

Lake Haven School

Lake Haven, Bazzard Road, Nuneaton, Warwickshire CV11 6QJ

Inspection date

23 February 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

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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The proprietor body has an ambitious vision for the proposed school. It wants to provide full-time education to pupils with special educational needs and/or disabilities (SEND). The proprietor body envisages that all pupils who attend will have an education, health and care (EHC) plan, with autism spectrum disorder as the primary need.
- Leaders have identified that most pupils who will attend the proposed school will have found attending mainstream provision difficult due to their specific needs. They understand that this may have made pupils anxious about coming to school and that some pupils will have missed a significant part of their education. Leaders have considered how the curriculum can meet pupils' needs and help them engage with their education. They want the proposed school to be a place that pupils look forward to attending each day.
- Leaders have thought carefully about the content and structure of the curriculum. It is based on the key stage 2 and key stage 3 national curriculum. Leaders' plans show that pupils will learn a broad linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative curriculum. They plan to carefully assess pupils when they join the proposed school. This is because pupils will be at very different stages in their learning. Leaders plan to use this information to provide a highly personalised and tailored curriculum based on each pupil's specific starting point and the information in their EHC plan. Leaders intend that staff will then adapt curriculum plans and consider where pupils' learning should begin, based on what they already know and remember.
- Leaders plan to weave pupils' personal, social, health and economic (PSHE) education through the curriculum. Pupils will also have timetabled PSHE lessons and an assembly programme that will encourage pupils to consider a range of social, moral and ethical issues. Leaders intend to use all these elements to help meet pupils' needs. Leaders recognise the importance of preparing pupils for life in British society

and have put this at the core of the proposed school's purpose. This is underpinned by an ethos where 'everyone is welcome'.

- Leaders understand that some pupils are likely to need help with their phonic knowledge. They have concrete plans in place to secure the expertise needed to provide pupils with this support. They intend to use a structured phonics programme with pupils who need to improve their reading accuracy.
- The proprietor body has ensured that these standards are likely to be met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Leaders have a policy in place to ensure that key stage 3 pupils receive information about careers. This will be supported through the development of the practical knowledge and skills needed that will help pupils in their next steps. Leaders intend for pupils to learn from a range of workplace settings to help raise pupils' ambition and help meet any relevant targets on their EHC plans.
- The proprietor body has ensured that these standards are likely to be met.

Paragraph 2(2)(i), 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)

- The relationships and sex education policy meets statutory requirements and will be available on the school's website. It includes information on parents' right to withdraw pupils from lessons. Leaders propose to use a commercial scheme of work to deliver this curriculum to pupils.
- The proprietor body has ensured that these standards are likely to be met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders propose that each pupil will work individually with a member of staff as well as having the opportunity to work with their peers. They see this as vital in helping to meet pupils' SEND needs as they begin to engage with their education.
- Leaders have the educational expertise needed. They know that additional trained staff will be needed to ensure pupils receive a high-quality classroom experience that meets their needs. They have concrete plans in place to secure this expertise.
- Leaders have created an educational setting which will help foster the pupils' self-motivation and interest in their work. They have constructed an outdoor environment that will help pupils to learn about the world around them and support their academic learning and personal development. Pupils will learn about and care for a range of animals to support this.
- Leaders have given due regard to how they will check pupils' learning. They recognise the importance of regular feedback to help pupils build their knowledge and understanding over time. Leaders plan to use this information to help meet pupils' academic and SEND needs.
- The proprietor body has ensured that these standards are likely to be met.

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)

