

# Light Years School

Building A, Tewkesbury Avenue, Fareham, Hampshire PO15 6LL

**Inspection date**

10 July 2023

**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(2)(b), 2(2)(d)–2(2)(i), 2A(1)–2A(1)(b), 2A(1)(d)–2A(2)*

- Leaders set high ambitions that pupils with special educational needs and/or disabilities (SEND) will access a broad and varied curriculum that is rich in knowledge. The national curriculum underpins leaders' curriculum design and it will be delivered through discrete subjects. Six broad themes, for example 'humankind' and 'pioneers', form the basis of pupils' curriculum journey.
- Curriculum planning will begin with pupils' starting points as outlined in their education, health and care plans (EHC plan) and will include a strong focus on pupils' social, emotional and personal development.
- Reading will be front and centre of the curriculum. Pupils at the early stages of reading will learn through a highly ambitious and systematic phonics programme. Leaders are committed to adhering to all reading and writing elements of the programme, and they know how important it is that staff receive high-quality, expert training.
- The school's personal, social, health and economic education programme and relationships education have been carefully designed to support pupils to live safe and healthy lifestyles. Parents will be informed of the content that pupils will learn and their right to withdraw their child from some lessons.

*Paragraphs 3, 3(a)–(j), 4*

- The knowledge that pupils should learn is identified and clearly sequenced across different subjects. Within units of work, leaders have ensured that knowledge builds incrementally to support pupils' working memory. Each curriculum area will allocate time for teachers to revisit key concepts and ideas with pupils.
- Teaching staff will be qualified teachers with strong subject knowledge and a commitment to evidence-based research in teaching. Leaders have planned a comprehensive training programme for the first three months that a staff member joins the school.
- Teachers will regularly check pupils' understanding so that pupils deepen their

learning and make connections.

- Baseline assessments will be used to identify pupils' starting points and any knowledge gaps.
- Leaders will quality assure how well pupils are learning the planned curriculum through lesson visits, discussions with staff and pupils and looking at pupils' work.
- All of the independent school standards (the standards) in this part are likely to be met if the proposed school opens.

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

### *Paragraph 5, 5(a)–5(d)(iii)*

- Leaders recognise pupils may have had unsettled periods in education and so the curriculum will support pupils' self-esteem and resilience.
- There is a coherently planned personal development programme to immerse pupils in experiences. These will include educational visits and visitors to school. Pupils will have an 'activity passport' to share with parents and carers at home. Each subject will include opportunities to promote pupils' spiritual, moral, social and cultural development and fundamental British values.
- Pupils will learn about different religions and cultures and develop an appreciation of the world.
- All of the standards in this part are likely to be met if the proposed school opens.

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

### *Paragraph 7, 7(a)–7(b)*

- The headteacher has an excellent understanding of keeping children safe. The school's safeguarding culture will underpin everything.
- The school's safeguarding and child protection policy is compliant with the latest government guidance. Staff will adopt an 'it could happen here' attitude.
- Staff will record concerns on an online system, which leaders plan to swiftly act upon.

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

- The behaviour policy sets out high expectations for pupils' behaviour. There are three rules: show respect, show kindness and stay safe.
- There will be a consistent approach to supporting pupils to manage emotions and reflect upon their actions.

### *Paragraphs 11, 12, 13, 14*

- There is a suitable health and safety policy with leaders putting a schedule of daily, weekly and monthly checks firmly in place. There is a maintenance manager who oversees this work.
- Leaders have ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. They have addressed any recommended actions and set clear timescales of completion that comply with legislation.
- There will be high staff ratios, and leaders will ensure that pupils are closely

supervised throughout the day.

*Paragraph 15*

- The admissions policy makes clear the specialist provision the school can support. Leaders have established systems to ensure that the school's admission and attendance registers will comply with the Education (Pupil Registration) Regulations 2006.
- Pupils' attendance will be closely monitored using a management information system. Leaders will scrutinise attendance information and understand the connection between attendance and the quality of education.

*Paragraph 16, 16(a)–16(b)*

- Leaders demonstrate a secure understanding of risk. They have put in place a range of risk assessments, including for the premises and pupils' specific welfare needs.
- All of the standards in this part are likely to be met if the proposed school opens.

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

*Paragraphs 18(2)–18(2)(e), 18(3), 19(2)–19(2)(d)(ii), 19(3), 20(6)–20(6)(c), 21(1)–21(7)(b)*

- There is a rigorous process for the safer recruitment of adults. Leaders use an online system which enables them to quickly see which recruitment checks are completed and flags up any missing information that is required. Staff's personnel documents are also uploaded into the system so all paperwork is in one central place. In addition, governors carry out routine checks of the single central record.
- The headteacher and nominated governors have completed safer recruitment training. There will be a comprehensive safeguarding training package for all staff to complete on induction and through an academic year.
- All of the standards in this part are likely to be met if the proposed school opens.

