

# LS-TEN

1 - 4 Kitson Road, Leeds LS10 1NT

**Inspection date**

10 December 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)*

- Leaders have taken care to design a motivating curriculum that will challenge and also meet most of the needs of pupils, including those with education, health and care plans. A written curriculum policy is in place. The curriculum is well thought out, broad and includes a variety of subjects. These include English, mathematics, science, personal, social, health and economic (PSHE) education, technology, art and design, human and social education, and physical education.
- The subjects are organised into a number of cross-curricular themes. Through each theme, opportunities are provided for literacy, numeracy, speaking and listening, problem-solving, teamwork and improving pupils' own learning.
- Individual learning plans will be produced which take into account the pupil's age, needs and prior attainment. Pupils will be taught in small groups, with work tailored to meet their needs.
- The school intends that skate park and climbing wall activities will contribute significantly towards promoting pupils' physical and emotional well-being, as well as developing confidence, resilience and self-awareness.
- The timetable is designed to ensure that there is a taught programme of PSHE education. Pupils cover a wide variety of topics that support them in developing life skills, as well as learning about life in modern Britain and how to keep themselves safe.
- There are opportunities across all curriculum subjects for pupils to develop their speaking, listening, literacy and numeracy skills.
- The school will encourage pupils to read, and a library of appropriate literature is being developed. Leaders have invested in a recognised reading scheme to support pupils who do not read well.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- Leaders have planned a programme of careers education and guidance which will be strengthened through the school's local business and community links, and by guest speakers from the military, construction industry, caring professions and sports coaches.
- Pupils will receive impartial guidance from an early stage. The school aims to help pupils to become more aspirational about their futures. There is a commitment to working towards the Gatsby benchmarks.

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

- Teachers have a variety of relevant qualifications including experience of working with young people who have been or are close to being excluded from their mainstream school. This means that their subject knowledge and classroom management skills are strong and will support pupils to make good progress.
- Policies and plans for the curriculum show that leaders intend to ensure that pupils show respect for people who have protected characteristics, as defined in the Equality Act (2010).
- Since the school benefits from extensive indoor sports facilities, leaders intend to engage professional coaches to work with pupils across a variety of sports. These include climbing, skating and use of fitness equipment.
- Leaders have developed a comprehensive scheme of assessment. This ranges from daily evaluations of progress and skills progress tracking, to a number of termly assessments. Leaders will be able to evaluate pupil performance and also provide the proprietors with detailed information about the progress of the school.
- The standards in Part 1 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), 5(d)(iii)*

- The proprietors have considered how to promote pupils' spiritual, moral, social and cultural (SMSC) development and have ensured that pupils will learn about life in modern Britain. They have built their SMSC provision around the school values. They are aware of the challenges that their pupils face and have put personal development at the heart of the curriculum.
- The PSHE programme will include relevant topics such as drugs, positive thinking, diversity and relationships and sex education. Through the PSHE programme, pupils will have the opportunity to develop their self-knowledge, character and confidence, and to distinguish between right and wrong.
- The proprietors have developed a policy to ensure that appropriate checks are made on visitors to the school and that they will be accompanied by staff members. They have a policy to ensure that pupils receive a balanced view of material presented to them.
- The standards in Part 2 are likely to be met.

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

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

- The proprietors have planned for all staff to have regular safeguarding training. This includes training about keeping children safe and signs to look out for if a pupil is experiencing harm. The designated safeguarding lead ensures that staff receive regular updates about safeguarding, including information relating to current pupils that staff need to be aware of.
- The proprietors are keen to rapidly establish a strong safeguarding culture in the school. They intend to track pupils' well-being so that early help can be provided in the event of any vulnerability being identified.
- The proprietors have ensured that the school's safeguarding policy is compliant with the latest government requirements and will be available to parents and carers.
- A recent city council audit of safeguarding in the school was complimentary about the school's procedures and identified one area as exemplary. One issue was immediately rectified by the school.
- Safer recruitment practice systems are in place, which should ensure that all appropriate checks are made on adults and recorded in their staff files.

#### *Paragraphs 9, 9(a), 9(b), 9(c), 10*

- There is an appropriate behaviour policy in place. The school will have a highly positive approach to behaviour and plans to maintain strong relationships with parents, carers and placing schools. The policy is strongly focused on rewarding positive behaviours.
- There is also an anti-bullying policy in place. The policy emphasises a zero-tolerance approach to any kind of bullying. It also promotes strategies to create a climate where bullying does not occur.
- A system is in place to closely monitor the behaviour of all pupils, which will include any bullying incidents, and leaders will have an overview of these. Information will be shared with the proprietor appropriately.

