

# Lavender Field School

Samuel Street, Crewe, Cheshire CW1 3AE

**Inspection date**

9 July 2020

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

- Leaders intend to provide full-time education for pupils. Leaders have designed a specialist curriculum, intended to meet the needs of pupils with special educational needs and/or disabilities (SEND).
- The plans for the curriculum are based on those already used in the other schools operated effectively by the proprietors. The schemes of work include clear planning of sequenced activities. Leaders intend that these will systematically develop pupils' knowledge and skills based around a therapeutic approach.
- Leaders demonstrate a strong knowledge of the subjects to be taught. Resources that staff need to support teaching are in place. These resources include materials to support the teaching of English, mathematics and the wider curriculum.
- Training has taken place to give staff the appropriate skills and experience to teach. For example, staff have undertaken training in phonics and mathematics, relevant to the programmes of study adapted for pupils.
- Plans for each key stage follow the national curriculum where appropriate. Leaders have also developed a cognition and learning curriculum for each key stage. At key stage 3, pupils will be taught English, mathematics and science by specialist teachers. Pupils will gain experience in modern languages, technology, human and social, physical and creative education. At key stage 4, pupils can study at GCSE level. There are also plans in place for vocational and personal development options at pre-entry. Business and Technology Education Council (BTEC) level courses will be available for a range of courses, including hair and beauty, hospitality and performing arts. Leaders propose to offer a similar range of options at key stage 5.
- Leaders intend that teachers will provide impartial careers guidance that builds on pupils' interests to enable pupils to make informed choices. Leaders propose a

timetable that will review pupils' options and support them in making suitable choices about work experience and college applications.

- The provision for pupils' personal, social, health and economic (PSHE) development is evident in curriculum plans. Leaders have ensured that schemes of work also promote British values. Their intention is that pupils will be well prepared for life in British society.
- Leaders intend to use information from a variety of assessments when pupils join the school. This is to plan pupils' learning in detail. Staff will use continuous assessment of pupils' learning to ensure that pupils' knowledge and skills grow over time.
- Leaders intend to provide parents and carers with information about their children's progress each term and issue parents with an annual report at the end of the academic year.
- The proprietors have ensured that the independent school standards in this part 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)*

- Leaders have planned a curriculum to develop pupils' personal, social, health and economic education. For example, leaders plan to assess pupils' understanding of healthy lifestyles and being a good citizen across the key stages. In addition, leaders also intend that pupils will have opportunities to broaden their education through visits, such as to zoos, and experiences such as horse riding.
- Within the curriculum, leaders intend that teachers will actively promote fundamental values, including democracy, rule of law, individual liberty and resilience. Leaders have scheduled a programme of events alongside the curriculum to actively promote pupils' mutual respect and tolerance of those with protected characteristics, including those relating to gender, sexuality, and different faiths.
- The school's staff code of conduct is clear that staff will promote the school's ethos. Leaders' clear expectations are that no partisan political views are promoted through teaching.
- The proprietors have ensured that the independent school standards in this part are likely to be met.

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

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

- The single central record shows that appropriate checks have been carried out for staff who are already appointed. Leaders ensure that safeguarding procedures form part of the interview process.
- Staff have received a broad range of training linked to welfare, health and safety to ensure that they understand how to keep pupils safe. A programme for further safeguarding training has been planned with the intention of keeping staff well

informed about contextual issues linked to safeguarding. The head of school is the designated safeguarding lead and will act as the key person in following up any safeguarding concerns. Within the school, there are two deputy safeguarding leads as well as safeguarding specialists across the group.

- The safeguarding policy is suitable. It is detailed and takes account of the most recent, and proposed, guidance and legislation. The policy is linked to other documentation, including the school's risk assessment policy, curriculum policy and health and safety policy.

#### *Paragraph 9, 9(a), 9(b), 9(c)*

- The school's written policy relating to behaviour is appropriate. It clearly identifies leaders' expectations of pupils, a range of strategies that staff may use and encourages self-regulation regarding pupils' behaviour. The proprietors have appropriate systems established to record any incidents regarding behaviour. These systems are currently used in the proprietors' other schools. The system will allow the school's leaders to evaluate any emerging trends in behaviour to improve the proposed provision.

