

South Lakes Academy

Riverside Centre, Yard 39, Highgate, Kendal, Cumbria LA9 4ED

Inspection dates

28 June 2019

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)(c)

- The school has a well-written curriculum policy that pays close attention to the specific needs of the pupils.
- The policy is well supported by detailed schemes of work. These schemes of work are adapted to the ages, aptitudes and specific needs of all the pupils, and are planned and reviewed regularly.
- Schemes of work support fundamental British values positively. For example, the study of citizenship actively promotes areas such as democracy and individual liberty. The proprietor has been effective in ensuring that any gaps in schemes of work around equality have been addressed effectively. As a result, pupils are well prepared for life in British society.
- Pupils receive regular opportunities to develop their speaking and listening skills. They are encouraged and supported by teachers to write and lead presentations. These presentations centre around social and moral issues. Examples of these include the problems associated with knife crime and the advantages and disadvantages of social media.
- The school proposes that pupils will have the opportunity to study a broad range of subjects. These will promote their knowledge and understanding in languages and literacy, mathematics, science, technology, the arts and humanities.

Paragraph 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)(h) and 2(2)(i)

- The school promotes pupils' personal, social, health and economic education through individual learning programmes. These programmes reflect the school's aims and ethos. Leaders ensure that there is a strong emphasis on the teaching of equalities. Pupils are encouraged, through their learning, to accept one another; differences are celebrated. For example, pupils cook national dishes from a range of countries, they look at the history of suffragettes and study the dangers of drug abuse.

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

- The school will provide GCSE and functional skills qualifications for pupils. The proprietor has acquired an additional classroom to ensure that pupils can develop their cookery skills as part of a functional skills qualification.
- Lessons are well planned and take into account the pupils' individual aptitudes and needs. Class time is managed well. Relationships between staff and pupils foster strong learning.
- Teachers demonstrate good knowledge and understanding of the subjects that they teach. For example, during the inspection, a teacher supported a pupil's understanding of physics through the study of concave and convex lenses. The teacher's clear knowledge helped the pupil to develop a clear understanding of light, mirrors and distance.
- Up-to-date careers guidance is provided for pupils in an impartial manner. This helps them to make informed choices about a broad range of career options. Pupils are supported with work experience opportunities, in areas that are of particular interest to them. Examples include working in retail, dog grooming and hairdressing. Pupils who wish to move on to further or higher education receive appropriate advice, guidance and support.
- Resources are of a good quality and quantity for all pupils across a wide range of subjects. Some classroom resources have not yet been purchased. However, the proprietor has carefully planned the resources required; plans are in place to acquire this equipment.
- Course work is assessed effectively. This informs teachers' planning and enables pupils to make good progress in their learning.
- The standards relating to the quality of education provided 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 spiritual, moral, social and cultural development of pupils is threaded through the school's schemes of work. Teachers support pupils' moral and cultural understanding by encouraging them to consider the arguments for and against issues such as dialysis and organ donation. Such work also enables pupils to consider events in wider society.
- The proprietor ensures that pupils are consistently encouraged, through their learning, to respect others in terms of the protected characteristics set out in the Equality Act 2010. The school's equality policy makes it clear that prejudicial behaviour is unacceptable. This is reinforced through schemes of work, including the new equality scheme. Work undertaken by pupils shows that they are displaying an understanding of, and respect for, protected characteristics, including those related to gender.
- Pupils are encouraged to take responsibility for their behaviour. They have opportunities to do work experience and to undertake aspects of learning within the community. This helps pupils to understand that they can contribute positively to their

locality.

- The relationship between staff and pupils, together with the support that pupils receive in lessons, helps them to develop self-esteem and confidence.
- Information in school, including displays, reinforce British values. Respect for democracy and the rule of law are promoted.
- The standards relating to the spiritual, moral, social and cultural development of pupils are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- A wide range of appropriate safeguarding policies and procedures for keeping pupils safe is in place. This includes a child protection policy. These policies pay due regard to the most up-to-date guidance issued by the Secretary of State.
- The designated safeguarding leaders and staff have received up-to-date training. They spoke with clarity and understanding about the safeguarding procedures in school.
- The proprietor has undertaken safer recruitment training to ensure the suitability of any staff appointed to work with children.