#### *Paragraphs 11, 12, 13, 14, 15*

- The school operates in an old building which offers many advantages, particularly in relation to space and sports facilities. However, the proprietors are aware that it requires regular maintenance. A knowledgeable trustee with fire safety expertise and a trained leader advise the proprietors about the safe management of these premises.
- An appropriate health and safety policy is in place, which is complemented by comprehensive monitoring procedures.
- A first-aid policy was in place at the start of the inspection. This was significantly strengthened during the inspection. There is a system for recording any accidents that occur. The school intends that every member of staff will have a first-aid qualification.
- Appropriate checks of fire alarms, emergency lighting, fire extinguishers and fire exits will take place. Regular fire drills will also take place so that pupils and staff know what to do in an emergency. All staff are to be trained as fire marshals.

- A fire risk assessment is in place. However, this had not been kept up to date with improvements that have been made recently which have reduced the risk of harm through fire. Leaders updated the risk assessment during the inspection.
- The proprietors are aware of the legal requirements for school admission and attendance registers and have plans in place to ensure that they comply with them.

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

- A written risk assessment policy is in place. Proprietors have a clear understanding about hazard identification and the implementation of control measures.
- A number of risk assessments were seen during the inspection, including for the use of equipment, using the premises and keeping pupils safe. All were found to be appropriately assessing and minimising risks to staff and pupils.
- The standards in Part 3 are likely to be met.

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

*Paragraphs 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), 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)*

- The proprietors have established systems to ensure that all appropriate checks are carried out on staff before they take up their posts to ensure they are safe to work with children.
- The proprietors do not intend to have supply staff working at the school.

*Paragraph 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(6)*

- There is a single central register in place where all appropriate checks that have been carried out on adults are recorded.
- The standards in Part 4 are likely to be met.

**Part 5. Premises of and accommodation at schools**

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- The school is located in a large, former railway engineering building. A significant proportion of this building has been developed as a skate park and there is an adjacent climbing wall centre. Although these premises are used by people outside of the school, when it is in session, the school has exclusive use. Access to the school rooms is controlled by secure keypads and magnetic locks. The building is fully accessible for disabled people.

- There are suitable toilet and washing facilities for the sole use of pupils in the school.

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

- There are new changing and showering facilities available for pupils to use. There is also an accessible toilet.
- There is a suitable medical room available for the short-term care or examination of sick and injured pupils. This room has a sink and is close to a toilet. There is also a

well-stocked first-aid kit. Additional first-aid kits are located elsewhere in the building and are also available for visits out of school.

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

- The premises are old and, in parts, reflect their former use. However, consideration is made for the health and safety of pupils exemplified by the recent replacement of all firefighting equipment and some internal decoration. The proprietors are aware of the high maintenance requirements of the property. A member of staff and a trustee are health and safety specialists.
- The site is clean. Each classroom has sufficient lighting and the acoustic conditions are such that lessons can run alongside each other without interruption.
- There is appropriate external lighting in place, so people can enter and leave the building safely.

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

- There are clearly labelled water supplies available from the kitchen. Teachers also ensure that jugs of fresh water are readily available for pupils.
- The water supply in the toilets is working and toilets are flushable. The temperature of the water for handwashing does not pose a scalding risk to pupils.

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

- The skate park, climbing wall centre and fitness suite provide large and well-equipped spaces for physical education.
- Two large and secure outdoor spaces are located on either side of the skate park. One is available for use at pupil social times. Some of the plants are a little overgrown as this area has only had limited maintenance during the pandemic but this is to be rectified. The other contains an outside climbing area which is ready for use. The rest of this second area is in the final stages of development as a recreation space and outdoor extension to the skate park. It is scheduled to be ready for pupil use by Easter 2021.
- The standards in Part 5 are likely to be met.

**Part 6. Provision of information**

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(i), 32(1)(j), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f)*

- The proprietors have ensured that all required policies will be available to parents on request and on the school's website.
- The admissions information is clear and available to parents. The school has an admissions policy.
- The proprietors intend to publish particulars of previous years' academic performance on the school's website.
- Leaders have developed a half-termly report for parents. This will be detailed, containing information about academic progress, personal development, attendance and behaviour.

