

# The Lion Works School

543 Wallisdown Road, Poole, Dorset BH12 5BA

**Inspection date**

15 December 2020

**Overall outcome**

**The school is likely 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 are committed to delivering an individualised curriculum that meets pupils' specific needs. The range of subjects to be offered meets the requirements of the independent school standards.
- The staff team consists of experienced teachers of pupils with special educational needs and/or disabilities.
- Pupils will follow academic and vocational routes for learning. Staff will assess pupils on entry to the school to identify the most appropriate route for each pupil.
- Since the first pre-registration inspection, leaders have created a new construction laboratory. Pupils will be able to take part in renovation and upcycling projects as part of the school's enterprise project. Completed artefacts will be sold at a local shop. Leaders have also rewritten the English curriculum. This is now more closely aligned to the needs of pupils, with links to a wider range of qualifications.
- In all subjects, curriculum plans provide a coherent sequence of work. Since the last pre-registration inspection, leaders have written schemes of work for personal, social and health education (PSHE). These schemes of work now mirror those for other subjects. Plans take into account pupils' special educational needs.
- 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.
- These standards are likely to be met.

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

### *Paragraph 5*

- Since the last pre-registration inspection, leaders have given careful thought to how to promote this aspect of pupils' development. There is now a clear commitment to pupils' spiritual, moral, social and cultural (SMSC) development.
- Leaders see this aspect of learning as being fundamental to pupils' future success. They anticipate a blended approach, with planned learning opportunities sitting alongside unique pieces of work that respond to meaningful stimulus events as they occur in the wider world. Wall displays and school policies are used to promote this aspect of pupils' development in addition to formal lessons.
- Staff have been supported by leaders to identify a wide range of opportunities in their teaching through which pupils' SMSC development can be extended. The planned learning opportunities are clearly identified in subject planning, extending beyond the PSHE curriculum into all aspects of pupils' learning.
- The school will not have any religious character. Leaders are aware of the need for pupils to learn about cultures and faiths beyond their own. There are appropriate opportunities for pupils to do this as part of their planned learning. Leaders understand the importance of presenting pupils with alternative views when considering ethical and political issues, so that they can approach an argument or dilemma in a balanced and empathetic way.
- The standard in this paragraph is likely to be met.

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

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

- There is a detailed safeguarding policy in place. This policy is published on the school's website and follows government guidance. The policy provides staff with clear guidelines to follow if they have concerns about pupils.
- The designated safeguarding leaders have received appropriate training, so they are well prepared to carry out their roles. These leaders will ensure that staff have up-to-date safeguarding training and are confident in the steps they must take to report and record any concerns.
- The school's behaviour policy is suitable. There are clear expectations of pupils' behaviour. The policy gives details of appropriate rewards and sanctions to be used by staff.
- The school has a suitable anti-bullying policy. The policy makes it clear that bullying is unacceptable and how the curriculum will raise awareness of bullying.
- Policies related to the health and safety of the premises are suitable, including a written risk assessment policy and first-aid policy. Leaders have drawn up a comprehensive maintenance plan. This is likely to help leaders ensure that the building and equipment remain safe and suitable. Appropriate risk assessments are in place for the building and grounds, as well as any off-site activities.

- The school building has been fire risk assessed. All fire exits in the building are clearly signed, and suitable emergency lighting is in place. Leaders plan to have regular fire safety checks and drills.
- Leaders have plans in place to supervise pupils effectively throughout the day. During breaktime and lunchtime, staff will ensure that the available space is not overcrowded.
- These standards are likely to be met.

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

##### *Paragraphs 18, 19, 20, 21*

- The single central register is in place and contains the required information on appointed staff. Leaders have carried out all the statutory checks to ensure the suitability of staff. This includes checks on the proprietor. Effective systems are in place to ensure that the single central register is kept up to date as the school expands.
- There are no plans to use supply staff at the school. Leaders recognise that pupils need the familiarity of working with people they already know. 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, 24, 25, 26, 27, 28, 29*

- The school is in a former administration building. The building is solidly constructed in an Art Deco style. The proprietor has sought to build on the existing character of the building by creating a distinctive style throughout the school.
- The proposed classrooms are of reasonable size, well-lit and have appropriate acoustics. Each room is decorated and furnished in a unique style. Attractively designed specialist rooms are available for science, art and hair and beauty. The basement now contains the new construction laboratory.
- 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 rooms with showers that will be used for single-sex changing as required.
- 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.
- 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. Since the last pre-registration inspection, the hot water supply has been changed. The hot water no longer poses a scalding risk.
- The school has an outside space, which will be used by pupils at breaktimes and lunchtimes. A new fence has been erected, which prevents access to the adjacent steep drop.
- These standards are likely to be met.

## Part 6. Provision of information

### *Paragraph 32*

- All relevant policies are available to parents on request, and many are on the school's website. Available information is easy to access and find on the website.
- Leaders have plans to provide a written report on pupils' progress and attainment to parents on an annual basis.
- Leaders also have plans in place to show how the provision will meet the needs of pupils with special educational needs and/or disabilities and to show how any funding will be spent.
- The standard in this paragraph is likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The proposed complaints policy is in writing and published on the school's website.
- The complaints policy sets out the procedures to follow and the different stages of managing and responding to a complaint, including timescales. The policy also includes arrangements for an independent person to form part of a panel that will hear any complaints.
- The standard in this paragraph is likely to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34*

- The proprietor and other school leaders have taken effective action to address the issues raised at the time of the first pre-registration inspection.
- The premises now meet the requirements of the independent school standards. Leaders have now translated their clear commitment to the personal development of pupils into concrete plans and schemes of work. Planning for this aspect of education now matches the rest of the curriculum.
- Leaders are ambitious in their aims for the quality of education. Their vision is driven by a determination that pupils will develop the knowledge and skills they need to positively influence their life chances.
- Suitable arrangements are in place to actively promote pupils' welfare and provide effective safeguarding.
- The standard in this paragraph is likely to be met.

## Schedule 10 of the Equality Act 2010

- Leaders understand their responsibilities under the Equality Act 2010. The school's accessibility plan makes provision for meeting its duties around provision for disabled pupils.

## **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	148031
DfE registration number	839/6013
Inspection number	10172060

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	Mr Bruno Davis
Headteacher	Mr Bruno Davis
Annual fees (day pupils)	£9,000–£100,000
Telephone number	01202113707
Website	<a href="http://www.thelionworksschool.org">www.thelionworksschool.org</a>
Email address	<a href="mailto:hello@thelionworksschool.org">hello@thelionworksschool.org</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	14
Number of pupils of compulsory school age who have an education, health and care plan, or who is looked after by a local authority	12
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 to 16	11 to 18	11 to 18

Number of pupils on the school roll	14	70	70
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## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	14	Up to 55
Number of part-time pupils	14	Up to 15
Number of pupils with special educational needs and/or disabilities	14	Up to 70
Of which, number of pupils with an education, health and care plan	12	Up to 70
Of which, number of pupils paid for by a local authority with an education, health and care plan	14	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 education, health and care plans (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 second pre-registration inspection. The first pre-registration inspection was on 16 September 2020.
- 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 14 pupils on roll, two are children looked after and almost all have EHC plans. None of them are 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

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