

# Inspection of LS-TEN

Unit 1 Airedale Industrial Estate, 1–4 Kitson Road, Leeds, West Yorkshire LS10 1NT

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Inspection dates: 18 to 20 October 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils do not feel safe because classroom doors are locked. Some pupils told inspectors that the school feels like a 'prison'. Leaders say that classroom doors are locked as a way of managing pupils' behaviour.

Staff do not have high expectations of pupils' behaviour. Pupils' behaviour is poor. Pupils regularly swear and use inappropriate and derogatory language. This can include homophobic and racist terms. When this occurs, it is not addressed well by staff. Some pupils do not feel that bullying is dealt with well.

Pupils join the school because they are at risk of permanent exclusion from their mainstream school, or because they have not attended that school for some time. However, staff do not do enough to improve pupils' attendance. Too many pupils are regularly absent from school.

The school's curriculum is not ambitious. Staff do not have high expectations of what pupils can achieve. Pupils experience a disconnected series of lessons. Pupils are not supported to read well. The school's curriculum does not support pupils to achieve well.

Pupils do not learn about different faiths and cultures. This does not prepare them for life in modern Britain.

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

Pupils do not experience a broad and ambitious curriculum. Pupils do not study the full curriculum as required by the independent school standards. Pupils do not study certain aspects of science. Staff say this is because of the way that pupils behave. This means that pupils are missing out on important elements of the curriculum. Leaders are unclear about how to construct a well-planned and well-sequenced curriculum. Leaders do not check that the curriculum meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils arrive at different times of the school year. Staff do not identify the specific gaps in pupils' learning when they arrive.

Reading is not prioritised. The school does not have a reading programme to help pupils to become fluent readers. Staff have not had any training to support pupils to read well. Pupils who have difficulties reading are not supported to catch up.

Leaders are not clear about the knowledge that pupils must learn in each subject and the order in which it should be taught. Important knowledge is not revisited by teachers.

Assessment is used poorly by teachers. Staff do not check what pupils have learned before moving on to a new topic. Work in pupils' books shows that teachers typically rush through subject content. Most work in pupils' books is incomplete.

Consequently, pupils find it difficult to remember what they have been taught. They do not learn topics in depth. Pupils are regularly absent from school. They are not supported to catch up. Pupils do not achieve well across the curriculum. They are poorly prepared for their next steps in education, employment or training.

Pupils' behaviour is poor. Pupils do not respect the school building and frequently cause damage. For instance, during the inspection there were damaged ceiling tiles in all classrooms that have ceiling tiles. Leaders struggle to manage pupils' behaviour. Water is not readily accessible to pupils because pupils throw water over each other. At times, they use unofficial suspensions and send pupils home for 'cooling-off' periods. Leaders have not ensured that information is accessible to parents about the school's suspension policy and procedures.

Staff do not deal with inappropriate language from pupils well enough. Informal relationships between staff and pupils are not helping to raise standards of behaviour. Many pupils do not attend school regularly. Leaders do not have systems in place to check behaviour and attendance trends over time. Therefore, they are unable to identify the key actions to take to support pupils to improve their attendance.

The school has a relationships and sex education policy. This was made available on the school's website during the inspection. Pupils cannot remember what they have been taught in personal, social, health and economic education (PSHE) lessons. Some pupils do not feel that PSHE lessons give them what they need at the right time. Pupils do not learn about different faiths and cultures. They are not taught about public institutions, for example the National Health Service. This does not help prepare pupils for life in modern Britain. The intention that pupils know about all the protected characteristics set out in the Equality Act 2010 is clear in school policies. However, some leaders do not know what the protected characteristics are.

Leaders have recently commissioned an external independent careers adviser to provide impartial careers advice and guidance to pupils. Pupils are beginning to receive careers interviews, including advice and guidance about their next steps. Guest speakers have talked to pupils about careers, the environment and how to write a curriculum vitae. However, the school's careers programme is in the early stages of development.

There is no outside space for pupils to participate in physical education (PE). There are no changing room facilities. Pupils do not like the fact that there are very few opportunities to go outside at breaktimes and lunchtimes.

The school building is not well maintained. During the inspection there were cracks in some of the windowpanes in the boys' toilets. There is graffiti in some areas. Building issues are not being identified and dealt with quickly enough. Some areas of the building are not clean. One of the fire exits is locked. Only staff have the necessary equipment to release the door.

