

Forest Lodge

2 Shortheath Road, Moira, Swadlincote DE12 6AS

Inspection dates

4 September 2019

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 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), 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), 2(2)(i)

- The proprietor has not ensured that a written curriculum policy is in place.
- The curriculum enables pupils to study a broad range of subjects, giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils, including those in the post-16 provision, are able to gain accreditation in qualifications suitable to their needs and abilities.
- The proprietor has ensured that appropriate schemes of work are in place. The schemes of work are currently being used in the proprietor's alternative provision and as such are suitable to meet the needs of the cohort for which the school intends to cater.
- The curriculum provides opportunities for pupils to develop and practise life skills, such as shopping and cooking. Considerable emphasis is placed on developing pupils' confidence and self-esteem. A key priority is to ensure that pupils make good progress, both academically and in their personal development.
- The personal, social, health and economic (PSHE) curriculum is extensive and encourages pupils' understanding of diversity and respect of others' views and values.
- Pupils receive up-to-date and impartial careers guidance. They are well supported to make decisions about their next steps. For example, staff accompany pupils to visit colleges for taster sessions and open events.

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

- Teachers plan carefully to meet the needs of individual pupils. They adapt their plans in response to pupils' changing needs. They assess pupils' progress well and use this information to plan future activities to ensure that pupils make good progress.

- Teachers plan activities to interest and motivate pupils. Pupils enjoy their learning.
- The proprietor has shared high expectations of pupils' conduct. Staff use effective strategies to manage pupils' behaviour. Pupils are well supported to meet staff expectations of their conduct. Good relationships between staff and pupils contribute to a positive atmosphere.
- Teaching promotes pupils' understanding of fundamental British values and respect of those who meet the protected characteristics of the 2010 Equalities Act. This is complemented by the content of the PSHE programme.
- The school is unlikely to meet the standards in this part.

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

Paragraphs 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)

- Leaders prioritise pupils' spiritual, moral, social and cultural development. The extensive PSHE programme is underpinned by the school's ethos and values of equality, and a passion for all to succeed.
- Pupils learn how to take responsibility for themselves and their actions. They are very well supported to understand how they can make a positive contribution to society and to develop as independent individuals.
- Leaders promote an understanding of diversity. All are valued and pupils are supported to demonstrate respect for others.
- Leaders ensure that pupils develop a good understanding of fundamental British values through explicit teaching and supporting activities. The pupils'-voice group has influenced practice in the school, such as the design of the lunch menu and the programme of social activities.
- The proprietor ensures that pupils receive a balanced presentation of views. External speakers are carefully checked to ensure that they align with the school's ethos.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding arrangements are not effective.
- The school's safeguarding policy does not provide clear guidance about safeguarding arrangements at the school. It does not promote an open culture of vigilance.
- The safeguarding policy lacks clarity about what staff should do if they have concerns about an adult's conduct.
- Not all staff are aware of the details in the school's safeguarding and behaviour policies. For example, the proprietor was unaware that the school's behaviour policy advocates an unlawful 'sending home' approach.
- Relevant policies do not complement each other. For example, there is no reference in the safeguarding policy to the 'sending home' policy stated in the behaviour policy. Staff are, therefore, not directed to consider the implications on a pupil's safety should

this approach be taken.

- Procedures to follow up pupils' absences, and monitor their well-being when they are absent, lack rigour.
- Staff teach pupils how to keep themselves safe from a variety of risks, including those that are pertinent to the local area.
- Pupils learn about healthy lifestyles and healthy relationships. They are supported to make healthy choices.
- The school's behaviour policy does not set out the sanctions that will be imposed in the event of pupils' misbehaviour.
- The school's anti-bullying policy lacks clarity. It does not make clear the actions that staff will take when bullying occurs. It does not consider the specific needs of the cohort for which the proposed school will cater.

Paragraphs 11, 12, 13,

- The school has in place appropriate policies in relation to health and safety and fire safety. The proprietor has commissioned external agencies to conduct thorough fire-safety checks.
- The first-aid policy does not make staff responsibilities clear. It does not consider how first-aid arrangements will be effective when pupils are off site, for example on visits.

Paragraph 14

- The proprietor has ensured that staff supervision levels are appropriate.

Paragraph 15

- The school's admission and attendance registers comply with the requirements of the Education (Pupil Registration) (England) Regulations 2006.