#### *Paragraph 10*

- The school's written policy for preventing bullying is detailed and fit for purpose. It takes account of the ages of pupils in school. It identifies the different types of bullying that may occur within the school. It contains appropriate strategies that are to be implemented to prevent bullying. The policy also links to pupil survey documents that are intended to enable pupils to give their views on behaviour systems and bullying in the school.

#### *Paragraph 11*

- The school has a wide range of health and safety policies written to ensure compliance with relevant laws. There are systems in place to ensure frequent checks on the operation of emergency lighting and firefighting equipment. Appropriate records of these checks are in place. Health and safety checks have been carried out by a suitable person and are planned for the future to ensure that compliance with regulations is maintained.

#### *Paragraph 12*

- The school complies with all the fire-safety regulations. The proprietors have organised checks on, and future maintenance of, firefighting equipment to ensure that they are in a suitable condition. Fire evacuation procedures are in place, including emergency lighting, and the fire alarm is operational. There is suitable signage throughout the site, including in the car park.
- The school has a fire risk assessment in place. Leaders have reviewed this recently to ensure readiness for the school to open. This identifies any risks to the safety of pupils, with the aim to manage and minimise these.
- While the proprietors have ensured that the standards in this paragraph are likely to be met, this inspection was conducted without visiting the school site due to Covid-19 (coronavirus). Owing to this, I am not able to provide the full level of assurance to judge that these standards would be likely to be met should the school open.

*Paragraphs 13, 14, 15*

- The school has a first-aid policy in place. Staff have completed training as part of their induction. All staff have a current first-aid certificate ready for when the school opens. Leaders have ensured that an appropriate number of first-aid boxes are distributed around the school. This will ensure that aid is administered in a timely manner.
- Leaders have established effective record-keeping systems to record and evaluate any incidents relating to health and safety, accidents and behaviour. These systems are currently used in the proprietors' other schools.
- Leaders intend high staff-to-pupil ratios. Planned staff numbers are sufficient to ensure the appropriate supervision of pupils at all times when the school is operating.
- Leaders have established an appropriate system to record pupils' admission to the school and their attendance. This system is currently used successfully in the proprietors' other settings.

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

- The school's written policy on risk assessment and risk management includes detailed risk assessments that demonstrate leaders' secure understanding of the management of risk. Risk assessments are appropriately detailed and cover a wide range of activities and some based on individual pupil's needs, as appropriate.
- The proprietors have ensured that the independent school standards in this part are likely to be met.

**Part 4. Suitability of staff, supply staff, and proprietor**

*Paragraph 17, 18, 18(1), 18(2), 18(2)(a), 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), 18(2), 18(2)(b), 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), 19(4) P 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietors have carried out the appropriate checks to ensure that those who hold leadership roles have not been prohibited from the leadership and management of a school under section 128 of the 2008 Act.
- Leaders undertake all the other necessary checks on the suitability of staff to work with children. Leaders have employed staff from their other settings. The suitable arrangements are in place to support the welfare, health and safety of pupils. Leaders demonstrate an awareness of the appropriate checks that need to be made for all staff, including staff who may have lived or worked abroad.
- Leaders do not intend to use any supply staff in the school. However, leaders demonstrate a secure understanding of the need to ensure that suitable checks are completed if supply staff were to be contracted to work in the school in the future.
- The proprietors have ensured that 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)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)*

- The building appears to have been completed to a high standard. It is ready for the requirements of the intended curriculum and to provide for pupils' welfare and safety.
- There is a large amount of classroom space for the intended final number of pupils. The proprietors have also provided the facilities that are necessary for the pupils that the school will cater for.
- All building work has been completed. Corridors are free from clutter. The toilets, showers, changing rooms and medical room are suitable. The premises are fully accessible to users with disabilities. The school has a first floor, which is accessible by stairs or lift. Corridors have handrails attached to walls as detailed in the accessibility plan. Classrooms, corridors and shared areas, such as the dining hall, are well lit. The internal lighting has been carefully planned to ensure that light levels are sufficient.
- Rooms, such as the science room, appear well ventilated and fit for purpose. All classrooms contain secure medical storage cabinets. Display boards are available in classrooms. Each room contains an evacuation plan and a list of procedures for emergency evacuation.
- The medical room is suitable and well resourced. The arrangements for the safety of people who use the premises have been carefully considered. External lighting has been installed, as has automatic emergency lighting.
- Drinking water is clearly labelled and is available throughout the building in drinking taps and fountains. Washing facilities are available throughout the building. The temperature of the hot water does not pose a scalding risk.
- The premises include several well-equipped specialist rooms, such as a salon, music room with recording studio, and a food technology room. Specific areas, such as therapy rooms and the design technology suite have been carefully planned and are well equipped. These rooms are clearly labelled and well resourced. Acoustics in learning spaces also appear to be suitable.
- The provision is sufficient for pupils to have access to a large outside space for play and physical education.
- While the proprietors have ensured that the standards in this part are likely to be met, this inspection was conducted without visiting the school site due to Covid-19. Owing to this, I am not able to provide the full level of assurance to judge that these standards would be likely to be met should the school open.