The school's admissions and attendance registers do not meet statutory requirements. Leaders do not ensure that they are knowledgeable about the systems and procedures that schools must have in place to ensure that they meet their legal duties. Leaders and trustees do not have the skills and knowledge required to ensure that the independent school standards are consistently met.

Leaders and trustees are not aware of the extent of the school's weaknesses. Trustees do not ensure that leaders are held to account. Consequently, pupils are experiencing a poor quality of education. There is no capacity to make the urgent and necessary improvements needed. Trustees have not ensured that school leaders have the knowledge and skills to carry out their roles and responsibilities effectively.

The school complies with schedule 10 of the Equality Act 2010. The school has an accessibility plan.

Staff enjoy working at LS-TEN. They feel well supported by leaders and trustees. Staff told inspectors that leaders consider their workload.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The school's safeguarding policy is available on the school's website. However, aspects of the school's safeguarding policy and procedures are not implemented effectively. There is not a strong culture of safeguarding.

Staff lock doors, including a fire exit, as a behaviour management strategy to stop pupils running out of classrooms. This concerns some pupils and puts them at risk.

Safer recruitment procedures are not robust. Leaders do not ensure that staff references are consistently sought from their current employer. Section 128 checks, which establish if individuals have been barred from taking part in the management of independent schools, had not been made on all necessary staff. Leaders ensured that these checks were carried out by the end of the inspection. Leaders had not assured themselves that contractors and taxi drivers have also had the necessary checks. This means that leaders cannot be certain that adults are safe to work with pupils.

The school's safeguarding record-keeping is poor. The school's designated safeguarding leaders do not have a good understanding of how to use the school's recording system. Although leaders say that referrals have been made to outside agencies when pupils are at risk of harm, they have no records of these referrals. There are no details about the impact of actions taken, nor if any further follow-up was required. Leaders do not ensure that the school's first-aid policy is implemented consistently. For instance, reportable accidents are not always reported.

The school has an internet filtering system. Leaders are unclear who has oversight of this and who is responsible for taking action if pupils try to access inappropriate content on the internet.

Staff understand the local safeguarding risks. Leaders ensure that daily attendance information is notified to a pupil's commissioning school when pupils are registered at LS-TEN and another school. Pupils told inspectors that there is someone in school they can talk to if they have any worries or concerns.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The actions taken by leaders, such as locking classroom doors and a fire exit, result in pupils feeling unsafe and being put at risk. Leaders must ensure that pupils feel safe and can leave classrooms of their own free will. Leaders should also ensure that fire exits can be opened in the event of a fire by anyone in the building.
- There is a weak safeguarding culture in school. Leaders' oversight of safeguarding is limited. The school's safer recruitment procedures are not robust. Record-keeping is poor. Staff have not been trained on how to use the school's systems for recording incidents. This puts pupils at risk. Leaders must establish a strong culture of safeguarding. This includes ensuring that safer recruitment procedures identified in the school's safeguarding policy are implemented consistently and that the school's safeguarding record-keeping is robust and follows statutory guidance, so they are certain that pupils receive the right help and support when they need it.
- Pupils' behaviour is poor. Staff expectations of pupils' behaviour are too low. Leaders must ensure that staff have consistently high expectations of pupils' behaviour and implement the school's behaviour policy consistently. Leaders should analyse behaviour information to spot any trends and ensure that pupils are effectively supported to improve their behaviour, so that pupils demonstrate respectful attitudes towards staff and other pupils.
- At times, when pupils are sent home from school because of poor behaviour, leaders do not record this as a suspension. This means that pupils' registration is not accurate. Leaders must ensure that when pupils are suspended this is formally and accurately recorded.
- Leaders do not ensure that the school building is maintained well or is fit for purpose. There is no suitable place for pupils to participate in PE outside. Leaders are not quick enough to identify issues or address issues when they are identified. Pupils do not respect their environment and frequently cause damage. Leaders must ensure that the building is well maintained so that it is a positive environment for both pupils and staff. Leaders must ensure that pupils can participate in PE outside.