Paragraph 9, 9(a), 9(b), 9(c), 10

- The school's behaviour policy identifies the expected standard of behaviour for pupils. It is implemented effectively by the proprietor and staff. The policy outlines the responsibilities of staff, parents and pupils, in terms of behaviour. Rewards and behaviour consequences are explained well. The policy also includes important information on peer-on-peer abuse, including ways in which the school minimises the risk of abuse towards pupils from other pupils.
- The anti-bullying policy outlines the school's practices and procedures. It includes both staff responsibilities and student expectations. Recording and monitoring procedures are clearly explained.
- The proprietor ensures that there is a system in place to monitor any sanctions for pupil misbehaviour.

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

- The school has a detailed and comprehensive health and safety policy in place. The proprietor has taken effective action since the last inspection to ensure that all guidelines are strictly complied with. Members of staff spoken with during the inspection showed a clear understanding of both policy and procedure.
- The school adheres to relevant fire safety regulations. Annual maintenance of fire extinguishers ensures that they are in operational condition. The proprietor has undertaken a fire risk assessment. Pupils receive opportunities to undertake fire drills. Work to test the electrical safety of portable appliances is in place.
- Clear signage enables adults and children to leave the building safely in the event of a fire. Fire routes are visible and free from clutter.
- Supervision for pupils in the school building and during extra-curricular activities

ensures that pupils are safe and free from harm. The proprietor has taken effective action to make sure that there are strong procedures in place to keep older pupils safe if they leave the building at lunchtimes. This procedure is clearly outlined in the health and safety policy and pays due regard to the wishes of parents.

- An admission and attendance register is maintained by the proprietor. The school understands its responsibilities in terms of monitoring pupils' attendance.
- The proprietor has a policy to evaluate risk management. Risk assessments are undertaken in a wide range of educational and extra-curricular activities. Since the last inspection, risk assessments have been developed further. They highlight and reduce risk in areas such as the school building and in public places used by pupils to undertake sport.
- Leaders ensure that first aid is administered in a timely way. The new medical room is well equipped to address pupils' needs. The proprietor has an effective system to record and evaluate accidents.
- The standards relating to the welfare, health and safety of pupils are likely to be met.

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

Paragraph 17, 18, 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(2)(f), 18(3)

- The school carries out thorough checks on teachers and other members of staff before they are appointed to work. Leaders have comprehensive vetting procedures to ensure that teachers and other members of staff are suitable to work with children.

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)(i), 19(2)(d)(ii), 19(3)

- Leaders do not intend to use external persons or agencies to provide supply cover to the school.
- Leaders propose to make use of staff already employed to cover absences.
- Leaders are aware of the requirement to check the identity of supply staff were they to be used in the future.

Paragraph 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)

- All necessary checks on the proprietor and managers have been carried out, including those required in section 128 of the Education and Skills Act, 2008.

Paragraph 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The school's single central record is comprehensive and up to date. It contains all the necessary information on members of staff, including checks to see if they are subject to prohibition orders.
- The standards relating to the suitability of staff, supply staff and proprietors are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- Suitable toilet and washing facilities are provided for the sole use of the pupils. The toilet can be secured from the inside and is intended for use by one pupil at a time.
- The premises have no shower facilities. Pupils use showers off-site at various places where they go to undertake physical education. However, these sites are not for the sole use of pupils at the school. The proprietor has ensured that a risk assessment for the use of the showers in these public buildings identifies in detail the necessary actions required by staff fully to mitigate these risks.

Paragraph 24(1), 24(1)(a), 24(1)(c)

- Provision is in place for the medical examination and treatment of pupils and for the short-term care of sick and injured pupils. It contains appropriate washing facilities and is near the pupils' toilet.

Paragraph 25, 26, 27, 27(a), 27(b)

- Rooms are well soundproofed. The site is clean and well maintained.
- Classrooms and other areas of the school building are well lit. External lighting ensures that the premises are safe to leave after dark.

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

- Pupils have access to drinking water at all times. All drinking water is clearly labelled. The temperature of the hot water does not constitute a scalding risk to users. Toilets have an adequate supply of cold water and warm water for hand washing.
- *Paragraph 29(1), 29(1)(a), 29(1)(b)*
- The school is located in a building which is also used as an office. There is no outdoor area for pupils to play. Arrangements are in place for a member of staff to accompany pupils to play in a local area.
- The standards relating to the premises and accommodation at schools 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)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)

- The school website contains the information required by the independent school standards, including a wide range of policies and procedures relating to safeguarding, welfare, health and safety. This includes the school's child protection policy and health and safety policy.
- Leaders have also ensured that copies of all policies are available to prospective parents on request.
- The school's complaints policy is published on the website. It includes details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year.

