

The Lion Works School

543 Wallisdown Road, Poole, Dorset BH12 5BA

Inspection date

16 September 2020

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 2, 3, 4

- The school's leaders have a clear vision for the school. They share a commitment to improving the life chances of prospective pupils by delivering a curriculum with which pupils will be able to engage.
- The proprietor, who is also the headteacher, is an experienced teacher of pupils with special educational needs and/or disabilities (SEND). He has recruited other, similarly experienced teachers. Class sizes will be small with provision for one-to-one teaching when required. Teaching assistants will provide extra support for pupils in lessons. These arrangements will help meet the needs of the pupils.
- The school intends to offer an appropriately broad range of subjects. These cover the areas of learning identified in the independent school standards.
- The curriculum offers academic and vocational routes for learning. Pupils will follow the path most appropriate to their needs. Staff will assess pupils on entry to the school to identify what they know and can do, and what they need to learn next. This will enable leaders to offer each pupil the most appropriate lessons from both aspects of the curriculum.
- Each pupil will have an individual timetable that can be changed and adapted to meet their needs.
- Curriculum plans provide a coherent sequence of work across most subject areas. Leaders are clear about the importance of a curriculum that builds on pupils' knowledge and skills year on year. Plans take into account the special educational needs of the pupils.
- Leaders intend to provide age-appropriate, impartial careers advice. There are plans to give pupils varied opportunities to learn about employment, including work experience, work-related learning, on-site visits and visiting speakers.

- The school has close links to a nearby coffee and juice bar. This provides opportunities for pupils to experience working in the local community.
- In contrast to other subjects, leaders do not have a clear policy or plan in place for personal, social and health education (PSHE). Schemes of work to support pupils' learning in PSHE are not well developed.
- The standards in this part are unlikely to be met.

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

Paragraph 5

- It is not clear how leaders will actively promote the required aspects of pupils' spiritual, moral, social and cultural (SMSC) development.
- Leaders plan to support pupils' SMSC development through the PSHE programme. However, the plans for delivering PSHE across the school are incomplete.
- Leaders have given thought to how to deliver aspects of SMSC development in other subjects. However, there is no coherent plan to ensure sufficient coverage of this aspect of pupils' development.
- The school has a suitable behaviour policy in place. This encourages pupils to build trusting relationships with staff and other pupils.
- Leaders have considered the specific needs of pupils in their approach to managing behaviour. This consideration will support pupils to develop their self-esteem and self-confidence. It will also help pupils to accept responsibility for their behaviour.
- The standards in this part are unlikely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 9, 10, 11, 12, 13, 14, 15, 16

- The safeguarding policy is precise and detailed. It outlines the roles and responsibilities of staff. It also sets out the procedures staff should follow if they have any concerns about pupils. A copy of the policy is available on the school's website.
- The proprietor provides safeguarding training for all staff. This ensures that staff know what action to take if they have a concern about a pupil. Established systems are in place so that leaders can act quickly when staff raise concerns.
- There are policies in place to ensure pupils' health and safety. These include health and safety, first-aid and risk assessment policies. These all meet current requirements. Risk assessments are in place for a range of activities and equipment and for the premises. These identify hazards and suitable actions to mitigate risks.
- Behaviour and anti-bullying policies support the school's ethos of promoting positive relationships. The behaviour policy outlines clear rewards and sanctions to support pupils in managing their behaviour. The school's anti-bullying policy makes it clear that any form of bullying is unacceptable. The policy details how the curriculum will support pupils by raising awareness of bullying.

- An external expert has carried out a fire risk assessment. This shows that arrangements for compliance with the Regulatory Reform (Fire Safety) Order 2005 are in place. The proprietor has taken action to address the areas of concern highlighted in the report. Suitable equipment is in place and leaders have established effective routines and procedures for fire safety.
- The proprietor has planned for a site manager to make regular inspections of the premises to ensure the health and safety of pupils and staff.
- Leaders have plans in place to supervise pupils during break- and lunchtime. This will also ensure that the available space is not overcrowded.
- An admissions register is in place and contains all the required information that the school should keep. The school is installing an electronic attendance register, which meets requirements.
- These standards are likely to be met.

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

Paragraphs 18, 19, 20, 21

- The required pre-employment checks related to the suitability of staff to work with children have been carried out and meet statutory requirements.
- The school's single central register of these checks includes all of the information that it should. It is in the process of being transferred to a new electronic system.
- Leaders intend to cover any staff absence internally, as they feel that the pupils at the school will need the familiarity of working with people they already know. They do not intend to employ supply staff. However, leaders know what action they need to take if they do use supply teachers in the future.
- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23

- There are toilets and washing facilities on each floor of the building. Each toilet can be secured from the inside and is for individual pupil use. There are two showers on the site and a room that will be used for single-sex changing as required.
- This standard is likely to be met.

