

Inspection of The Lady Byron School

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

Inspection dates: 1 to 3 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not previously inspected
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

The majority of pupils are happy to attend this brand-new school. They say they enjoy their new surroundings and feel safe here. Pupils behave well. They respect each other and the staff. Pupils say that there is no bullying. Pupils can write any questions or concerns into the 'ask it basket'. They trust staff to sort out any problems quickly and fairly. There is a calm and relaxed atmosphere. Pupils enjoy the responsibility of caring for the two guinea pigs, Daisy and Womble.

Leaders and staff have high expectations. There are opportunities for pupils to gain a wide range of recognised qualifications. These include GCSE English and mathematics. Staff have spent time getting to know pupils and their families. Staff cater well for pupils' additional needs. Pupils experience equine therapy. They say this is useful. It improves their confidence. Pupils improve their knowledge of art, music and physical education through working with outside providers.

Most parents and carers have positive views of the school, with two comments stating, 'Our child has undergone a considerable positive transformation in the short time they have been at this school,' and 'Lady Byron has been a life-changer for us.'

What does the school do well and what does it need to do better?

Leaders have constructed a broad and balanced curriculum. Pupils study a range of ambitious qualifications depending on their individual needs. These qualifications focus on academic subjects and pupils' personal and employability skills. The qualifications are well planned. For example, when learning about online safety, pupils learn about online communications and the dangers of sharing personal information. Pupils are taught in very small groups. This enables staff to quickly spot and correct any pupils' errors or misconceptions. Staff explain tasks and new concepts well. The resources available to pupils are of good quality.

The curriculum is very new. Much of the content has not yet been taught or assessed. Consequently, leaders are unaware of its full impact. However, pupils understand the content that teachers have taught them so far.

Pupils read confidently and fluently. There is a good selection of challenging books from which they can choose. Pupils frequently visit the local library to exchange their books. Pupils say they enjoy reading and do so often.

Some pupils have spent considerable time out of school before starting at Lady Byron. Therefore, they can have large gaps in their knowledge. Consequently, staff assess pupils' progress daily using 'session logs.' These assessments allow appropriate changes to be made to teachers' future lesson plans. There are also more formal, end-of-unit tests. These help staff to understand what knowledge pupils have remembered over time and what content might need to be revisited. Initially, staff spend time improving pupils' self-esteem and confidence. This work prepares the pupils well for the learning that is to come.

Pupils behave well. Low-level disruption is rare. Pupils follow the newly established routines well. They are keen to learn and are enthusiastic. They have a positive attitude towards the courses and qualifications they are studying. In geography, pupils were particularly keen to learn how litter, car fumes and graffiti spoil the environment. Pupils' attendance and behaviour improve considerably when compared to their previous school or setting.

The curriculum for pupils' personal development is a strength. Pupils are being prepared well for life in modern Britain. For example, pupils learn about their rights and responsibilities, government and democracy and mutual respect and tolerance. School assemblies allow pupils to discuss and debate issues. These include keeping safe and healthy and the dangers of substance misuse. There is provision in place for pupils to receive appropriate, independent careers advice. An online tool helps pupils review their employability skills and interests. There are plans for pupils to receive work experience placements in the local community. Leaders have good links with local schools and colleges. Pupils will receive age-appropriate information regarding sex and relationships education.

Leaders ensure that they have a detailed understanding of pupils' additional needs before pupils start at the school. Strong transition arrangements mean that pupils get to know the building and the staff before they start. Leaders have good links with outside agencies to provide pupils with appropriate support. These include the educational psychologist, the occupational therapist and the local authority special educational needs team.

The proprietor and headteacher work well together. They are experienced. They have a good knowledge of caring for and educating pupils with special educational needs and/or disabilities (SEND). Staff say they appreciate the opportunities to train and to develop professionally. They say that leaders are sympathetic to their workload and well-being.

Leaders have ensured that all the independent school standards are met. The building is maintained to a good standard. All the relevant health and safety checks are in place. Leaders undertake the necessary risk assessments to cater for pupils' needs and to help keep pupils safe. All policies are in place. The curriculum allows pupils to learn about different protected characteristics and the need to respect people who are different from them. The school website contains all the required information. The proprietor has ensured that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. They know the signs to look for should a pupil be at risk of exploitation, harm or neglect. Leaders keep detailed records of any safeguarding concerns they may have. Outside

agencies are contacted promptly should the need arise. The school has an appropriate safeguarding policy published on its website.

The single central record meets requirements. Leaders have received training in the safer recruitment of staff. They follow this training when recruiting new staff.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum is new. It has not yet run for a full academic year. While pupils can recall what they have learned so far from the taught curriculum, some content has yet to be taught. Therefore, leaders are unaware of the full impact of the curriculum. Leaders should ensure that staff have the necessary knowledge and skills to enable them to implement all aspects of the curriculum they have yet to deliver, so that they can build on what pupils have learned so far, enabling pupils to know and remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	148424
DfE registration number	855/6055
Local authority	Leicestershire
Inspection number	10216729
Type of school	Other independent special school
School category	Independent school
Age range of pupils	10 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	9
Proprietor	Irinder Minhas
Headteacher	Caroline England
Annual fees (day pupils)	£57,000 to £67,000
Telephone number	0116 4670811
Website	www.ladybyronschool.co.uk
Email address	info@ladybyronschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in August 2021. Pupils started at the school at various points during the Autumn term. Pupils attend from a variety of local authorities.
- The school caters for pupils who have autism spectrum disorder and who experience social, emotional and mental health difficulties. All of the pupils are pupils with SEND and have an education, health and care plan.
- The school does not use the services of any alternative providers.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held various meetings with the proprietor, the headteacher and a selection of staff. The lead inspector held telephone conversations with three parents and a representative from the local authority.
- Inspectors carried out deep dives into individual pupils' curriculum in key stage 3 and key stage 4. Inspectors looked at curriculum plans, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- To inspect safeguarding, the lead inspector checked the single central record. Checks were made on staff's training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors considered responses to Ofsted's staff and parent questionnaires.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

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