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

*Paragraphs 23(1)–23(1)(c), 24(1)–24(2), 25–27(b), 28(1)–29(1)(b)*

- The school building has been refurbished to a high specification. There is attention to detail in creating a nurturing environment for pupils.
- The year group classrooms have been uniquely designed. They are attractive spaces that create a welcoming and calm environment. These deliberate choices, including wooden classroom furniture, sensory factors, equipment and colours, will enhance pupils' experiences and help them to learn.
- Leaders have thought carefully about the perimeter fencing as the proposed school borders a primary school. They have installed artificial hedging to give privacy to the school and its pupils.
- Pupils have ample access to vast green spaces outside the school. The field opposite the school is impressive and demonstrates great potential to promote pupils' physical activity.
- The medical room is a decent size. It includes a bed and secure medical storage and is near toilet facilities.

- There are separate bathroom and toilet areas for boys and girls. They are of a good size and a pleasant environment. These all include suitable washing facilities, and the temperature of the water does not pose a risk of scalding.
- A large hall space will be used as a dining area to enable pupils and staff to eat together.
- All of the standards in this part are likely to be met if the proposed school opens.

#### Part 6. Provision of information

*Paragraph 32(1)–32(1)(j), 32(2)–32(2)(d), 32(3)–32(4)*

- The proposed school's website is easy to navigate and contains all relevant policies and documents. Parents can request paper copies if required.
- All of the standards in this part are likely to be met if the proposed school opens.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a)–33(k)*

- The complaints policy clearly sets out how to raise a concern. Leaders aim to resolve worries at the earliest possible stage. There are three informal and formal stages to follow, with defined timescales.
- Leaders will keep written records of any complaints received and any subsequent actions taken by the school. These will be monitored by the governing body.
- All of the standards in this part are likely to be met if the proposed school opens.

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

*Paragraph 34(1)–34(1)(c)*

- The headteacher, who is also the chair of the proprietor body, has established a knowledgeable governing body with professional skillsets such as law and education. He is acutely aware of the importance of transparency and accountability.
- The school development plan outlines key priorities for the proposed school's first year of operation. These are well chosen and demonstrate the strong knowledge that senior leaders possess.
- Leaders and governors show a clear understanding of what is required in the standards.
- External quality assurance systems will be put in place to provide impartial evaluations of the school's performance and impact on pupils.
- All of the standards in this part are likely to be met if the proposed school opens.

#### Schedule 10 of the Equality Act 2010

- The accessibility plan meets statutory requirements. The proposed school considers and plans very well for the needs of pupils with SEND. This includes curriculum adaptations and the physical environment.

## **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	149906
DfE registration number	850/6112
Inspection number	10291936

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	Other independent special school
School status	Independent special school
Proprietor	Light Years Education Ltd
Chair	Daniel Tresman
Headteacher	Daniel Tresman
Annual fees (day pupils)	£65,000
Telephone number	01329 760 955
Website	<a href="http://www.lightyearseducation.co.uk">www.lightyearseducation.co.uk</a>
Email address	<a href="mailto:info@lightyearseducation.co.uk">info@lightyearseducation.co.uk</a>
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	7 to 11	7 to 11
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	0
Number of pupils with special educational needs and/or disabilities	Not applicable	40
Of which, number of pupils with an education, health and care plan	Not applicable	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	40

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

### Information about this proposed school

- Light Years School will cater for pupils with SEND in Years 3 to 6. Pupils will primarily have a diagnosis of autism. They may also have additional needs such as speech, language and communication and cognition and learning difficulties. All pupils will have an EHC plan and be funded by their local authority.
- The proposed school is located in Fareham in Hampshire. It is situated next door to St Columba Church of England Primary Academy and opposite a nursery called Growing Places @ Oakmeadow.
- The Diocese of Chichester Academy Trust has leased an unused building from St Columba to Light Years School. It is a two-storey building, with outdoor grounds.
- Pupils will benefit from small class sizes. The school's motto 'start tall, grow big' will encapsulate pupils' learning and development through key stage 2.
- This is the first school the proprietor body has established so it will be a standalone special school. There will be a governing body to fulfil the core functions of governance.
- Leaders do not intend to use alternative provision.

## Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the school is likely to meet the standards if it is given permission to open.
- This was the school's first pre-registration inspection.
- The inspection focused on compliance with the regulatory requirements of the standards, safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector held discussions with the headteacher and a member of the governing body.
- The inspector visited all parts of the proposed school premises. He also looked at a wide range of documents and policies.

## Inspection team

James Broadbridge, lead inspector

His Majesty's Inspector



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