

Calder Lodge School

Calder Lodge, Oakenclough, Preston, Lancashire PR3 1UL

Inspection dates

17 October 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 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)

- Leaders have prepared an appropriate curriculum policy. The details emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural education. This approach demonstrates leaders' intention for the school to actively provide a flexible and personalised education. The details also show that the active promotion of British values will lie at the core of the school's work. This includes values such as tolerance and respect and developing pupils' knowledge and understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of the supporting long-term planning are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. Planning considers the specific and individual needs of pupils.
- There is a suitable emphasis on reading, writing and mathematics in the curriculum. Leaders also intend to emphasise speaking and listening. Leaders intend to provide pupils with learning experiences in a variety of other subjects. These subjects will include science, history, geography and religious studies. They will also include art, information and communication technology and physical education. Many of these subjects will be taught via topics which will, where appropriate, be generated from the interests of pupils.
- Pupils' personal, social, health and economic (PSHE) education will include the development of life skills and relationships and sex education. The topics to be covered are suitably wide ranging. Leaders intend to ensure that PSHE will be woven into the curriculum.

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

- Leaders have recruited some of the staff. Leaders know the calibre and expertise of the staff they wish to appoint.

- No short-term teaching plans are yet in place. Leaders will ask teachers to write these prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is extremely well resourced with a wide range of appropriate educational books and equipment. These will be appropriate and appealing to the age range of pupils that the school will serve.
- The headteacher and deputy headteacher are qualified and experienced teachers. They have the knowledge and skills to be able to help teachers ensure they provide a suitable quality of education when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- The assessment policy identifies that pupils' attainment and personal needs will be assessed when they arrive at the school. Their progress and attainment will also be assessed regularly. Records are appropriate. Teachers and leaders have a clear understanding of the progress that they expect pupils to make across the curriculum. Staff are mindful of the likely range of pupils' abilities and needs. Teachers will use these assessments to help them amend their teaching. Pupils' progress will be shared regularly with parents and carers, and those responsible for governance.
- Leaders intend to use the national curriculum as the cornerstone for learning in school. Where it is appropriate, they intend to enter pupils for the Year 1 phonics screening check and the end of key stage 1 and key stage 2 national assessments.
- All of 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)

- Documentary evidence indicates that pupils' spiritual, moral, social and cultural (SMSC) development is a thread that runs throughout the proposed provision. The school's aims, schemes of work, policies and plans for enrichment activities all have pupils' SMSC development at their core.
- The schools SMSC policy shows that pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, litter collection at the beach, visiting the local woods to learn forest crafts and getting involved in local community events. Policies promote the importance of having a caring attitude, showing kindness and friendship.
- Schemes of work will support the development of pupils' skills, broaden their horizons and provide experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in Britain.
- The school's policies include positive reference to all the protected characteristics set out in legislation.
- The standard in this part is likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

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

- Leaders have a suitable safeguarding policy in place. It is up to date and meets all current statutory requirements. Leaders have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote their welfare at the school.
- There will be one designated safeguarding lead within school. Other senior leaders are also trained to a sufficiently high standard to fulfil this role. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation and e-safety.

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

- Leaders have detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be logged. Leaders intend to cross-reference these with other concerns. The policy has identified appropriate and proportionate sanctions. Policies guide staff to seek to de-escalate incidents. Also, staff will be expected to teach pupils an appropriate range of responses and skills to deal with different social situations.

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

- Leaders have a written health and safety policy. This is appropriately tailored to the premises of the proposed school. It complies with all relevant laws. The premises have regular fire-safety checks, and the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have provided an array of policies to be implemented when the school opens. These include first aid, fire safety and the administration of medicines. All of these policies reflect recent developments and meet statutory requirements.
- A written risk assessment policy is in place. Risk assessments show that leaders take appropriate actions to minimise risks to pupils.
- The security and safety of pupils have been considered as part the refurbishment of the building. For example, additional fencing and consideration of how school transport will access the premises so that pupils can arrive and leave safely. The stair bannister leading to the first floor has been raised to a safer height. Access through main doorways will be via a security key pad. Leaders have made arrangements to ensure appropriate monitoring and filtering of the school's internet connection.

Paragraph 14

- Pupils will be appropriately supervised at all times, including at breaktimes, arriving at school and on leaving the premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and allow them to effectively monitor any pupils' absences. Leaders expect to report on attendance to the proprietor regularly.
- The proprietor has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil

Registration) Regulations 2006.

- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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

Paragraph 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), 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)(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), 21(7), 21(7)(a), 21(7)(b)

- The single central record (SCR) is already in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up their appointments. The required checks that relate to suitability of staff have been undertaken on staff already appointed. This includes the headteacher, a deputy headteacher, senior keyworker and the school administration manager.
- Records relating to the proprietor are included on the school's SCR. All the required suitability checks, including those relating to the leadership and management of a school, have also been carried out.
- The headteacher has overall responsibility for safeguarding across the school. He is suitably trained and is the designated safeguarding lead. Leaders have completed appropriate training to support them to appoint staff who are suitable to work in a school. Additional teachers and support staff are yet to be appointed.
- The school does not intend to operate with supply teachers. However, leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure they are suitable to work with pupils.
- Leaders are clear about their responsibility for checking the suitability of volunteers who work with pupils.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The site for the proposed school is a converted and extensively renovated Victorian dwelling set in its own grounds. The building has been refurbished by the proprietor to a high standard. The school occupies the ground and first floors of the building. It comprises of a dedicated suite of teaching rooms that provide an appropriate learning environment.
- There are appropriate toilet facilities, including a designated disabled toilet. There are also two showers and a bath. All toilets can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are

signs indicating that the water is hot, above each hot water tap, and that the water is not suitable for drinking. Pupils will have access to suitably labelled drinking water throughout the day.

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

- A well-equipped medical room has been set aside with suitable washing facilities and easy access to a toilet. A bed, bedding and first-aid kit are also set up in the room.

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

- Accommodation throughout is of a high standard and meets all requirements for health, safety and the welfare of pupils. This includes suitable acoustics and lighting. All teaching rooms have a good source of natural light. The exterior and interior lighting is of an appropriate standard.

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

- The pupils will have access to an appropriate outdoor space that is safe. It will be a suitable space for pupils to play in when not in lessons. This space will also provide room for physical education in accordance with the school's curriculum requirements.
- All of 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)(d), 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)(b)(i), 32(2)(b)(ii), 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), 32(3)(g)

- The school does not have a website. Leaders are fully aware of the requirements of what a school should publish on its website if at some point in the future they decide to create one. The proprietor has ensured that the information that should be on a website is available to parents or others on request to the school office.
- The headteacher has compiled a high-quality school prospectus for parents and pupils. It is user friendly and provides readers with appropriate information about the school and its expectations.
- Leaders intend to provide annual reports on pupils' progress and attainment to parents. These will be supplemented with termly updates. Reports will be extensive and provide parents with a holistic picture of their children's academic progress. They will also report on pupils' personal development and emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available once released.
- Leaders have ensured that all the independent school 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)

- The complaints policy is comprehensive. It contains all the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is robust and ensures transparency to the school's intended complaints procedures.
- Leaders have ensured that all the independent school 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)

- The proprietors and leaders have ensured that all the independent school standards are likely to be met.
- Leaders are knowledgeable and committed to providing a good-quality education for pupils. They demonstrate the knowledge and experience to open a new school. The headteacher has had senior leadership responsibilities within other independent special schools. The proprietor has extensive knowledge of successfully setting up and running independent special schools. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- All of the independent school standards are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

Statutory requirements of the Early Years Foundation Stage

- All the statutory welfare requirements for the early years are likely to be met.
- Staff are not yet appointed but leaders intend to ensure that they are suitably qualified and experienced. Leaders' plans show that they intend to have sufficient numbers of staff to meet staffing ratio requirements.
- Appropriate policies are in place for the early years. These are aligned with other whole-school policies and meet current requirements.

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	147548
DfE registration number	888/6121
Inspection number	10126534

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 school
School status	Independent special school
Proprietor	Calder Lodge Ltd
Chair	Gary Holliday
Headteacher	Dan Creed
Annual fees (day pupils)	£36,000
Telephone number	01995 676 565
Website	None
Email address	dcreed@calderlodge.school
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	5–11	5–11
Number of pupils on the school roll	Not applicable	40	40

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	40
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	40
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Not known
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	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	None
Number of staff in the welfare provision	Not applicable	13

Information about this proposed school

- This proposed independent special school will be in a former Victorian dwelling set in its own grounds. The building has undergone extensive renovation.
- It is proposed that the school will provide full-time education for up to 40 boys, aged between five to 11 years. All are likely to have a high level of need related to their social, emotional and mental health needs.
- There are likely to be pupils with SEND who will have an education, health and care plan.
- The referral route for placing pupils at the school will be through local authorities from across the north west region.
- The school aims to provide 'children with a calm, safe, secure physical and psychological environment', and, 'by building confidence, self-worth, resilience and aspiration', they will 'help furnish children with the skill set to engage with academic and social learning for life'.
- The proprietor is Calder Lodge Limited. One of the four directors within the company fulfils the role of headteacher. There is no governing body, but the four directors will oversee the governance of the school.
- There are no plans for the proposed school to use any alternative providers.

Information about this inspection

- This is the school's first pre-registration inspection. It was commissioned by the Department of Education, which is the registration authority for independent schools.
- During the inspection, the documents and policies that the proprietors propose the school will use were scrutinised. These included documents relating to safeguarding. A visit was made to the site of the proposed school. A tour was also made of the accommodation. Discussions were held with the headteacher, deputy headteacher, the school's administration manager and representatives of the proprietor, who will also oversee governance of the school.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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/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 looked after children, 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 <http://reports.ofsted.gov.uk/>.

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.gov.uk/ofsted

© Crown copyright 2019