

Lodge Farm Education

Lodge Farm, Leicester Road, Broughton Astley, Leicester LE9 6RB

Inspection dates

15 and 20 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

Paragraphs 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)(g), 2(2)(h), 2(2)(i)

- Pupils will experience learning across the full range of subjects. When it is possible and appropriate, pupils will complete qualifications in these subjects. They will complete work-related learning, including by working with animals.
- Teachers will adapt learning so that it takes into account each pupil's stage of education and their interests, and any additional needs they may have.
- Senior leaders will review teachers' plans for pupils' learning. This will ensure that what pupils learn is aspirational, but also appropriate to their abilities and needs.
- Through their studies, pupils will develop their communication and numeracy skills.
- Pupils who are above the compulsory school age will study a curriculum that is appropriate to their stage of education.
- Pupils will receive effective opportunities to make progress and prepare for their next steps.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- A professional adviser, who is external to the school, will provide pupils with impartial careers advice and guidance. Pupils will learn about different career opportunities, including those in areas of work in which they are interested.
- Through visiting places of work and undertaking work experience, pupils will explore their career interests further.

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

- Regular visits to lessons will enable leaders to check the quality of teaching. Leaders will provide teachers with appropriate support should they identify any teaching that does not meet their high standards.

- Staff will receive training opportunities to develop the necessary knowledge to teach their subject effectively. They will share best practice with each other, and with professionals from other schools.
- Teachers will regularly assess pupils' understanding, including through class discussions and checks of pupils' work. They will use this information to plan the next steps in pupils' learning and to provide further support when it is necessary.
- Senior leaders will use regular assessments to check that pupils make good progress over time.
- The school is likely to meet all the standards in this part.

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

Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 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)

- Developing pupils' confidence and self-esteem so that they are prepared for independent living is at the centre of the school's curriculum. In creating the curriculum, senior leaders have ensured that there is a strong focus on pupils' spiritual, moral, social and cultural development.
- Through the programme of personal, social, health and economic (PSHE) education, pupils will learn about the society in which they live, their own identity, health and well-being, as well as current moral issues.
- Through regular discussions with staff, pupils will explore current local, national and international events. Pupils will learn to listen to each other and to understand that people may hold views different to their own.
- Staff will encourage pupils to show respect for people who are different to them. This includes people whose differences fall within the protected characteristics of the 2010 Equality Act. Staff will challenge any views pupils may express that suggest an intolerance of difference.
- Pupils will visit the local community to learn about people who live near the school. Visits to the local shops to buy materials to help them in their learning will enable pupils to prepare for independent living.
- Visiting speakers will enable pupils to learn about different services and professions. These visits will also help pupils to interact with people from outside the school.
- Pupils will learn about beliefs and cultures by visiting different places of worship and attending a range of festivals and cultural events.
- The school's policies, including those related to visiting speakers, make clear that pupils will learn about opposing views in a balanced manner.
- Pupils will learn about government and how laws are created. They will learn the difference between right and wrong. They will consider the law in relation to current moral issues.
- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32, 32(1)(c)

- The school's safeguarding policy reflects the latest national guidance. It will be available on the school's website.
- Senior leaders will ensure that all staff understand that keeping pupils safe is everyone's responsibility.
- Staff will receive regular training on safeguarding, including the different types of abuse and the signs to look for.
- There will be regular opportunities for staff to discuss safeguarding issues. These discussions will focus on any issues that are affecting the pupils at that time, as well as any developments in relation to general safeguarding knowledge and practice.
- Senior leaders are sensitive to the risks that pupils may face. They are aware of the need to spot any changes in pupils' behaviour, mood or attitude. They will ensure that all staff know to be vigilant for any such signs.
- Leaders will maintain detailed safeguarding records using an online system. This will enable them to have a comprehensive understanding of any concerns that may be raised, and the actions that staff take in response. Senior leaders are aware of when they should make referrals to external agencies.
- There are clear procedures for reporting any concerns about the actions of an adult towards a pupil. This includes any allegations that may be made against senior leaders, including the director of the company that owns the school.
- Senior leaders will ensure that they undertake appropriate checks on the alternative provider at which some pupils will receive part of their education. Senior leaders will undertake visits to the alternative provider to check its suitability. Adults from the school will accompany pupils to the alternative provider.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c)

- The behaviour policy sets out the expectations for pupils' behaviour.
- There are clear procedures staff will adopt to respond to any instances of challenging behaviour. Pupils will receive support to help them manage their behaviour.
- Leaders will gather information about each pupil to help staff identify the triggers that may cause challenging behaviour. They will use this information to support pupils to behave appropriately.
- School leaders will log incidents of poor behaviour, and any sanctions imposed. Staff will use these records to identify any patterns of misbehaviour and to consider when it is necessary to put further support in place.

Paragraph 10

- The anti-bullying policy provides clear definitions of different types of bullying.
- There are clear procedures for staff to adopt to resolve any incidents of bullying that may occur. Pupils who suffer bullying will receive support. There will also be support for those who engage in bullying, to enable them to alter their behaviour.

