

# Lewis Charlton Learning Centre

9a & 10a Waterloo House, North Street, Ashby de la Zouch, Leicestershire LE65 1HS

**Inspection date**

23 June 2025

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1), 2(1)(a)*

- At the progress monitoring inspection in January 2025, the school was in the process of implementing a new curriculum. This included a broad range of subjects. At that time, however, some of the curriculum areas were not being implemented effectively.
- More recently, the school has supported staff so that they implement the new curriculum more effectively. This includes considering appropriate starting points for the pupils whose previous experience of education has left them with gaps in their knowledge.
- The school's action plan has been approved and sets out realistic timescales for each action. A new curriculum policy has been completed and approved by the proprietor. The policy is known and understood by staff. Schemes of work have been devised for key stage 4 and for the post-16 provision. There are also appropriate schemes of work in place for key stages 1, 2 and 3.
- The school is reviewing and refining the curriculum further. 'I can' statements provide teachers with the end goals for pupils' learning, for example. These statements have been broken down into the key knowledge and skills that the pupils need to learn. There is also explicit reference to pupils' prior knowledge and due consideration of pupils' needs.
- The school has established a consistent approach to delivering the intended curriculum. There is a shared understanding of the school's expectations regarding learning intentions, opportunities for retrieval, and the identification of opportunities to check pupils' learning.

#### *Paragraphs 3, 3(a), 3(c), 3(d) and 3(g)*

- The previous monitoring inspection found that the school did not use precise-enough checks of pupils' learning to determine what pupils had learned securely and what needed revisiting.

- The school has made improvements to how well pupils' learning is checked. Information about this is gathered and analysed to determine specific gaps in pupils' knowledge.
- Opportunities that staff provide to deepen pupils' knowledge have been identified. The school's 'quality of education coordinators' have supported staff to complete this element of their work effectively. Staff have received training so that they can make suitable adaptations to the curriculum for individual pupils' learning. These adaptations are reflected in 'pupils' passports', that provide information about pupils' needs. The school is monitoring the impact of this training. Further support has been given to staff who need it.
- The school has a good understanding of pupils' prior attainment and needs. 'Pupil passports' are reviewed to ensure that pupils' needs and any barriers to learning are identified. Appropriate teaching and therapeutic strategies are in place to support each pupil.
- Pupils can talk about their learning and explain how their teachers help them to remember new knowledge. They are confident that their teachers help them if they find work difficult.
- All of the previously unmet requirements in this part are now met.

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

#### Part 6. Provision of information

##### *Paragraphs 7 to 7(b), 32(1) and 32(c)*

- The school maintains a robust culture of safeguarding. The school's safeguarding arrangements are appropriate.
- The school's safeguarding policy is available on the school's website. The policy reflects the latest statutory guidance.
- The school ensures that staff receive regular safeguarding training. This includes clear and appropriate induction procedures for new staff. Staff know and understand their responsibilities well. They have a secure knowledge of pupils' backgrounds and context.
- The school takes swift and appropriate actions when there are concerns about pupils' welfare. It works with a range of external agencies, when needed, to support pupils and their families.
- The requirements of these standards continue to be met.

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

##### *Paragraphs 34(1) to 34(1)(b)*

- The previous monitoring inspection found that the capacity of leadership was much improved. The school had focused on the most pertinent priorities to improve the school. However, the proprietor had not ensured that all of the previously unmet standards in relation to the quality of education and the quality of leadership and management were met consistently.

- Since then, the school has continued at pace to ensure that staff have received training to enhance their knowledge and skills in the delivery of the curriculum. This training has included making strategic decisions, as opposed to reactive decision-making. Staff have also received training to ensure that they understand the purpose of the school's policies. These policies are applied consistently.
- The school has established regular triage meetings and leadership meetings, with clear agendas and focused discussions. Staff confidence has grown, and the school is united in its determination to provide a high-quality education for pupils.
- The chair of the advisory board and the proprietor ensure that leaders in the school are supported and challenged in equal measure. They fulfil their responsibilities effectively.
- All of the previously unmet requirements in this part are now met.

## **Compliance with regulatory requirements**

The school meets 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. 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.

### **The school now meets 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 subparagraph (2) is drawn up and implemented effectively.
- 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(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(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

#### **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.

## School details

Unique reference number	134438
DfE registration number	855/6020
Inspection number	10404088

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	Independent school
School status	Independent special school
Age range of pupils	5 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	32
Of which, number on roll in sixth form	6
Number of part-time pupils	2
Proprietor	Lewis Charlton Limited
Chair	Zaheer Esat
Headteacher	Malcolm Kerridge (Executive headteacher) Vickie Perkins (headteacher)
Annual fees (day pupils)	£74,850 to £107,850
Telephone number	0153 0560775
Website	<a href="http://www.lewischarltongroup.org.uk">www.lewischarltongroup.org.uk</a>
Email address	<a href="mailto:enquiries@lewischarltonschool.org">enquiries@lewischarltonschool.org</a>
Dates of previous standard inspection	14 to 16 November 2023

## Information about this school

- Lewis Charlton Learning Centre is an independent school. All pupils have an education, health and care plan. Most pupils have social, emotional and mental health needs. Some pupils have a diagnosis of attention deficit hyperactivity disorder and/or autism.
- The school operates across two sites. They are Abney Hastings and Lewis Charlton Village. Both sites are located on South Street, Ashby-de-la-Zouch LE65 1BR.

- The school does not use any alternative provision.
- The school's most recent standard inspection took place November 2023. The school received an overall judgement of inadequate at this inspection.
- A progress monitoring inspection took place on 18 September 2024. A further progress monitoring inspection was carried out on 29 January 2025.

## 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 most recent standard inspection was in November 2023 at which the school was judged to not meet standards. As a result, the Department for Education (DfE) required the school to prepare an action plan. The most recent action plan was evaluated by Ofsted on 15 April 2025. The DfE accepted the action plan.
- The school received a progress monitoring visit on 18 September 2024, and a further progress monitoring inspection took place on 29 January 2025. The school was judged not to meet standards inspected at both visits.
- This inspection was the school's third progress monitoring inspection. This inspection was carried out without notice.
- Inspectors met with the executive headteacher, the headteacher and a range of staff. The lead inspector spoke with the chair of the advisory board. The chair of the proprietors was not available to speak to inspectors due to illness.
- Inspectors visited lessons and reviewed samples of pupils' work. They spoke to pupils and staff.
- Inspectors reviewed the school's website and discussed the implementation of the school's most recent action plan.
- Inspectors reviewed a range of documents, including those related to the school's education provision.
- Inspectors also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the safeguarding policy is available to parents and carers.

## Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Caroline Poole

His Majesty's Inspector

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