

Lancashire Alternative Provision

Data House, Mowbray Drive, Wyre, Blackpool, Lancashire FY3 7UN

Inspection date

11 May 2022

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)(c), 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)(g), 2(2)(h), 2(2)(i)

- The proprietor has prepared an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for pupils to study. The details emphasise the contribution that each subject will make to pupils' spiritual, moral, social and cultural (SMSC) education. This approach demonstrates leaders' intention to actively provide a flexible and personalised education for each pupil. The details also show that the active promotion of fundamental British values will lie at the core of the school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being a British citizen.
- The curriculum policy is supported by schemes of work for each subject. The schemes of work and examples of curriculum design are thorough. Leaders have thought carefully about what they want the pupils to learn during their time at the school. Curriculum design considers the specific and individual needs of pupils, some of whom may be pupils with special educational needs and/or disabilities (SEND).
- There is suitable importance placed on speaking and listening, reading, writing and mathematics in the curriculum. Additionally, there will be an emphasis on pupils studying subjects such as science, information and communication technology, religious education, history and geography. Subjects will also include art and design and physical education (PE).
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be woven into the whole curriculum. The development of pupils' life skills and also their emotional and well-being skills are considered an essential part of the curriculum by the school. The topics to be covered are suitably wide-ranging and include all those that pay particular regard to the protected characteristics as set out in the Equality Act 2010.
- All secondary-age pupils will receive careers education. Leaders are using the Gatsby benchmarks as their framework to encourage pupils to reach their potential. Leaders

intend to offer information, advice and guidance impartially. This will be tailored to the individual needs and interests of pupils.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(c), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3)

- The PSHE curriculum will include the development of pupils' understanding of relationship and sex education and health education. Leaders have taken into consideration the relevant statutory guidance. They have drafted a policy statement and have considered how they will consult with parents and carers about the policy. They are aware that this statement will need to be placed on the school's website.

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

- The proprietor is in the process of recruiting the staff who will work at the school. Leaders have a clear idea of the calibre and expertise that they are looking for in their new teachers and other staff.
- Templates have been created for short-term curriculum design. Leaders will ask teachers to include the contents to be taught in these templates prior to the school opening. Teachers will be expected to match their subject teaching methods to the needs of the pupils. The school is appropriately resourced with a range of appropriate educational books and equipment that are relevant to the age range of pupils that the school will serve.
- The proprietor is committed to providing a good-quality education for pupils. The headteacher has sufficient knowledge, skills and experience to guide and support teachers so they can provide a suitable quality of education when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy in place.
- Leaders will assess the pupils' attainment and personal needs when they start at the school. Their progress and attainment will be assessed regularly. Leaders understand the expected progression pupils will make across each curriculum subject. They are mindful of the likely wide range of pupils' abilities and needs. Pupils' progress will be shared regularly with parents and carers and those responsible for governance. Teachers will use these assessments to inform their teaching.
- Pupils will have access to a range of academic and vocational qualifications according to their ability and need. This will include a wide range of key stage 4 national assessments.
- All of the independent school standards in this part are likely to be met when the school opens.

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)

- Documentary evidence indicates that pupils' SMSC development is a thread that runs throughout the curriculum for the proposed provision. SMSC development is central to the school's aims, policies and plans for enrichment activities.
- SMSC aspects are threaded through schemes of work and show that pupils will learn

about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For example, plans are in place to help pupils to be involved in charity work and local community events.

- Schemes of work will cover the development of pupils' skills and provide an opportunity to discuss local and national events and offer experiences that will give them a balance of opposing views. Pupils will be encouraged to put into practice the values fundamental to living in Britain.
- The school's policies include positive references to all the protected characteristics set out in legislation.
- The independent school standards in this part are likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor has paid attention to the most current statutory guidance for safeguarding pupils. A suitable and up-to-date policy is in place. Leaders have introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.
- The headteacher will be the designated safeguarding lead (DSL). However, it is intended that other senior staff will also be trained to DSL level. All new staff will receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, sexting and e-safety.

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

- The proprietor has detailed behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be recorded. Leaders intend to cross-reference these with other concerns so they can gain a full picture of an individual pupil and respond quickly to any needs that arise. The policy includes appropriate and proportionate sanctions.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- The proprietor has a written health and safety policy which is tailored to the premises of the proposed school. It complies with all relevant laws. Regular fire safety checks of the premises are planned. The proprietor will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor has an appropriate first-aid policy in place. It is intended that staff will undergo first-aid training before the school opens.
- A written risk assessment policy is in place. Risk assessments already completed show that leaders plan to take appropriate actions to minimise risks to pupils. This includes risk assessments for the school building, specialist classrooms, such as the art and design room, and individual pupils.
- Leaders have made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering in place to assure pupils' safety when they are working online.

Paragraph 14

- Pupils will always be supervised, including at breaktimes, arriving at school and when leaving the school premises.

Paragraph 15

- Leaders have appropriate systems in place to register pupils' attendance and allow them to monitor any pupils' absences effectively. Leaders will report on attendance on a regular basis through the governance of the school.
- The proprietor has published a suitable admissions policy for the school. Systems are in place to ensure that records of admission will adhere to the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met when the school opens.