Paragraph 24

- There is an area designated for the care of unwell pupils. This is close to a toilet and is suitable. There is hot and cold water and a sink close by.
- This standard is likely to be met.

Paragraphs 25, 26, 27

- The proposed classrooms are of reasonable size, well lit and have appropriate acoustics. Attractively designed specialist rooms are available for science, art and, hair and beauty.
- These standards are likely to be met.

Paragraph 28

- Drinking water is available throughout the school. Taps are clearly labelled.
- Toilets have a ready supply of cold water, and washing facilities have an adequate supply of hot and cold water. However, the temperature of the hot water poses a risk of scalding.
- This standard is unlikely to be met.

Paragraph 29

- The school has an outside space, which will be used by pupils at break- and lunchtimes. This space is adjacent to a steep drop. The existing fencing surrounding this drop is not sufficient to prevent pupils accessing it.
- This standard is unlikely to be met.

Part 6. Provision of information

Paragraph 32

- Leaders aspire to run the school openly and transparently. All relevant policies will be available to parents and carers on request, and many are on the school's website. Available information is generally easy to access and find on the website.
- All of the information that is required to be on the school's website is there. Leaders know what information they must provide to meet this part of the independent school standards.
- Leaders provide information to the responsible local authority for the annual review of pupils' education, health and care (EHC) plans.
- Leaders inform parents and others about pupils' progress and are able to provide local authorities with information about the spending of income received.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school's proposed complaints policy meets the requirements of the independent school standards. The document lays out the stages required to investigate a complaint along a reasonable timeline and is accessible to parents through the website, or on application to the school office. There is provision for a complaints panel, of which at least one member is independent of the management of the school.

- Leaders plan to keep a confidential record of complaints that makes clear the findings of each complaint and at which stage the complaint was resolved.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor is committed to providing a high-quality education for the pupils at his school. He was able to describe a clear ethos for the school and has appointed experienced staff who share his vision.
- The work completed by leaders related to promoting the well-being of pupils is well developed.
- While leaders have a clear vision for the school, systems to make sure that all the independent school standards are met are not yet in place. The school's leadership team knows what is required, but this has not yet been fully developed into policies and procedures. Leaders are not clear enough about how this work will be overseen.
- There is still work needed to meet the standards related to the SMSC parts of the curriculum. Leaders have a clear commitment to this aspect of education, but have not yet created a rigorous plan to demonstrate how it will be actively promoted.
- This standard is unlikely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have considered how they will adapt the site and premises to help all pupils access what the proposed school has to offer. However, at the time of the inspection, leaders had not produced a formal accessibility plan.

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	148031
DfE registration number	839/6013
Inspection number	10154586

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 special school
School status	Independent special school
Proprietor	Classroom Education Services Ltd
Chair	Not applicable
Headteacher	Mr Bruno Davis
Annual fees (day pupils)	£9,000 to £100,000
Telephone number	01202 113707
Website	www.thelionworksschool.org
Email address	hello@thelionworksschool.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	13
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who are looked after by a local authority	11
Total hours operating as a school per week	15
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11–16	11–18	11–18
Number of pupils on the school roll	13	70	70

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	Up to 55
Number of part-time pupils	13	Up to 15
Number of pupils with special educational needs and/or disabilities	13	Up to 70
Of which, number of pupils with an education, health and care plan	11	Up to 70
Of which, number of pupils paid for by a local authority with an education, health and care plan	13	Up to 70

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	6
Number of part-time teaching staff	0	4

Information about this proposed school

- The school is located in converted offices adjacent to an industrial estate in Poole.
- The proprietor is Classroom Education Services Ltd. The owner of this company will also be the headteacher of the school. The proprietor does not run any other school.

- The school intends to cater for pupils between the ages of 11 and 18 years. Most pupils will have a diagnosis of autism spectrum disorder and related needs.
- The pupils in the post-16 provision will attend the school on a part-time basis.
- All the pupils at the school are likely to have EHC plans.
- The school does not have any religious character.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic of 2020.
- This was the proposed school's first pre-registration inspection.
- The inspector reviewed documentation related to the curriculum, safeguarding, health and safety of the premises, and the suitability of staff.
- The inspector met with the proprietor, who is also the headteacher, as well as other senior leaders of the proposed school.
- The school is currently operating. There are 13 pupils on roll, two of whom are children looked after. Almost all have EHC plans. None of them is attending the school for more than 15 hours each week.
- No teaching was observed during the inspection.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–

- 5(d)(i) while they are in attendance at the school,
- 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

Part 5. Premises of and accommodation at schools

- 28(1) The standard in this paragraph is met if–
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(b) pupils to play outside.

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;

Schedule 10 of the Equality Act 2010

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