

Stone Lodge Therapeutic School

Stone Lodge, Rothwell Road, Kettering NN16 8XF

Inspection date

3 May 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)(b)(ii), 2(2)–2(2)(b), 2(2)(g)–2(2)(i)

- Leaders have ensured that there is a curriculum policy that is supported by appropriate schemes of work. The proposed schemes of work will start in Year 7. They will give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- The proposed schemes of work consider the ages, aptitudes and needs of all pupils, including those with education, health and care plans (EHC plan). Teachers will consider the targets on the EHC plans to help ensure that the pupils can access the learning. Additional adults will provide extra classroom support as and when required.
- The schemes of work do not undermine the fundamental British values of, for example, democracy and the rule of law.
- The proposed curriculum will give pupils in key stage 4 the opportunity to gain GCSEs in various subjects. These include English literature and language, mathematics, science, history, geography and art. Level 1 and level 2 qualifications in catering and computing will also be made available.
- Pupils will have opportunities to make progress and acquire speaking, listening, literacy and numeracy skills. This includes those pupils who are at the early stages of learning to read. These pupils will receive appropriate support, including developing their phonic knowledge. Pupils will be encouraged to read a wide range of titles and genres from the proposed library.
- Where appropriate, the post-16 students will have the opportunity to take their proposed GCSE qualifications in Year 12.

Paragraph 2(2), 2(2)(e)–2(2)(e)(iii)

- Pupils will receive accurate and up-to-date careers advice and guidance from an independent and impartial source. This information will help pupils to make an informed choice about their future employment and enable them to reach their full potential.

Paragraph 2A(1), 2A(1)(b)–2A(2)

- The proposed scheme of work for pupils to receive age-appropriate relationships and sex education is comprehensive.
- Leaders will ensure that they liaise with parents and carers when reviewing this content. Information for parents will be provided on the school's website.

Paragraphs 3–3(g), 3(i), 3(j), 4

- Pupils will undertake appropriate assessments when arriving at the school. Teachers will also consider assessment information from the pupils' previous school or setting. Teachers will use this information to spot gaps in pupils' knowledge and understanding and to plan lessons that help to build pupils' knowledge over time.
- Teachers will use a variety of methods to ensure that pupils are acquiring new knowledge and making good progress. Classroom activities such as 'do now' tasks, quick quizzes and effective questioning will help pupils to remember long term what they have been taught. More formal end-of-unit assessments will help teachers to understand any content that may need to be repeated.
- Leaders will employ experienced, qualified and subject-specialist teachers. They will demonstrate good knowledge and understanding of the subject matter being taught. Leaders will ensure that the resources are of good quality and range.
- Leaders will undertake quality assurance activities. These will include visits to lessons, book scrutiny and pupil interviews. This work will help to ensure that the schemes of work are being implemented as intended and that pupils are making progress.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraphs 2(2), 2(2)(d)–2(2)(d)(ii), 5–5(d)(iii)

- The proposed scheme of work for pupils' personal, social, health and well-being education (PSHE) is comprehensive. It pays regard to the protected characteristics as set out in the Equality Act 2010.
- The proposed PSHE scheme of work will enable pupils to develop their self-esteem and self-confidence through the 'being me in my world' unit. Pupils will learn about different cultures and traditions in the 'celebrating difference' unit. Leaders propose that pupils will benefit from visits to different, local places of worship.
- Proposed tutor time and key stage assemblies will give pupils opportunities to discuss and debate various issues and key questions. These activities will help to ensure that pupils are prepared well for life in modern Britain.
- Pupils will learn about democracy through the elected school council. They will learn about restorative justice and an approach that teaches pupils to be accepting, curious and empathetic. Pupils will contribute to the lives of those locally and more widely by supporting different charities.
- Leaders will make frequent classroom visits and check the quality of the PSHE curriculum to assure themselves that staff do not promote partisan political views.

