

The Lady Byron School

The Cedars, 11 High Street, Fleckney, Leicester LE8 8AJ

Inspection dates

17–18 March 2021

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)(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)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(i), 3(j), 4

- Leaders have detailed understanding and relevant experience of the likely needs of the pupils who will be in their care. They speak with clarity about how they will adapt the curriculum to meet the academic and personal needs of the pupils.
- Leaders have ensured that there is a written curriculum policy. Schemes of work for pupils in key stages 2, 3 and 4 support this policy. Pupils will experience linguistic, mathematical, scientific, technological, creative, artistic and social education. These plans vary in quality. Leaders know how they will work with the teachers they will employ to ensure that all plans make clear how pupils' knowledge will build typically over time.
- The planned personal, social, health and economic policy (PSHE) curriculum incorporates the proposed school's ethos and values.
- Leaders are highly knowledgeable about the systems and processes to ensure pupils with special educational needs and/or disabilities (SEND) receive appropriate support. Leaders have relevant experience.
- Leaders plan a curriculum that aims to enable pupils to attain relevant qualifications and prepare them for their future lives. This includes a framework to provide impartial information, advice and guidance about career choices.
- Apart from the headteacher, the proposed school has not yet employed any staff. Leaders have identified the range of staff and subject 'tutors' they will employ to deliver the curriculum. They speak with conviction of the training programme and induction processes they will provide to ensure that staff have the expertise they need to teach in the school.
- Leaders know how they will check that the quality of the curriculum and teaching are consistent for the different aged pupils across the different subjects.

- The proposed school is likely to meet the standards in this part.

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

Paragraphs 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)

- Leaders have created detailed policies for how they will promote pupils' spiritual, moral, social and cultural development. Schemes of work show how leaders intend to build pupils' self-confidence, promote independent living skills, encourage pupils to have high aspirations and prepare them for adulthood and life in modern Britain.
- Leaders plan to work with the local community, schools and organisations to widen pupils' understanding of those who live in the local area as well as in society more widely. They plan to invite visitors and employers into the school and enable pupils to access local work experience opportunities.
- Leaders place emphasis on pupils learning the difference between right and wrong and what it means to be a citizen. Schemes of work show how leaders intend pupils to develop their understanding of the protected characteristics and of the importance of respecting people's differences. Pupils will learn about different faiths and beliefs, including by visiting different places of worship.
- Leaders intend to provide an inclusive school culture that places emphasis on pupils' personal and social development as well as their academic development. The PSHE scheme of work aims to provide opportunities for pupils to gain knowledge and understanding of British values such as the rule of law and democracy.
- The proposed school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

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

- Leaders have created a comprehensive safeguarding policy which incorporates the most recent statutory guidance. The policy explains the procedures staff will follow should there be a safeguarding concern about a pupil or a member of staff.
- The school's safeguarding policy will be available on the school's website.
- Leaders are trained as designated safeguarding leaders. They have well-thought-out plans for the systems and procedures they will put in place to ensure pupils' safety.
- Leaders have planned for staff induction and ongoing safeguarding training. Leaders speak with clarity about how they will maintain scrutiny of school practices and actions taken in response to concerns raised, to ensure that the proposed school's policy is implemented effectively and that safeguarding arrangements are effective.

Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10

- Leaders have ensured that appropriate behaviour and anti-bullying policies are in place. These make explicit references to the likely needs and potential vulnerabilities of pupils who have SEND.
- Leaders will keep a record of serious misbehaviour and bullying incidents. These records will include the actions leaders take in response to such incidents. Policies

indicate that leaders will have high expectations of pupils' behaviour and will support and guide staff to manage behaviour.

Paragraphs 11, 12, 13

- Leaders have ensured that there is an appropriate health and safety policy in place. They have planned arrangements, systems and monitoring processes to ensure the safety of staff and pupils. Leaders have created a schedule of the checks they plan to carry out.
- Leaders have ensured that there is an appropriate first-aid policy. The policy sets out the systems and procedures leaders intend to put in place. Leaders have undertaken paediatric first-aid training. There are first-aid boxes and an accident book to record any incidents.
- Leaders have acted to make sure the proposed school is compliant with the requirements of the Regulatory Reform (Fire Safety) order 2005. A risk assessment has been completed. Leaders are trained as fire wardens. There is an emergency evacuation plan and fire extinguishers are checked.

Paragraph 14

- Leaders describe clearly their arrangements for the supervision of pupils at all times of the school day, including when pupils arrive and leave the site. All pupils will have one-to-one support. Leaders have considered the possible risks of the interactions of the potentially youngest primary-age and oldest secondary-age pupils, and how they will ensure sufficient supervision.

Paragraph 15

- The proposed school's admission and attendance registers contain the necessary information.

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

- There is a written risk assessment policy. This contains information about how leaders and staff will identify risks and put into place appropriate control measures. Leaders have developed a range of risk assessments in preparation for the proposed school to open. Leaders are considering carefully the actions they intend to take and the training they will provide to reduce risks to ensure pupils' and staff's safety.
- The proposed school is likely to meet the standards in this part.

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), 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), 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), 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), 21(6)

- Leaders demonstrate a secure understanding of the requirements for the checks they will need to undertake to ensure that staff they employ are suitable. Leaders have undertaken safer recruitment training. They have created a single central record of

the required checks they have carried out before staff are employed, showing who has undertaken these checks and when.