- The proprietor body has placed growing pupils' self-esteem and self-confidence at the centre of their plans for the proposed school. This is aligned closely with the specific needs of pupils who will attend. Leaders know that pupils who will attend the proposed school are likely to be particularly vulnerable. They intend to use the curriculum and the carefully designed spaces in the school to help pupils develop their independence and character, and develop an awareness of others' views and feelings.
- Leaders' documentary evidence, alongside discussions on site, indicate that the proposed school will help develop pupils' knowledge of fundamental British values. Leaders intend that pupils will learn about these in the curriculum and in their interactions with staff, who will be strong positive role models for pupils. Pupils will also build their understanding through mechanisms such as a school council and visits to local places of worship.
- The proprietor body has given due regard to the need for all members of the proposed school to be respectful to each other. This includes ensuring pupils know about the protected characteristics set out in the 2010 equalities act.
- The proprietor body has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The proprietor body has ensured that a suitable safeguarding policy is in place. This reflects the most recent statutory guidance. The policy is to be published on the new website that leaders have constructed for the proposed school.
- Leaders of the proposed school have already undergone appropriate designated safeguarding leader training. They are aware of the range of specific vulnerabilities of the pupils who are likely to attend. Leaders' plans indicate that staff will receive appropriate training on induction, and all relevant documentation will be shared with new staff. Leaders plan for staff training to be updated at least annually.
- Leaders have devised a paper system for staff to record any concerns. They have identified an electronic system that they intend to replace this with when the proposed school opens.
- The proprietor body has ensured that these standards are likely to be met.

Paragraph 9, 9(a), 9(b), 9(c), 10, 14, 15

- The proprietor body has written appropriate behaviour and anti-bullying policies. These set out leaders' expectations for pupils' behaviour and the rewards and sanctions that the proposed school will adopt. Leaders could explain and show how all incidents of bullying will be recorded and followed up. This includes how the victim would be supported and how work would be completed with the perpetrator to educate as well as sanction the behaviour.

- The proprietor has drawn up plans to show that it is likely pupils will be suitably supervised. Staff will greet pupils at the school gates each morning and supervise them during the school day. The kitchen facility will be staffed at all times and staff will supervise pupils in the outdoor spaces.
- The proposed school's admission register is likely to be suitable. Leaders intend to use the recommended attendance codes to record pupils' attendance at school.
- The proprietor body has ensured that these standards are likely to be met.

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

- Leaders have written appropriate first-aid and health and safety policies. They have put systems in place to carry out regular checks on the premises. For example, weekly checks will be made to ensure that there are no risks from any electrical wires or cables.
- The proprietor body has ensured that leaders are suitably first-aid qualified. Leaders intend that all staff will be suitably qualified in the administration of first aid. First-aid kits are readily available in the proposed school. Leaders have a system in place to ensure that regular checks are made to ensure that these remain well stocked.
- The proprietor body has ensured that fire detection equipment is in place. Equipment such as fire extinguishers and fire blankets has been recently installed by a suitably qualified person. Emergency lighting is in place and areas around fire exits are tidy. The proprietor body has devised a clear evacuation plan, and fire drills are planned monthly. These will include feedback to staff and pupils on any issues relating to the swift evacuation of the premises.
- The proprietor body has a suitable risk assessment policy in place. This is supported by a raft of up-to-date risk assessments. These range from dealing with bodily fluids to outdoor learning.
- The proprietor body has ensured that these standards are likely to be met.

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

Paragraph 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)(i)(dd), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6),

- The proprietor body has put a single central record in place. This sets out the required checks that will be carried out before staff are employed. The proprietor body has put appropriate systems in place to ensure that all these checks are carried out.
- Leaders have appropriate safer recruitment training, and the proprietor body has drawn up an appropriate recruitment policy. Leaders understand their responsibilities regarding the safe recruitment of staff.

- Leaders have devised a suitable process so that all new staff are fully informed when they start, about the systems and processes in the school for keeping pupils safe.
- Leaders do not intend to use supply staff. However, should they need to do so, they plan to use staff from a reputable agency. Leaders know the process that they should follow to ensure that all the required checks have been made on any supply staff before they start work.
- The proprietor body has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b) , 24(1)(c), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proposed school is situated over two floors in a former residential property. Pupils and staff enter the property via a gated entry point, and the property is fenced and suitably secure. The proprietor has plans in place to further develop the site as the number of pupils increases.
- The proprietor body has made sure that the property is in excellent order. It is bright, airy and welcoming throughout. The fixtures and fittings are new, and the proprietor body has created a safe and homely environment that will help meet pupils' needs and relieve pupils' anxiety about attending school. Leaders have ensured that classrooms are well equipped. The quality of the physical space is reflective of leaders' ambitions to provide pupils with a high-quality education that meets their needs.
- The proposed school has a large kitchen and boot room that pupils will come through each morning. Pupils can access drinking water at any time from the kitchen and this is appropriately labelled. There is a well-equipped sensory room that pupils can use with staff if they are finding school difficult. There are also other quiet spaces that staff can use with pupils if they need space for one-to-one work.
- The medical room is also used as a staff room. There is a suitable bed with sheets and pillows for pupils to use. There is a separate toilet, with a shower and washing facilities immediately accessible from this room.
- There are newly installed toilet, washing and shower facilities for the sole use of pupils on each floor. The proprietor has installed temperature regulators on taps so that hot water does not pose a scalding risk.
- The outside space provides plenty of space for pupils to play together. It includes a hard-standing area and a grassed area. This will be used for physical education as well as for pupils at break and lunchtime. The proprietor has planned and developed this space carefully so that it will meet pupils' needs. For example, there are a series of raised beds where pupils will grow their own produce. The outside space is suitably lit.
- Leaders also plan for pupils to have access to a play area that is adjacent to the property. Pupils will always be supervised when using this facility and there are appropriate risk assessments in place.