## 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), Paragraph 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 does not have a website. Leaders have one prepared for when the school opens. Information is available on request and is also sent to prospective parents. The school's policy and arrangements for admission are fit for purpose. There is also an appropriate policy detailing the consequences of misbehaviour and reasons for exclusions.
- Leaders have produced information about the intended curriculum. An assessment policy that details the arrangements for assessing pupils' progress in learning is also available. Leaders intend to provide an annual written report on each pupil's progress.
- Leaders intend to detail the funding for each pupil who has an education, health and care plan. This will detail the support that the school provides that is matched to pupils needs. This will also be reported to the relevant local authority.
- The proprietors have ensured that the independent school standards in this part 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)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- A complaints procedure is in place and is available on request. The policy meets the requirements of the independent school's standards. It identifies a suitable person to act as an independent reviewer. The policy also sets out the steps for each stage of the school's actions with appropriate timescales. Leaders demonstrate a secure knowledge of the requirements of the procedures.
- The proprietors have ensured that the independent school standards in this part 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 proprietors and other persons with leadership and management responsibility in the school demonstrate strong skills and knowledge appropriate to their roles.
- The proprietors and staff are aware of how vulnerable the pupils who will attend Lavender Field will be. As a result, they prioritise the welfare, health and safety of these pupils and vigilance is high. Leaders demonstrate clear expertise in developing an ethos to meet the needs and welfare of pupils who may attend.
- Leaders ensure that they tailor policies and procedures to the specific needs of pupils. As a result, they are well thought out and are effective in promoting the school's aims.
- The proprietors have ensured that all the independent school standards in this part are likely to be met when the school opens.

### Schedule 10 of the Equality Act 2010

- The plan for the refurbished building has been designed to be accessible to people with disabilities. Leaders intend to adapt the curriculum and relevant policies, when needed, to meet pupils' learning needs.
- The proprietors have ensured that the requirements of the Equality Act 2010 are 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	147896
DfE registration number	895/6016
Inspection number	10151484

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 special school
Proprietors	Sarah Deaville and Amy Hopkin
Chair	Sarah Deaville
Head of School	Tania Beales
Executive Head Teacher	Lucy Gibbs
Annual fees (day pupils)	£45,500 - £73,500
Telephone number	07970900529
Website	none
Email address	sdeaville@hopedale.org.uk
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	0
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	0
Total hours operating as a school per week	0
Total hours of teaching provided per week	0



### Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils		5-19	5-19
Number of pupils on the school roll		50	50

### Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	0	Mixed
Number of full-time pupils of compulsory school age	0	50
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	50
Of which, number of pupils with an education, health and care plan	0	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	50

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	40
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	0

## Information about this proposed school

- The new school intends to cater for 50 mixed-gender pupils aged five to 19 years in Crewe. The school will be an independent special school and will cater for pupils with SEND, of which some will be children looked after by the local authority.
- The directors are also directors of three other registered independent schools.

## Information about this inspection

- This inspection was commissioned by the Department of Education (DfE) during the COVID-19 pandemic of 2020. Owing to this, the inspection was conducted without visiting the school site.
- This inspection was commissioned by the DfE in order to confirm whether the school was likely to meet the independent school standards and other requirements needed to operate as an independent school. This was the first pre-registration inspection of the proposed school.
- The inspector checked the school's likely compliance with the independent school standards.
- Meetings were held with the proprietors, head of school, deputy head of school and the school business manager.
- The inspector scrutinised a range of school documentation, including records of behaviour, physical intervention, safeguarding, the single central record and staff training. He evaluated the quality of risk assessments, health and safety checks, and a range of policies and reports that will be available to parents.
- There were several virtual tours of the school site. These were in relation to the suitability of the site, fire safety and the planned curriculum.

## Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

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