- The proposed school is likely to meet the standards in this part.

Part 5. Premises of and accommodation at schools

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

- There are suitable washing and toilet facilities for the pupils, staff and visitors.
- There is adequate hot and cold water. The temperature of hot water was a little hot. Leaders plan to ensure that this is regulated during a planned plumbing check.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)

- A suitable medical and first-aid room is available for the care or examination of injured or ill pupils. This room, which has a first-aid cabinet and camp bed, is not used for teaching.

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

- Leaders have ensured that the proposed premises are completed and maintained to a high standard. Classrooms and other areas are spacious and well-lit and suitable for the proposed number of pupils and class sizes. The acoustics are appropriate.
- The school site is secure. Leaders are aware of remaining work that needs to be completed. This includes providing window restrictors for a small number of windows, some signage, and ensuring that the temperature of water is consistent. Leaders' timescales show that they intend these works to be completed well in advance of the school's proposed opening date.

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

- Drinking water facilities are available throughout the school.

Paragraphs 23(1), 23(1)(c), 29(1), 29(1)(a), 29(1)(b)

- The premises has sufficient outdoor space for pupils to socialise and for physical education (PE) lessons to take place. The proposed school is also located close to a leisure centre where timetabled PE lessons will also take place, including swimming. These facilities include showering and changing facilities.
- The proposed school is likely to meet the standards in this part.

Part 6. Provision of information

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

- Leaders have ensured that comprehensive policies are in place. These are all adapted with the likely needs of the pupils in mind. Leaders plan to make some of these even more specific to the school when the pupils are on roll and their needs are better known.
- Leaders will provide all necessary policies and information to parents and carers. This will include annual written reports to parents of their children's progress and attainment.

- Leaders have ensured that information regarding the educational provision for pupils with education, health and care (EHC) plans is published on the school's website.
- The proposed school is likely to meet 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)

- Leaders have ensured that the complaints policy provides the necessary information and is published on the proposed school's website.
- The policy explains to parents the procedures they should follow should they have a complaint. Timescales are clearly stated. Leaders will retain a record of all parental complaints and the findings and recommendations of each. These records will be available during future inspections.
- The proposed school is likely to meet 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 proprietor and the headteacher demonstrate familiarity with the independent school standards and the actions they will take to meet these consistently. Leaders have considerable experience of how to meet the needs of the pupils the proposed school will serve.
- Leaders demonstrate ambition and enthusiasm for the provision they aim to provide for pupils with SEND. They articulate a vision for a school that will help pupils who may have fallen behind to catch up and be successful in their lives. School policies are adapted with the pupils' likely needs in mind.
- Leaders and the proprietor describe a clear strategy for how they will monitor and evaluate the effectiveness of the proposed school, including compliance with the independent school standards. Leaders understand their roles and responsibilities and speak with conviction about how they will support staff and establish the school over time.
- Leaders place safeguarding and promoting pupils' personal development and well-being at the centre of the proposed school's work. They have ensured that there will be appropriate safeguarding arrangements in place.
- The proposed school is likely to meet the standards in this part.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that the planned curriculum is designed to be inclusive. They speak with clarity about how they will adapt the curriculum to meet the needs of all pupils, including those with SEND.
- There is a suitable plan in place to improve pupils' access to the school environment and curriculum. Leaders intend to refine this further as the needs of the pupils are better known.
- The proposed school is likely to meet the regulation in this part.

Compliance with regulatory requirements

The proposed 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	148424
DfE registration number	855/6055
Inspection number	10182098

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	Special school
School status	Independent special school
Proprietor	The Lady Byron School Ltd
Chair	Irinder Minhas
Headteacher	Caroline England
Annual fees (day pupils)	£55,000 to £65,000
Telephone number	To be confirmed
Website	www.ladybyronschool.co.uk
Email address	info@ladybyronschool.co.uk
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	10–16	10–16
Number of pupils on the school roll	Not applicable	25	25

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	25
Number of part-time pupils	Not applicable	To be confirmed
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	25
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	25

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	25
Number of part-time teaching staff	Not applicable	To be confirmed
Number of staff in the welfare provision	Not applicable	To be confirmed

Information about this proposed school

- The proposed school intends to open in April 2021. It is located in the village of Fleckney in Leicestershire.
- The school will cater for pupils aged 10 to 16. All pupils will have SEND. They will have a diagnosis of autism spectrum disorder.
- Each pupil will have an EHC plan. The school will receive referrals from the local authority.
- The school will offer GCSE qualifications in a variety of subjects, including English and mathematics.
- Leaders anticipate on opening that the school will have three to six pupils. Leaders intend to increase the number of pupils each academic year until the school reaches its capacity.
- Leaders plan to make use of alternative providers to enhance the opportunities they will provide for the pupils.
- The proprietor will also be employed as a member of staff.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2021. Some of the inspection was conducted remotely.
- The DfE commissioned the inspection to check the provision's suitability to operate as a school. This was the proposed school's first pre-registration inspection.
- I conducted a tour of the site to check the suitability of the premises. I also held several remote meetings with the headteacher and proprietor to discuss how the proposed school intended to meet the independent school standards.
- I scrutinised a range of documentation, including schemes of work, policies and procedures, and the proposed school's draft website.
- I checked the proposed school's single central register of employment checks and discussed with leaders their intended approach to ensuring the health, safety and welfare of pupils.

Inspection team

John Lawson, lead inspector

Her Majesty's Inspector

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