- The school's curriculum is not well planned or well sequenced. Leaders have not thought about the key content that pupils need to learn and the order in which it should be taught. Consequently, pupils experience a jumbled disconnected series of lessons that do not build on what pupils already know and understand. Leaders must ensure that the knowledge that pupils must know is clearly defined, including the order in which it is taught, so that teachers understand what they need to teach.
- Staff have not received the training they need to teach subjects well, use assessment effectively or to support pupils with additional needs. Pupils do not achieve well across the curriculum. Leaders must ensure that staff receive training to teach subjects well, use assessment to check pupils' understanding, and support pupils' additional needs well.
- Leaders have not prioritised the teaching of reading. Staff do not identify pupils' specific reading difficulties when they join the school. Pupils are not supported to catch up quickly. Staff do not know how to support pupils to improve their reading. Leaders must ensure that pupils' specific reading needs are identified. They should also ensure that pupils with reading difficulties are helped to catch up quickly with effective support from well-trained staff.
- Pupils are not taught about different faiths and cultures. Pupils do not develop a knowledge and respect for different people's faiths and values. This does not prepare pupils well for life in modern Britain. Leaders must ensure that pupils are given opportunities to learn about different faiths, religions and cultures so that they can understand and appreciate the range of different cultures in modern Britain.
- The school's admissions and attendance registers do not contain all the necessary information required. Leaders must ensure that the admissions and attendance registers meet statutory requirements.
- Trustees do not fulfil their statutory responsibilities. Trustees are not holding leaders to account. Trustees do not assure themselves that the independent school standards are consistently met. There are several unmet standards as a result. Trustees must ensure that leaders are held to account. Trustees must also ensure that they, and school leaders, have good knowledge and skills to ensure that the independent school standards are consistently and continually met.

## 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.

## School details

<b>Unique reference number</b>	148255
<b>DfE registration number</b>	383/6014
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10212960
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	18
<b>Number of part-time pupils</b>	8
<b>Proprietor</b>	LS-TEN Ltd
<b>Chair</b>	Angus Martin
<b>Headteacher</b>	Darren Reddyhoff
<b>Annual fees (day pupils)</b>	£18,522 to £26,500
<b>Telephone number</b>	01135 325357
<b>Website</b>	<a href="http://www.ls-ten.org">www.ls-ten.org</a>
<b>Email address</b>	<a href="mailto:CarlHarrison@LS-TEN.org">CarlHarrison@LS-TEN.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- LS-TEN is an independent secondary school for pupils who are at risk of permanent exclusion or who have been permanently excluded from their mainstream school.
- Most pupils are referred to the school through Leeds local authority. Some pupils are dual registered and attend the school for a period of 24 weeks or more. Other pupils attend the school for the entirety of their secondary education.
- The school is situated in an industrial estate in Leeds. The school building is shared with a skatepark and climbing wall facility. The building is open to the public in the evenings and at weekends. The skatepark facilities are also used by pupils during the school day.
- The school opened in January 2021. Before the school opened as a registered independent school, it operated as an unregistered alternative provision.
- The school has had a new head of education and deputy head of education since opening. The board of proprietors employ a chief executive officer who is involved in the leadership and management of the school as well as the skatepark facility.
- The school does not use any alternative education provision.

## 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken account of this in their evaluation.
- Inspectors did deep dives in the following subjects: English, mathematics, human and social education, with a focus on history, and personal, social, health and economic education. Here, inspectors talked to pupils about their work, visited lessons, spoke to staff, and looked at pupils' work. Inspectors also spoke to the deputy head of education who is responsible for the school's curriculum. Inspectors looked at curriculum plans in these subjects and others.
- The lead inspector had a tour of the school site to check compliance with the independent school premises standards.
- The lead inspector met with two members of the proprietor board and held a telephone call with the chair of the board of proprietors.



- Inspectors scrutinised documents and school policies relating to the school's work to safeguard pupils. Inspectors spoke to staff about the training they receive to keep pupils safe. Inspectors reviewed the school's records of behaviour, suspensions and attendance. The school's single central record, which includes recruitment checks on staff, was also reviewed during the inspection.
- Inspectors met with the chief executive officer, the head of education, the deputy head of education, the school's special educational needs coordinator and all other staff. An inspector also held a telephone conversation with a member of staff from a commissioning school.
- Inspectors considered the views of nine members of staff who responded to Ofsted's staff survey. There were no responses by pupils or parents to Ofsted's pupil and parent surveys.
- Inspectors talked to all pupils who were present during the inspection.

### **Inspection team**

Michele Costello, lead inspector	Ofsted Inspector
Tricia Stevens	Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(b) ensures that principles are actively promoted which-
    - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively; and
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if-
  - 28(2)(a) they are readily accessible at all times when the premises are in use; and
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
  - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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