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)(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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The single central record (SCR) is in place and meets the requirements for the information it must contain. Leaders understand the need to complete all the required checks on the suitability of staff before they take up an appointment.
- Records relating to the proprietor are included on the school's SCR. All of the suitability checks, including those relating to the leadership and management of a school, have also been carried out.
- The proprietor has completed appropriate training to support the appointment of suitable staff to work in a school. Plans to recruit additional teachers and support staff are in place. Induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding and related training upon appointment.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff to ensure they are suitable to work with pupils.
- Leaders do not intend to engage volunteers. However, they are clear about their responsibility for checking the suitability of volunteers who might work with pupils if this does occur.
- All the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The proposed school is housed in a former industrial building. The good-sized, modern building has been refurbished by the proprietor to an appropriate standard. The accommodation comprises at least five teaching or breakout rooms, a large workshop area, a communal space, a kitchen, a medical room, a reception area and offices.
- There are appropriate toilet facilities. All toilets can be secured from the inside. There is running hot and cold water. The hot water is at an appropriate temperature. There are signs indicating that the water is not suitable for drinking. Pupils will have access to drinking water throughout the day.
- There are no separate changing facilities for boys and girls and there are no shower facilities on the proposed school site. However, the sports centre that the school intends to use for their weekly PE sessions has suitable, separate changing and shower facilities. The inspector saw evidence to confirm that the school will have access and sole use of these facilities when visiting the sports centre.

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

- A medical room has been set aside with suitable washing facilities in the room. There is easy access to a toilet. A bed and first-aid kit were in the medical room at the time of the inspection.

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

- Accommodation throughout is of an appropriate standard and meets all requirements for health, safety and the welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways and gates will be via keypads.

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

- The pupils will have access to a small outdoor area that is safe. It will be an appropriate space for pupils to play in when not in lessons. PE activities are regularly timetabled in accordance with the school's curriculum requirements. These sessions will be conducted at a local sports centre. The inspector saw evidence to confirm that the venue has been booked for regular use by the school. Leaders will have risk assessments in place to ensure pupils' safety when travelling to and from and using this site.
- All of the independent school standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(1)(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(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), 32(3)(f), 32(3)(g)

- The proprietor is near to completing the setting up of a school website that will

contain all the required information. The proprietor is fully aware of the requirements that a school should publish on its website.

- In the meantime, there is a suitable range of information available for parents and pupils when they join the school. A comprehensive range of policies for parents are in place, including information on admissions, behaviour, safeguarding and providing remote education. All documents will be made available for parents on request from the school office, as well as being available on the school website.
- Leaders intend to provide termly and annual reports on pupils' progress and attainment to parents. Reports will be detailed and provide a holistic picture of a pupil's progress. They will also report on pupils' personal development and emotional health and well-being. Leaders are aware that any inspection reports and examination results need to be made available once released.
- All of the independent school standards in this part are likely to be met when the school opens.

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 complaints policy is appropriate. It outlines all of the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed and ensures transparency of the school's intended complaint procedures.
- All of the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor has an appropriate understanding of the independent school standards and has plans in place to monitor compliance regularly.
- Leaders demonstrate the knowledge required to successfully set up and run this independent school. They have experience of, and a commitment to, providing an effective quality of education for pupils. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- All of the independent school standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan fully reflects the school's statutory requirements.

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	149017
DfE registration number	890/6129
Inspection number	10236965

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
School status	Independent school
Proprietor	Lancashire Alternative Provision Limited
Chair	Sophie Riley
Headteacher	Sophie Riley
Annual fees (day pupils)	£10,750
Telephone number	07949 954015
Website	www.lancashirealternativeprovision.co.uk
Email address	info@lancashirealternativeprovision.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	11 to 16	11 to 16
Number of pupils on the school roll	Not applicable	40	40

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	40

Number of part-time pupils	Not applicable	Not known
Number of pupils with special educational needs and/or disabilities	Not applicable	Not known
Of which, number of pupils with an education, health and care plan	Not applicable	0
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	None
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- This proposed independent school is located in Blackpool. It is housed in a repurposed, modern, ground-floor building on a small industrial estate.
- It is proposed that the school will provide full-time education for up to 40 mixed gender pupils, aged between 11 and 16 years. It is intended that the proposed school will cater for pupils who are struggling to cope with mainstream school but still wish to pursue an academic education within a small nurturing environment. Referrals will be taken from local academy trusts and Blackpool local authority.
- The school aims to re-engage pupils not suited to or struggling with traditional education pathways by engaging them in personalised, quality educational and vocational courses that encourage and motivate pupils.
- The proprietor has a limited company called Lancashire Alternative Provision Limited. The proprietor is the only director. The proprietor intends to develop a body to have oversight and governance responsibilities for the school when it opens. The school has already appointed a headteacher who will take up the post in September 2022. The proprietor will then become the executive headteacher.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards prior to opening as a registered school.
- This is the school's first pre-registration inspection.
- The inspector held discussions with the proprietor and the person that will be the deputy headteacher of the school.
- The inspector made a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She looked at a wide range of documents and policies, including those relating to the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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