- Procedures are in place to report on pupils' progress and attainment to parents. Currently, parents of the existing pupils receive detailed reports of their children's progress annually.
- Leaders understand their duty to report their annual income and expenditure relating to any pupil who is wholly or partly funded by the local authority. Leaders demonstrate a good understanding of how they will provide information to support the annual review process of any pupil who has an education, health and care plan.
- The standards relating to the provision of information 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)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The proprietor has ensured that the complaints policy is published on the school's website.
- The complaints policy sets out the informal and initial formal stages of the complaints procedure. The policy also includes parents' right to a panel hearing, with representation.
- The proprietor has ensured that there are suitable people to act as independent reviewers. Details are outlined in the policy.
- The standards relating to the manner in which complaints are handled 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 a good understanding of the independent school standards. Together with other dedicated leaders, she has worked in a highly effective manner to ensure that the standards that were unlikely to be met at the three previous pre-registration inspections are now likely to be met.
- The proprietor has worked closely with external consultants, so that safeguarding provision for pupils is of a high standard. A thorough process of auditing of the school's safeguarding practice means that leaders understand how to keep pupils safe.
- Leaders have been successful in ensuring that their schemes of work fully support equality and promote effectively the protected characteristics outlined in the 2010 Equality Act.
- The pupils at South Lakes Academy are very vulnerable. Therefore, leaders are highly vigilant and prioritise pupils' welfare, health and safety. Leaders demonstrate clear expertise in meeting the needs of these pupils.
- The standards relating to the quality of leadership and management of schools are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has an up-to-date accessibility plan. The plan contains access arrangements for pupils with special educational needs and/or disabilities (SEND).

This includes improving access to the curriculum, the physical environment and to written information. There is evidence that these plans are being carried out effectively.

- The installation of a downstairs classroom, medical room, toilet and cookery area exemplify the proprietor's determination to ensure the accessibility of the school.
- The requirement relating to Schedule 10 of the Equality Act is likely to be met.

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	147237
DfE registration number	909/6016
Inspection number	10111604

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 school
Proprietor	Brighter Futures Educational Ltd
Headteacher	Tunde Christie
Annual fees (day pupils)	Not yet determined
Telephone number	01539 738248
Website	www.brighterfutures.education
Email address	tundec@hotmail.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	2
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	1
Total hours operating as a school per week	25
Total hours of teaching provided per week	Up to 15 hours per pupil

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–21	11–21	11–21
Number of pupils on the school roll	9	12	12

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	12
Number of part-time pupils	9	Not yet determined
Number of pupils with special educational needs and/or disabilities	8	Not yet determined
Of which, number of pupils with an education, health and care plan	8	Not yet determined
Of which, number of pupils paid for by a local authority with an education, health and care plan	8	Not yet determined

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	Not yet determined
Number of part-time teaching staff	3	Not yet determined
Number of staff in the welfare provision	2	Not yet determined

Information about this proposed school

- The school shares its premises with another business in the centre of Kendal in South Cumbria. The main classroom is on the second floor of the building. The proprietor has extended the school by leasing an additional room downstairs as a second classroom. She has ensured that additional medical and toilet facilities for pupils have been installed in separate rooms in this additional space.
- Pupils are referred to the school by Cumbria local authority and other schools in the area.
- The school intends to cater wholly or mainly for pupils with SEND.
- The school presently provides part-time provision of up to 15 hours a week for nine pupils.
- The proprietor intends to recruit staff to deliver specialist areas of provision, such as creative education, when the school becomes registered.

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 was the fourth pre-registration inspection of the proposed school, following the visits to the school that took place in March 2018, October 2018 and January 2019.
- The inspector met with the proprietor, who is also the headteacher, and with two other members of staff.
- The inspector checked the school's likely compliance with the independent school standards, especially in relation to unmet standards from the previous inspection.
- The inspector observed teaching and learning.
- The inspector scrutinised documents provided by the school. This included a broad range of policies, schemes of work, risk assessments and pupils' learning records.
- The inspector looked at the work completed by pupils.
- The inspector checked the premises, including the areas to which other users of the building had access.

Inspection team

Gill Pritchard, lead inspector

Her Majesty's Inspector

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