Paragraph 16, 16(a), 16(b)

- Comprehensive risk assessments are in place for individual pupils. They include the full range of activities in which pupils participate, including those off-site. Actions to mitigate risks are clearly detailed.
- The school is unlikely to meet the standards in this part.

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

Paragraphs 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(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6) and 21(8)

- The proprietor understands her duty to undertake comprehensive checks on staff's suitability to work with children. She ensure that all necessary checks are complete before staff take up their posts. Arrangements include the possible use of supply staff

and volunteers, should there be any in the future.

- The school's single, central record records the checks which have been undertaken.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1)(b), 28(1)(d)

- The school has appropriate toilet facilities, with adequate supplies of hot and cold water. Controls maintain an appropriate temperature of water supply.
- The toilets are for use by pupils only. The facilities can be locked from inside.
- The school uses a local leisure centre for physical education. Suitable changing and shower facilities are available.

Paragraphs 24(1), 24(1)(a), 24(1)(b)

- Plans are in place to create a bespoke medical room. This will be operational before the school opens.
- The medical room will include washing facilities and is adjacent to the toilets.

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

- The school premises and classrooms are well maintained and provide suitable accommodation. Acoustics and lighting are suitable.
- External areas are well lit.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- There are suitable drinking water facilities which are clearly marked.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- There is a suitable external playing area within the school grounds.
- Arrangements are in place for pupils to use the local leisure centre for sporting activities.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g) and 32(5)

- The proprietor has not provided particulars of educational and welfare provision for pupils for whom English is an additional language.
- The proprietor has not provided a curriculum policy as required in paragraph 2.
- All other necessary documentation and policies are in place, including the school's safeguarding policy which is published on the school's website.
- The standards in this part are not likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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 school's complaints policy clearly outlines the action that parents and carers should take if they have a complaint about any aspect of the school's work.
- The policy clearly explains the action that leaders will take in response to complaints. It outlines the processes and timescales by which they will abide.
- 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) and 34(1)(c)

- The proprietor does not have a clear understanding of the requirements of the independent school standards.
- Policies and systems to ensure pupils' safety and well-being are not secure.
- The proprietor has a clear rationale for the school's vision. She is knowledgeable about how to provide a good quality of education for pupils with the types of needs for which the school intends to cater.
- The standards in this part are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor understands and fulfils her responsibilities under the Public Sector equality Duty and the 2010 Equalities Act.

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	147354
DfE registration number	855/6046
Inspection number	10115699

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	Special school
School status	Independent special school
Proprietor	Karen Hale
Chair	To be confirmed
Headteacher	Karen Hale
Annual fees (day pupils)	£22,000
Telephone number	01283 220196
Website	https://www.forestlodgeeducationtherapycentre.co.uk/
Email address	Manager@forest-lodge.info
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	4
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	3
Total hours operating as a school per week	16
Total hours of teaching provided per week	16

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–19	11–19	11–19
Number of pupils on the school roll	4	20	20

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	4	20
Number of part-time pupils	4	0
Number of pupils with special educational needs and/or disabilities	4	20
Of which, number of pupils with an education, health and care plan	4	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	4	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	7
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

Information about this proposed school

- The proprietor currently runs an alternative provision called Forest Lodge Edu-Therapy Centre Ltd.
- The school will provide full-time education to pupils who currently attend the alternative provision, and other pupils. The school will cater for pupils who have special educational needs and/or social, emotional and behavioural difficulties. It is likely that pupils will have an education, health and care plan.
- The school will provide full-time education for pupils who are in the care of the local authority.

Information about this inspection

- This was the proposed school's first pre-registration inspection.
- The proposed school currently operates as an alternative provision. The inspection took place on the first day of the term after the summer holidays. The inspector observed learning in two lessons.
- The inspector met with the proprietor and other staff.
- The inspector undertook a tour of the site including the external areas.
- The inspector spoke with pupils and staff.
- The inspector scrutinised a range of documentation, including schemes of work and policies.
- The inspector checked the school's single central register.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Curriculum

- 2 (1) The standard in this paragraph is met if the proprietor ensures that—
 - 2(1)(a) a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(a) a written behaviour policy that, amongst other matters sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as is reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that —
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(c) particulars of the policy referred to in paragraph 2

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.

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 children looked after, 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 2019