- The proprietor body has constructed an undercover outdoor classroom on the site. In line with the main school building, this is of a high standard. As well as being a space for learning, the animals that pupils will care for will live in this space.
- The proprietor body has ensured that these standards are likely to be met.

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(k), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)

- The proprietor body has commissioned an external company to produce a website for the school. At the time of the inspection, this website was not live. However, was available for viewing. The website is easy to navigate. It contains all the information that must be available to parents. This includes the safeguarding policy, admissions policy and behaviour policy. Leaders intend to share the information that must be provided to parents in a written format when pupils join the proposed school.
- The proprietor body understands the requirement to report the expenditure of funds for pupils with an EHC plan to the commissioning local authorities. They also have a secure understanding of their duty in relation to the annual review process for pupils with an EHC plan.
- The proprietor body has ensured that these standards are likely to be met.

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 proprietor body has written an appropriate complaints policy. This will be available on the school website. The policy sets out both an informal and formal approach to handling complaints about the proposed school. This includes appropriate timescales for complaints to be heard and clearly sets out the process for how a complaint would be heard by a panel.
- The proprietor body has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- School leaders and the proprietor body have the ambition and dedication needed to create a school that will make a difference to the lives of the pupils with SEND who will attend. Leaders have the relevant educational experience and knowledge to make this happen.
- The proprietor body has the necessary knowledge and understanding of the independent school standards to ensure they will be met when the proposed school opens.

- The proprietor body has taken the required actions to ensure that the well-being of pupils will be actively promoted when the proposed school opens.
- The proprietor body has ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor body has ensured that there is a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010.

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	149580
DfE registration number	937/6045
Inspection number	10270447

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
School status	Independent special school
Proprietor	Tailored Education Services Ltd
Headteacher	Lindsay Taylor
Annual fees (day pupils)	£63,000
Telephone number	01455221369
Website	www.lakehavenschool.co.uk
Email address	hello@lakehavenschool.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	1
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	1
Total hours operating as a school per week	10
Total hours of teaching provided per week	10

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 14	7 to 14
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	5
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- The proposed school is situated in a rural setting and is located adjacent to a fishery. The proposed school has an outside area that leaders intend to use to help pupils to learn. This includes an outside classroom. Leaders propose that pupils' outdoor learning will augment their classroom-based learning. Pupils will learn how to care for a variety of animals, from sheep to chickens.
- The proposed school intends to cater for boys and girls from Year 3 to Year 9.
- The proposed school will cater exclusively for pupils with SEND. The proposed school will cater for pupils with autism spectrum disorder. It is expected that all pupils will have an EHC plan. Pupils will be placed in the school by local authorities, mainly from Warwickshire.
- The proposed school will not have a religious denomination.
- The proposed school does not intend to use alternative provision.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education to evaluate the provider's readiness to open as a school. The inspector checked all the appropriate independent school standards, including parts 1 to 8.
- This was the first pre-registration inspection.
- A range of documents were submitted electronically and were reviewed remotely by the lead inspector prior to the inspection. Additional documents, including the school's single central record and curriculum information, were scrutinised on site.
- The inspector met with the two proprietors, one of which is also the headteacher.
- The inspector conducted a full visit of the site, including the outside areas.
- The inspector provided final feedback at the end of the inspection on site.

Inspection team

Ian Tustian, lead inspector

His Majesty's Inspector

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