Paragraphs 11, 12, 13

- The school's leaders have put in place appropriate written policies related to health and safety and first aid.
- Senior leaders have ensured that the necessary checks on the current suitability of the site and the school's fire safety procedures have been made.
- Senior leaders have in place suitable procedures to record the daily, weekly, monthly and half-termly checks that they will undertake on the school site, first-aid practice and fire safety, once the school is open.

Paragraph 14

- School leaders will ensure that there are enough staff on the school site to provide appropriate levels of supervision.

Paragraph 15

- The school's admission register will contain all the necessary information about each pupil.
- Staff will record pupils' attendance twice daily. They will use appropriate codes to record attendance and absence.
- Senior leaders will ensure that they contact the home of any pupil who is absent. They will undertake home visits, including unannounced visits, when pupils' absence causes senior leaders concern.
- Senior leaders will report to the local authority any occasions of sustained absence.

Paragraphs 16, 16(a), 16(b)

- There is appropriate guidance in place to enable staff to complete risk assessments and reduce any risk that they identify. Senior leaders have completed risk assessments for the site and for when pupils work with animals.
- The school is likely to meet all the standards in this part.

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

Paragraphs 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(3), 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), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c)

- Senior leaders understand their duty to make comprehensive recruitment checks on staff who are new to the school.
- All the necessary checks will be completed before staff start to work at the school.
- The school's single central register will allow leaders to record all the checks they have made. Senior leaders will record who has made the checks and when.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

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

- There are appropriate toilet and washing facilities for the sole use of pupils. The hot water is of a suitable temperature and does not pose a scalding risk to pupils.
- There is a shower available for pupils who are aged 11 years or older.

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

- The school has two medical rooms to care for pupils who are sick. These rooms have the necessary facilities for the provision of effective care.

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

- The accommodation is well kept and provides suitable spaces for pupils to work. The acoustics and lighting are appropriate.

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

- Drinking water will be available in the dining room for pupils throughout the day.
- The drinking water will be clearly marked as such.

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

- The school is on a farm, which has access to several outdoor areas in which pupils will be able to spend their social times.
- There are outdoor areas, including an outdoor covered area, in which pupils will be able to take part in physical education (PE).
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(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)

- The school's website contains all the necessary information about the school's ethos as well as the contact details for the company that owns the school and the chair of the advisory board.
- All the necessary policies are in place. They provide the required information.
- Annually, senior leaders will publish information about pupils' achievements and the destinations of those who have left the school that academic year.
- Senior leaders will work with local authorities to review pupils' education, health and care (EHC) plans.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 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 outlines how parents and carers may make a complaint to the school.
- The policy outlines how and when school leaders will respond to any such complaints.
- It is clear from the policy what complainants should do if they are unhappy with how senior leaders have resolved their concern.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The director of the proprietorial body has ensured that senior leaders have a comprehensive understanding of all the independent school standards.
- Senior leaders have taken effective action to ensure that the school is likely to meet all the standards, including those related to safeguarding.
- The director and members of the advisory board will receive regular reports from senior leaders to check that the school continues to meet all the standards.
- The director will engage an educational professional external to the school to check on the quality of the provision and the school's compliance with the standards.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan identifies actions leaders will take to ensure that pupils with special educational needs and/or disabilities (SEND) are able to access the school site, the curriculum, and any further information about the school.
- The school is likely to meet the regulation in this part.

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	147963
DfE registration number	855/6050
Inspection number	10154379

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	Other independent special school
School status	Independent special school
Proprietor	MCXI Limited
Chair	Chris Leeming
Headteacher	Joy Brown
Annual fees (day pupils)	£58,250
Telephone number	01455283665
Website	www.lodgefarmeducation.org
Email address	emma@lodgefarmeducation.org
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	11-17	11-17
Number of pupils on the school roll	Not applicable	10	10

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed

Number of full-time pupils of compulsory school age	Not applicable	10
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	10
Of which, number of pupils with an education, health and care plan	Not applicable	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	10

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	2

Information about this proposed school

- Lodge Farm Education will provide full-time education for up to 10 pupils who have a range of learning difficulties and/or behavioural, social, emotional and mental health difficulties. Pupils may have a diagnosis of autistic spectrum disorder (ASD). All pupils will have an EHC plan.
- On the original application to register the school, the director of the proprietorial body applied for the school to provide education for pupils aged 11 to 16 years. However, at the time of the inspection, senior leaders requested to extend the age range to 11 to 17 years.
- The proposed school is located at Broughton Astley in Leicestershire.
- The school will make use of one alternative provider to provide some of the pupils with part of their education away from the school. This provider is Gaz Auto School, in Leicester.

- The school is currently owned and operated by another proprietorial body, of which the director of the proposed school is a member.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- This was the school's first pre-registration inspection.
- The inspector visited the site to check the suitability of the premises, as well as the school's health and safety and risk assessment policies and the fire safety procedures. The on-site visit was limited by the need to observe social distancing during the COVID-19 outbreak.
- The inspector conducted all remaining inspection activities remotely. He spoke with the headteacher and the business manager to discuss the school's proposed provision.
- The inspector spoke by telephone separately with the director of the company that owns the school.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

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