

# Lokrum Fields

Copyholt Lane, Stoke Pound, Bromsgrove, Worcestershire B60 3AY

**Inspection date**

3 December 2020

**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) and 2(2)(i)*

- Leaders are fully committed to the school and have a clear vision for it. Their aim is to improve pupils' social, emotional and mental health (SEMH) needs, as well as providing them with a learning programme that meets their individual needs.
- The proposed curriculum in key stages 2 and 3 is based on the national curriculum. In both key stages, the curriculum has a number of pathways based on a rolling programme. Leaders say that this will ensure that pupils in mixed-year classes do not repeat work over the key stage. There are schemes of work for English, mathematics, religious education, art, French, music, computing, design and technology (DT), physical education and outdoor learning. Science, history and geography will be taught through a topic-based approach.
- The proposed curriculum in key stage 4 offers core options in English language, English literature, mathematics, geography, history, biology, chemistry, physics, French, German and Spanish. Additional subjects include business, computer science, film studies, Latin, psychology and religious studies. Qualifications in these subjects will include GCSE and vocational accreditation. Pupils will also have the opportunity to pursue their own interests through the enrichment curriculum. Subjects on offer include globalisation, drama and computer game development.
- The proposed curriculum plan in the three key stages indicates that pupils are likely to participate in a broad range of experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- The personal, social, health and economic (PSHE) education scheme of work is likely to develop pupils' personal development well. In key stage 2, for example, pupils will learn about kind and unkind behaviours and, in key stage 4, pupils will learn about human diversity. This is likely to support their understanding of the protected characteristics set out in the Equality Act 2010.
- The proprietor has ensured that these standards are likely to be met.

*Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), and 4*

- There is a teaching, learning, curriculum and assessment policy in place. There is an expectation that teachers will use both formative and summative assessment to monitor pupils' progress. All pupils will have an 'ambition pathway' that has individual learning objectives closely matched to the targets in their education, health and care plan (EHC plan). Progress towards these targets will be monitored regularly and discussed as part of the pupil's annual review.
- Leaders are clear about how they will ensure the quality of teaching and learning across the school. A monitoring cycle will be in place that is matched to staff's appraisal targets. Teachers will be supported through the process with appropriate training. This will include in-house training delivered by the school's therapy team and external training from a local teaching alliance.
- From Year 5 onwards, leaders are planning opportunities to support pupils in making informed choices about a broad range of career options. This will include inviting speakers from a range of professions and jobs in on a weekly basis to talk to pupils. Careers advice will be available from an external careers adviser. Pupils in Year 10 will be offered work experience, and then supported with their transition to post-16 provision with visits to local schools, colleges and apprenticeship providers.
- The school is equipped with appropriate resources to enable teachers to deliver the proposed curriculum. There are a number of break-out areas and two sensory rooms. Use of these rooms by pupils is likely to support their SEMH needs and well-being effectively.
- The proprietor 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) and 5(d)(iii)*

- Leaders are fully aware of the possible additional needs of their prospective pupils, many of whom are likely to have had negative experiences of education in the past. Therefore, the planned curriculum is underpinned by a therapeutic approach to support individual needs. The school's therapy team consists of an educational psychologist, occupational therapist, speech and language therapist and a therapy dog. The therapy team will help to meet pupils' needs, for example by the occupational therapist assessing the accessibility of the pupil's work area and the speech and language therapist developing key-word sheets to support the development of pupils' subject-specific vocabulary.
- Meeting pupils' speech, language and communication needs will be embedded in all aspects of school life. This will include developing communication passports for pupils to use in school, at home and on school transport. Targeted support may include support with structural language difficulties for those who need it.
- Pupils' spiritual, moral, social and cultural (SMSC) development is likely to be supported well. For example, it is proposed that pupils will grow their own fruit and vegetables and care for animals. It is likely that this approach and other approaches

will support pupils' understanding of how they can contribute positively to the life of the school and the wider local community.

- It is clear how leaders intend to promote fundamental British values, as they have mapped learning opportunities across the curriculum. For example, in key stage 2, pupils will acquire knowledge about the rule of law through a topic about invasion. The value of democracy will be promoted by involving pupils in making decisions about school life. For example, they plan to ask pupils to choose the animals they would like the school to have.
- The proprietor has ensured that these standards are likely to be met.

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

#### *Paragraph 7, 7(a) and 7(b)*

- Leaders have a clear understanding of their safeguarding roles and responsibilities. There is a safeguarding policy in place that is available on the school website and from the school office. The policy adheres to current government guidance. It explains clearly how the school intends to meet pupils' additional vulnerabilities.
- Plans for staff training and procedures for the recruitment of staff are appropriate. There are clear expectations for staff conduct in the school's policies. This includes how to follow up concerns about pupils, the action to take in emergencies, reporting health and safety issues and whistleblowing.
- The planned PSHE programme is likely to help pupils to keep themselves safe. For example, all pupils will study the topic safer relationships. In Year 5, this will include pupils considering physical contact and staying safe. In Year 6, they will go on to study recognising and managing pressure and consent in different situations.
- The proprietor has ensured that these standards are likely to be met.

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

- There is a behaviour policy in place. It is built on the premise that behaviour is a form of communication. It is proposed that de-escalation will be how staff will manage pupils' behaviour. Pupils will be supported to develop ways to self-regulate their own behaviour. The policy states that if sanctions are needed, they will be individualised by staff in consultation with the therapy team.
- The anti-bullying policy sets out the school's anti-bullying strategies. It includes the different forms bullying may take and how this may manifest in negative behaviour. The process for reporting and recording incidents is included. It details how the perpetrator and the victim will be supported.
- The proprietor has ensured that these standards are likely to be met.

