

LS-TEN

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

Inspection date

14 December 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(h), 2(2)(i)

- At the previous inspection, the school was not providing pupils with a broad and well-ordered curriculum. The school had not identified the essential knowledge it wanted pupils to know. The curriculum did not meet the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). There was no reading programme for pupils at an early stage of reading. Pupils did not have sufficient opportunities to build on what they had learned before.
- The school proposed to address this by introducing a wider range of subjects. It intended to provide professional development for staff to support the implementation of a more structured curriculum. The school also intended to appoint a special educational needs coordinator and introduce baseline assessments in reading and mathematics.
- The school has made progress towards meeting these independent school standards ('standards'). The curriculum now consists of a broad range of subjects that includes English, mathematics, science, history, geography, creative arts, physical education, religious education, design technology, computing, and personal, social, health and economic education (PSHE). The school has also thought about the content and sequencing of the curriculum. It has produced programmes of study for all subjects. These provide an overview of the content pupils will learn and the order in which they will learn it.
- The school has appointed a head of school whose role includes responsibility for pupils with SEND. It has also purchased a phonics reading programme. In some subjects, such as English, mathematics, physical education and PSHE, schemes of work are now established. These schemes of work detail the content and skills pupils will learn. However, in other subjects, including history, geography and computing, schemes of work have not yet been established. In these subjects, teachers plan lessons on a weekly basis, informed by the relevant programmes of study.

- The school continues not to meet standards 2(1) to 2(1)(b)(i). Those standards relate to the provision of appropriate schemes of work for all subjects that take into account pupils' specific needs.
- Standards 2(2), 2(2)(a), 2(2)(h), 2(2)(i) are now met.

Paragraphs 3 to 3(f), 3(h)

- At the time of the previous inspection, teachers were not clear about the essential knowledge they should be teaching pupils. They did not revisit pupils' prior learning or check pupils' understanding with enough rigour. Also, they did not provide pupils with a deep enough body of knowledge. As a result, pupils' work was often incomplete. Pupils did not achieve well across the curriculum. Also, the school environment did not foster pupils' self-motivation or encourage them to apply effort in their work.
- The school proposed to address this by assessing pupils' abilities on entry to the school to ensure that teaching meets all pupils' needs. It intended to seek support from other schools with regard to developing teachers' subject knowledge. Also, the school intended to provide teachers with greater clarity about what they were expected to teach pupils. The school intended to provide this clarity through the development of subject curriculum plans.
- The school has improved the quality of teaching. Teachers show good subject knowledge. They present information clearly and check pupils' understanding before moving on to the next stage of learning. They plan lessons that meet pupils' needs. Pupils build their learning in a logical and coherent way. Also, teachers have high expectations for what pupils can achieve. Pupils respond well and show positive attitudes to their learning.
- The school now meets these standards.
- In summary, the school does not meet all of the previously unmet standards in this part.

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

Paragraphs 5, 5(b) to 5(b)(i), 5(b)(iv)

- At the previous inspection, pupils were not being taught about public institutions. The school was not preparing pupils well for life in modern Britain. In addition, some pupils explained to inspectors that school felt like a 'prison'.
- The school proposed to address this by developing its citizenship curriculum. It intended to include content about public institutions and services in England.
- The school has made significant progress in this area. Pupils are now taught about public institutions. The citizenship curriculum is well-sequenced and pupils get regular citizenship lessons. Moreover, the school prioritises the development of pupils' self-worth and self-confidence. Pupils now report feeling valued and cared for.
- The school now meets all the previously unmet standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- During the previous inspection, pupils explained to inspectors that they did not feel safe. Classroom doors and fire doors were locked as a way of managing pupils' behaviour.

Aspects of the school's safeguarding policy and procedures were not being implemented effectively, leading to a weak culture of safeguarding.

- The school proposed to address this in a number of ways. It proposed to work with the local authority to strengthen its safeguarding procedures, through safeguarding audits and staff training. It also intended to introduce daily safeguarding briefings for staff and monthly checks on staff knowledge. Other intended actions included staff training on recording child protection incidents, governor checks of the single central record and more frequent checks of the school's internet monitoring and filtering system.
- The school has acted with appropriate urgency in regard to its safeguarding procedures and practices. The school commissioned the local authority to conduct a safeguarding review in November 2022, the month after the previous inspection. There have been two more local authority safeguarding reviews since then. The school has now established a rigorous cycle of staff training and updates. It also applies appropriate rigour to checks on the single central record and on the school's internet monitoring and filtering system. The school now has a strong culture of safeguarding. The school does not lock classroom doors or fire doors as a way of managing pupils' behaviour. Pupils are safe at school.
- These previously unmet standards are now met.

Paragraphs 9, 9(b)

- At the previous inspection, the school did not have efficient systems in place to check pupils' behaviour trends over time. Staff did not deal with inappropriate language from pupils effectively. Informal relationships between adults and pupils were not raising standards in behaviour.
- The school proposed to address this by reviewing its behaviour policy. It intended to focus both on encouraging positive behaviours and making the consequences of negative behaviours clear to pupils. It also intended to develop more formal and more positive relationships between adults and pupils. It intended to introduce mentor time at the start of each day and seek the views of both pupils and parents in developing its approach to behaviour.
- The school has made significant progress in creating a positive environment in which staff and pupils treat each other with respect. The school has high expectations of pupils' behaviour and pupils respond well to these expectations. Staff are appropriate role models for pupils. The school implements its behaviour policy with fairness and consistency.
- These previously unmet standards are now met.