- The school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b), 32, 32(1)(c)

- Leaders understand the importance of safeguarding and have rightly prioritised it. The principal has undergone appropriate safeguarding training as have some teachers. Staff will keep their safeguarding knowledge up to date by reading and understanding any updates to national guidance. Leaders are aware of the increased safeguarding challenges that pupils with special educational needs and/or disabilities (SEND) may face. Staff are knowledgeable and know to be vigilant to the potential signs of pupil abuse and neglect.
- Leaders will adopt an appropriate electronic system for staff to record any safeguarding concerns and their subsequent actions. Daily safeguarding meetings will allow staff to share any further safeguarding concerns. Leaders are aware of the relevant outside agencies to contact should specialist advice or a referral be needed.
- Leaders will ensure that staff know how to raise a concern about adults' actions towards pupils. Leaders know what to do in response to any such allegation.
- Leaders have thought carefully about the school site and its proximity to a major road. Appropriate fencing is in place to ensure that pupils will remain on site. There is a well-thought-out system in place for the dropping off and collection of pupils at the start and end of the day. Staff will be present at these times to oversee the pupils and help to ensure their safety.
- Pupils will learn to stay safe through the PSHE curriculum. This includes the dangers of drug and alcohol abuse and how to stay safe when using the internet and playing online games.
- Leaders know the checks to make should pupils be educated away from the school site. These include appropriate safeguarding checks.
- The school's safeguarding policy is available on the school's website. It contains the latest national guidance.

Paragraphs 3, 3(h), 9–9(c)

- The school has an appropriate behaviour management policy. Leaders aim to create an ethos of respect and consideration for others. The school rules are designed to promote a positive learning environment and to ensure the health, happiness and safety of the pupils and staff.
- Staff will be trained to use de-escalation techniques and only intervene and apply consequences or sanctions where pupils' behaviour is likely to show a lack of consideration for others and impact negatively on their learning. Leaders will ensure that staff implement the behaviour management policy consistently by undertaking frequent visits to lessons and talking with pupils.
- Leaders will record any sanctions for serious misbehaviour on the electronic system. Leaders are clear that suspensions and exclusions will only be used as a last resort.

Paragraph 10

- The school's anti-bullying policy defines the different types of bullying. The policy

informs staff of the actions to take should any incident of bullying be reported to them. This includes any incidents of bullying that occur outside the school premises.

- The policy explains the support that will be given to the victim of any bullying, as well as the help for the perpetrator to understand the impact of their actions and help prevent a reoccurrence.

Paragraphs 11–13

- Leaders have ensured that there are appropriate first-aid and health and safety policies in place. Staff will receive some health and safety training. Leaders are aware of the potential issues and how to mitigate them, including by putting window locks on the upstairs windows. Leaders will ensure that staff record any accidents in accordance with the school's procedures.
- Leaders are ensuring compliance with the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment is in place. There are systems in place for staff to make weekly checks on fire doors, extinguishers and escape lighting.

Paragraph 14

- Leaders will ensure that there are appropriate levels of supervision. This will include extra adults for those pupils and classes that need it.

Paragraph 15

- Leaders will ensure that the admission register meets national requirements.
- Leaders will record pupils' attendance using an electronic system. This allows leaders to look for patterns and trends of absence. Leaders will work closely with parents and outside agencies should a pupil's attendance become a concern.

Paragraph 16–16(b)

- There is an appropriate risk assessment policy in place. Leaders will have risk assessments for the premises, staff and for the control of substances hazardous to health requirements in the science classroom. The risk assessments will clearly show the potential risks and how staff can take appropriate steps to help mitigate these risks. There is a suitable risk assessment in place for the on-site pond.
- Leaders will maintain individualised risk assessments for pupils. These assessments will include a consideration of any risks around physical intervention and the potential to abscond. The risk assessments will be reviewed, updated and shared with staff whenever the need arises.
- Leaders understand the importance of off-site visit risk assessments. They know that these risk assessments should not be generic and should be specific to the pupils who are attending the visit. Leaders know the steps to take should they choose to use the services of alternative provisions. They intend for Stone Lodge staff to accompany pupils to any alternative provision should this be used in the future.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(2)–18(2)(e), 18(3), 21(1)–21(3)(b)

- Leaders know the checks to make on staff before they are allowed to work at the

school. These checks help to ensure the suitability of staff to work with pupils. They include reference requests from previous employers and proof of identification.