#### *Paragraphs 11, 12, 13, 16, 16(a) and 16(b)*

- A tour of the premises shows that they are well maintained. A fire risk assessment of the premises has recently been completed. Leaders maintain a record of fire safety procedures, including fire drills and the checking of emergency lighting.
- The health and safety policy outlines the responsibilities of staff and first aiders. It covers a range of aspects for keeping pupils safe. This includes the use of risk assessments, the control of hazardous substances and the use of machinery.

- The proprietor has ensured that these standards are likely to be met.

*Paragraphs 14 and 15*

- Leaders' plans for the maintenance of an admissions and an attendance register are fit for purpose. Both registers adhere to government guidelines. For example, the attendance register will record morning and afternoon sessions. The admissions register will include two emergency contacts.
- Plans for the supervision of pupils, including when they are out of school, are likely to keep pupils free from harm.
- The proprietor has ensured that these standards are likely to be met.

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

*Paragraphs 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)(b), 21(5)(c) and 21(6)*

- All required safeguarding checks have been completed for the proprietor, the headteacher, governors and staff. Staff recruitment files show that references are followed up prior to appointment.
- The single central register is stored electronically. It contains all pre-employment checks. All checks are recorded and dated. It will be updated as more staff join the school.
- Leaders do not intend to use supply staff, but they are clear about the checks and procedures they would need to carry out if they did.
- The proprietor has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 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) and 29(1)(b)*

- The premises have been newly refurbished and decorated to a very high standard. All rooms are well-lit and have good acoustics. There are three learning spaces, one for each key stage. They provide a suitable space for the proposed number of pupils and are well resourced.
- There are suitable toilet facilities, with hot and cold running water and handwashing facilities. The temperature of the water is suitably regulated. The medical room is clean, and provides adequate facilities for the short-term care of sick pupils.
- The proposed school has a kitchen area that pupils will use for cooking activities. Drinking water is also available from there. Leaders plan to provide water bottles for pupils that they can refill during the day.

- There is a large area outside the school that would provide a suitable area for pupils to play and socialise. The area is secured by fencing and the school gates are locked during the day. Leaders intend to provide physical education off site.
- The proprietor 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)(f), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d) and 32(3)(f)*

- The school's website provides a range of information. This includes relevant contact details and the main aims and ethos of the organisation. All relevant documentation and policies required under part 6 of the independent school standards were provided by leaders, either electronically or during the on-site visit.
- The proprietor 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) and 33(k)*

- The school has a complaints policy. It adheres to government guidance. For example, it includes both formal and informal processes and the timescales in which complaints should be dealt with.
- The proprietor 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) and 34(1)(c)*

- All leaders demonstrate a good understanding of the independent school standards. They share a strong commitment to actively promoting pupils' mental health and well-being, and are aspirational for what pupils can achieve. They have a good understanding of the potential individual needs of the pupils and how they will meet these needs.
- The proprietor has ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the needs 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 | 148156   |
| DfE registration number | 885/6058 |
| Inspection number       | 10169331 |

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 school   |
| Proprietor                           | Wider Ambition Limited   |
| Chair                                | Alison Chalmers  |
| Headteacher                          | Louise Chance  |
| Annual fees (day pupils)             | £70,000–£75,000  |
| Telephone number                     | 01905 349915   |
| Website                              | <a href="http://www.widerambition.org">www.widerambition.org</a>                   |
| Email address                        | <a href="mailto:lokrumfields@widerambition.org">lokrumfields@widerambition.org</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            | 9 to 17           | 9 to 17                    |
| Number of pupils on the school roll | Not applicable            | 18                | 18                         |

## 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            | 18                |

|  |                |    |
|--|----------------|----|
| Number of part-time pupils   | Not applicable | 0  |
| Number of pupils with special educational needs and/or disabilities                              | Not applicable | 18 |
| Of which, number of pupils with an education, health and care plan                               | Not applicable | 18 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | Not applicable | 18 |

### Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | Not applicable            | 3                 |
| Number of part-time teaching staff            | Not applicable            | 3                 |
| Number of staff in the welfare provision      | Not applicable            | 0                 |

### Information about this proposed school

- The premises consist of three learning spaces, two sensory rooms, a number of break-out spaces, a kitchen and dining area, a medical room, a meeting room and an office/administration area.
- Building work is currently being undertaken at the back of the premises to convert two outdoor buildings. The converted spaces will include an accessible shower room, a health and fitness room, a specialist music facility and an area that will enhance the teaching of science, art and DT.
- The proposed school will cater for 18 pupils aged nine to 17 years. Most pupils are likely to have an EHC plan or are undergoing an assessment. They are likely to be pupils with special educational needs and/or disabilities linked to SEMH and autism spectrum disorder.
- It is proposed that local authorities will place pupils at the school.
- The proposed school does not intend to use alternative provision.
- The school does not have a religious character.



## Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet all the independent school standards if it is registered. This is the school's first pre-registration inspection.
- The lead inspector conducted a tour of the premises with the proprietor and the headteacher, who is also the leader responsible for safeguarding and the special educational needs coordinator. Safeguarding and welfare arrangements were discussed as part of the inspection.
- The lead inspector reviewed a wide range of documentation and policies submitted by leaders. Documents were also reviewed during the inspection.
- Meetings were held with the proprietor, the headteacher, governors, including the chair of the governing body, the office manager and members of the therapy team.
- There were no pupils attending the school during the inspection.

## Inspection team

Lesley Yates, lead inspector

Her Majesty's Inspector

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