- There are comprehensive policies in place to support pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.
- The proprietors intend to publish inspection reports on the school's website, so that they are available to parents.

*Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d)*

- The contact information for the proprietors is available to parents on request and is also on the school's website.
- Contact information for the head of education is available on the school website.
- Contact information for the chair of governors is available on the school website.
- The school's mission, vision and values statements are clearly presented on the school's website.
- The standards in Part 6 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)*

- The proprietor has ensured that a comprehensive complaints policy is in place and accessible to parents. Timescales are clearly mapped out alongside explanations of each stage of the complaints procedure.
- The complaints policy is available to parents upon request and is also be available on the school's website.
- The standards in Part 7 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 directors and trustees have brought together an experienced and committed team of professionals who share their vision for a school that will offer new opportunities to young people who have become disengaged with education. The location of the school on a large skateboard site will enable pupils to participate in activities that will challenge and support them.
- Leadership and management standards that were unlikely to be met in the first pre-registration inspection have been comprehensively addressed. Leaders have taken appropriate advice and action. This includes working in a forum with neighbouring schools, partnership with the local authority and attaining registered charity status.
- Accountability is strong. The board of trustees is the main body which meets to scrutinise the work of the school and act as critical friend. There is planned regular monitoring of the quality of education.
- Leaders are strongly committed to staff training and this includes a rigorous induction programme.
- SMSC is to be at the heart of the school. The curriculum, pastoral care, behaviour management and activities are built around the school's values and ethos.

- The directors have developed a motivating curriculum and intend to build a school that has bespoke learning plans for each pupil which address individual educational needs. The curriculum is supported by a rigorous assessment system, which will provide useful information about pupil progress for all stakeholders.
- Leaders understand the importance of ensuring that the school meets the independent school standards consistently and have developed a suite of policies to underpin their work. They operate a 'policy of the week' programme with all staff, which includes relevant training, discussion and checking of understanding.
- Pupils' welfare and success are a priority for the leaders of the school. They have invested in software systems that will help them to monitor and evaluate the effectiveness of the implementation of their policies so that the highest standards are maintained.
- Leaders are also dedicated to creating a school that will have a strong safeguarding culture. This is reflected in their investment in training, resources and strong recruitment processes.

#### Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a relevant and up-to-date plan in place to improve access to the curriculum, physical environment and written materials for pupils with a disability.

## **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	148255
DfE registration number	383/6014
Inspection number	10171469

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 school
School status	Independent school
Proprietor	LS-TEN Ltd
Chair	Angus Martin
Headteacher	Liam Hunsdale
Annual fees (day pupils)	£85 per day
Telephone number	01135325357
Website	www.ls-ten.org
Email address	hello@ls-ten.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 to 16	11 to 16
Number of pupils on the school roll	Not applicable	28	28

## 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	Up to 28

Number of part-time pupils	Not applicable	Up to 8
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 5
Of which, number of pupils an education, health and care plan	Not applicable	Up to 5
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	0

## 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	0

## Information about this proposed school

- LS-TEN is located in an industrial area in Hunslet, Leeds. The school is currently operating as an alternative provision and caters for pupils who are at risk of permanent exclusion or have been permanently excluded from their mainstream schools. The school will be part of a large skate park facility.
- The school's mission statement is 'We strive to provide a safe, engaging and inclusive environment, while reducing inequality and raising aspirations through the use of sports and education'.
- The school will mainly admit pupils who are referred by local schools on a full-time, short-term basis. A small number may be admitted on a part-time basis. Most pupils will be dual registered with a commissioning school.
- The school intends to cater for some pupils who have special educational needs and/or disabilities, including behavioural, emotional and social difficulty.
- The school does not have a religious character.
- The school does not use any alternative provision or have any additional off-site units.

## Information about this inspection

- This inspection was carried out during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to reduce social contact during the COVID-19 outbreak.
- This second pre-registration inspection was commissioned by the Department for Education following the proprietors' application to open an independent school. The first pre-registration inspection took place on 8 January 2020.
- The inspection was conducted with two days' notice.
- The inspector conducted the inspection with members of the school's leadership team. The inspector also met with the chief executive officer, the chair of governors and a trustee.
- The inspector reviewed documents and policies associated with the independent school standards. The school building was toured inside and out.

## Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

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