Paragraphs 11, 12, 13, 15, 16 to 16(b)

- At the previous inspection, the school was not demonstrating sufficient rigour in meeting its responsibilities for pupils' welfare, health and safety. The school's health and safety and first aid policies were not being implemented effectively. The school's admissions and attendance registers did not meet statutory requirements. The school was not adequately identifying and addressing risks to pupils.
- The school proposed to address this by developing its relevant policies and processes, with the support of external agencies. It also intended to provide staff training. This

training would enable staff to carry out their respective roles and responsibilities effectively.

- The school has demonstrated appropriate urgency in addressing the concerns about provision for pupils' welfare, health, and safety. The school has established policies and processes that provide the rigour needed to ensure pupils' welfare, health, and safety. Staff know and understand these policies and processes and implement them effectively.
- The school now meets all the previously unmet standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(c), 25, 28(2) to 28(2)(a), 29(1) to 29(1)(a)

- At the previous inspection, the school did not provide a suitable outside space for physical education. It did not provide pupils with changing room and shower facilities or drinking water that was readily available to them. Also, there were concerns relating to the maintenance of the school building.
- The school proposed to address this by establishing a site development plan and recruiting a facilities manager with responsibility for ongoing site maintenance. It intended to create a suitable outside space for physical education, separate changing facilities for boys and girls, a shower room, and a drinking water facility that could be accessed by pupils at all times of the school day.
- The school has made significant investment in its physical environment. The environment is clean and well maintained. There is a suitable space for physical education, separate changing facilities for boys and girls and a shower room. Pupils can access the drinking water facility at all times of the school day.
- The school now meets all the previously unmet standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(b), 32(3) to 32(3)(b), 32(3)(e)

- At the previous inspection, the school did not meet certain standards relating to the provision of information for parents and carers of pupils and prospective pupils. The information that was not available included the following: the school's policy and arrangements for admissions, misbehaviour and exclusions; details of provision for pupils with education, health and care (EHC) plans and for pupils for whom English is an additional language; details of the school's academic performance.
- The school proposed to provide all relevant information, as required by the standards. With regard to information about pupils with EHC plans and pupils who speak English as an additional language, the school intended to appoint staff with specific responsibility for SEND and pupils who speak English as an additional language. These staff would lead work on developing provision for SEND and pupils who speak English as an additional language. The school would then publish information regarding such provision.
- The school now provides information on its policy and arrangements for admissions, misbehaviour and exclusions and on its provision for pupils with EHC plans and pupils who speak English as an additional language. This information is available to parents and

carers of pupils and prospective pupils. The school publishes details of pupils' academic performance in the previous school year on its website.

- The school now meets all the previously unmet standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- At the previous inspection, several standards were unmet. Pupils were experiencing a poor quality of education. The school did not have the necessary leadership and management capacity to make the urgent improvements needed. The school was not providing the leadership needed to ensure that the standards were met and could continue to be met over time.
- The school's action plan to address the unmet standards was unsatisfactory. It was rejected by the Department for Education, the registration authority for independent schools. In its action plan, the school proposed to address the unmet standards regarding leadership and management by developing the knowledge and skills of leaders. The school intended to appoint experienced educational leaders to the board of governors and create an education sub-committee. Also, it intended to appoint a new head of school to commence in April 2023.
- The school has made significant improvements to the quality of provision for pupils. A new head of school has been in post since April 2023 and an experienced educationalist has been appointed to the board of governors. Leadership capability and capacity, both strategically and operationally, have been enhanced. The school has prioritised pupils' safeguarding, welfare, health, and safety. The actions taken by the school have created a safe and positive environment in which pupils can learn and develop. The school has also made progress towards planning and implementing a broad and well-sequenced curriculum. Teaching has improved. However, the school has not yet completed the curriculum development work required to meet the relevant standards in part 1.
- The school continues not to meet these previously unmet standards in this part.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	148255
DfE registration number	383/6014
Inspection number	10294126

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	22
Number of part-time pupils	21
Proprietor	LS-TEN Ltd
Chair	Angus Martin
Headteacher	Mr Carl Harrison
Annual fees (day pupils)	£19,500 to £38,000
Telephone number	01135 325357
Website	www.ls-ten.org
Email address	CarlHarrison@ls-ten.org
Date of previous standard inspection	18 to 20 October 2022

Information about this school

- The school uses no alternative provision.
- The school operates from Unit 1 Airedale Industrial Estate, 1–4 Kitson Road, Leeds, West Yorkshire LS10 1NT.
- The school is registered to admit 28 pupils.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's previous inspection, at which the school was judged not to comply with the independent school standards, was a standard inspection and took place on 18 to 20 October 2022.
- This was the school's first progress monitoring inspection since the standard inspection in October 2022.
- The Department for Education (DfE) required the school to prepare an action plan. This was a statutory requirement.
- Ofsted evaluated the school's action plan on 21 March 2023.
- The DfE rejected the school's action plan.
- This progress monitoring inspection was conducted without notice.
- To check compliance with the independent school standards, the inspectors met with the proprietor, the headteacher, and other staff. They toured the school site and scrutinised school policies and records. They also looked at curriculum plans and schemes of work for all subjects. They visited lessons, sampled pupils' work and spoke with pupils.
- The inspection also considered the school's safeguarding arrangements, including the single central register of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are met.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

Stuart Voyce

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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

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

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- ☐ 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.

☐ 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.

☐ 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.

☐ 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.
- ☐ 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.

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)(c) actively promote the well-being of pupils.

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