarily at risk.
- The leadership of the sixth form has ensured that students receive well-targeted support to enable them to make strong progress, attain a range of qualifications at an appropriate level and move on to sustained places of further education, training or employment.
- The broad curriculum provides pupils with opportunities to study English and mathematics and a range of academic and work-related subjects. All students complete studies which enable them to develop their teamwork and communication skills.
- Teachers use their subject-specialist knowledge well to help students to become secure in their understanding. Students make strong progress across a range of subjects, including in English and mathematics.
- Students receive impartial careers advice and guidance. All students have the opportunity to undertake work experience. This provides them with effective experiences to learn about the world of work.
- Students behave well, including during social times. High levels of supervision and strong relationships with staff help students to manage their behaviour well.
- Students learn how to keep themselves safe, including when online and when out in the local community.
- Students learn about the importance of healthy living and positive relationships.
- Students regularly learn about British society, diversity and fundamental British values. For example, students have discussed the United Kingdom leaving the European Union. Students learn about different faiths and cultural traditions, including the festival of Diwali.
- Students who left the school at the end of the last academic year have persevered in their chosen education or training, including in mainstream colleges.

## School details

Unique reference number	134438
DfE registration number	855/6020
Inspection number	10094052

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 special school
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	50
Of which, number on roll in sixth form	15
Number of part-time pupils	0
Proprietor	Lewis Charlton Ltd
Chair	Richard Levinge
Executive Headteacher	Malcolm Kerridge
Annual fees (day pupils)	£59,000–£82,350
Telephone number	01530 560775
Website	<a href="http://www.lewischarltonltd.org.uk/lewischarltonschool/">www.lewischarltonltd.org.uk/lewischarltonschool/</a>
Email address	<a href="mailto:enquiries@lewischarltonschool.org.uk">enquiries@lewischarltonschool.org.uk</a>
Date of previous inspection	12–14 September 2017

## Information about this school

- Lewis Charlton Learning Centre is an independent day special school located in Ashby de la Zouch in Leicestershire.
- The school is owned by Lewis Charlton Ltd, which has its head office in Ashby de la Zouch.

- The school is registered to admit up to 57 pupils in the age range 11 to 19. There are currently 50 pupils on roll, of whom 15 are in the school's sixth-form provision.
- All pupils have an education, health and care plan. Pupils' needs mostly relate to social and emotional needs. Some pupils have a diagnosis of autism spectrum disorder (ASD).
- Pupils travel to the school from several local authorities.
- The school is located across seven sites. Five sites are located within the centre of Ashby de la Zouch. These are: The Haven; Charlton House; Lewis Charlton Village; Space City; and Lantern LC Therapeutic Services. The sixth-form building, which is called Charlton Chapel, is located in Donisthorpe village. The school also has a site called Lodge Farm, which is approximately 45 minutes by car from Ashby de la Zouch.
- The school uses seven alternative providers for pupils to receive some of their education away from the school. These are: Chameleon School of Construction in Swadlincote; YMCA Derbyshire in Derby; Loughborough College; GAZ Autos, in Leicester; Eagles Nest Project in Burton upon Trent; Boxing Clever in Nuneaton and Baby People in Derby.
- The school's last standard inspection took place on 12 to 14 September 2017. The school received a progress monitoring inspection on 13 June 2018.
- Since the last inspection, the school has appointed an executive headteacher. He took up his substantive post in November 2018. The directors have also created two new senior leadership posts. These are the head of education and the head of behaviour and welfare. The leaders who have taken up these substantive posts did so in March 2019.
- The school's mission is 'Experience it, learn it, love it'. The school's aim is to empower pupils 'to realise their personal and social potential by presenting curricular opportunities and community responsibilities in a manner that enables individuals to understand their experiences are relevant, their feelings validated and their contributions meaningful'.

## Information about this inspection

- The inspection took place with no notice. This was in line with the commission from the registration authority, the Department for Education (DfE). The DfE commissioned the inspection as a result of a complaint, as well as to consider the school's application for a material change.
- Inspectors observed learning on 19 occasions. Some visits to observe learning took place jointly with the executive headteacher.
- Inspectors looked at pupils' books as a separate activity.
- Inspectors checked the school's facilities against Part 5 of the Independent School Standards across all seven of the school's sites.
- Inspectors also undertook the material change inspection, in line with the Department for Education's commission. The school has applied to increase its roll to include a further 43 pupils, both boys and girls, aged four to 16, who will be taught at a new school site. The lead inspector checked the premises, looked at curriculum planning and met with the designated headteacher of the provision and the chair of directors.
- Inspectors held meetings with the chair of the directors; the executive headteacher; senior leaders; representatives of the advisory board; members of the therapy team; and a selection of the teaching and support staff.
- An inspector met informally with pupils and students.
- The lead inspector spoke by telephone with a member of the local authority that has placed pupils at the school; representatives from three alternative provisions that provide pupils with education away from the school site; a parent; and a previous employee.
- There were too few responses to the online parent survey, Parent View, for inspectors to consider. There were no responses to the free-text service for parents.
- There were no responses to the pupils' survey or the staff survey.
- Inspectors reviewed a range of documentation relating to the school's provision, including self-evaluation and improvement planning; behaviour and attendance; achievement; governance; risk assessment; health and safety; and safeguarding.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.

## Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

Deirdre Duignan

Her Majesty's Inspector

Chris Davies

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

#### **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; and
  - 34(1)(c) actively promote the well-being of pupils.

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