- Leaders will record the necessary recruitment checks on the single central record.
- Leaders do not intend to use supply staff.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)–23(1)(c), 28(1), 28(1)(b), 28(1)(d)

- There are suitable, separate toilet and washing facilities that are provided for the sole use of pupils. The toilet facilities have an adequate supply of hot and cold water. The hot water does not pose a scalding risk.
- Pupils will be able to use the changing rooms and showers at a nearby school when they are in receipt of physical education.

Paragraph 24(1)–24(1)(b)

- There is a suitable medical room to cater for the short-term care of sick or injured pupils. The room contains a washing facility and is next door to the pupil toilets.

Paragraphs 25, 26, 27–27(b)

- There is still some work needed to fully complete the premises. However, work completed so far is of a good standard. Classrooms contain adequate lighting and appropriate acoustics. There is external lighting to help ensure that people can safely enter and leave the premises when it is dark.

Paragraph 28(1), 28(1)(a), 28(1)(c), 28(2)–28(2)(b)

- Drinking water will be made available and will be marked as such.

Paragraph 29(1)–29(1)(b)

- There is a suitable area at the back of the school where pupils can play, socialise and take part in outdoor activities.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1)–32(1)(b), 32(1)(d), 32(1)(f)–32(1)(i), 32(2)–32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3)–32(3)(e), 32(3)(g)

- Leaders have ensured that all relevant information is available for parents on the school's website. Parents may request paper copies of other policies and documents that are not available to download on the school's website.
- The school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 32(3), 32(3)(f), 33–33(k)

- The complaints policy explains to parents the procedures to follow should they wish to make a complaint against the school. For example, the policy identifies appropriate timescales and what parents should do if they are not satisfied with the response or

outcome to the complaint.

- Leaders will keep written records of any complaints received and any subsequent actions taken by the school as a result of the complaints.
- The school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The proprietor has ensured that leaders demonstrate good skills and knowledge appropriate to their role. Leaders have a strong understanding of the standards.
- Leaders have taken appropriate and effective action to ensure that the school is likely to meet the standards, including in relation to pupils' safety and their safeguarding.
- The proprietor will receive frequent reports from the principal to assure itself of the quality of the provision and the school's continued meeting of the standards. The proprietor will visit the school to find out information for itself. These visits will include speaking with staff and pupils and looking at pupils' workbooks.
- The proprietor has ensured that there is a knowledgeable governing body in place. The chair of the governing body is the headteacher at a local school. The governing body will be able to hold the leaders fully to account for the actions they take.
- The school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan contains up-to-date statutory guidance. It explains how the school will ensure that pupils with SEND can access the school site and curriculum.
- The school is likely to meet the regulation in this part.

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	149665
DfE registration number	940/6001
Inspection number	10283932

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	Rockingham Educational Services Ltd
Chair	Mohammed Ali Damani
Headteacher	Ollie Sharp
Annual fees	£55,000 to £71,000
Telephone number	01536 904277
Website	www.stonelodgetherapeuticschool.co.uk/
Email address	office@stonelodgeschool.org
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	11 to 17	11 to 17
Number of pupils on the school roll	0	36	36

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	Will vary as some pupils might be 17

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	36
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 36
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 36

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	8	9
Number of part-time teaching staff	0	0

Information about this proposed school

- The school is located in Kettering, Northamptonshire. It will provide full-time education for up to 36 pupils with SEND aged from 11 to 17 years old. Pupils will have a diagnosis of autism spectrum disorder and social, emotional and mental health difficulties.
- Some pupils who attend the school may be in the care of a local authority.
- Pupils will attend the school from different local authorities.
- Leaders do not intend to use the services of any alternative provisions.

Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- The inspector met with the proprietor, principal and deputy headteacher and held a meeting with the chair of governors.
- The inspector conducted a tour of the proposed site. He scrutinised a wide range of documentation, including policies, schemes of work and the school's website.
- The inspector checked the arrangements for safeguarding and staff's recruitment.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023