

Lumiar Stowford

Stowford Manor Farm, Farleigh Road, Wingfield, Trowbridge, Wiltshire BA14 9LH

Inspection dates

14 January 2019

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(2)(b), 2(2)(h)–2(2)(i), 2(2)(f)

- The school is currently operating as an education project. This is in line with their childcare registration with Ofsted. Pupils currently attend three days per week (Monday to Wednesday), not exceeding 18 hours per week. The proprietor's proposals are to extend the provision to five days per week (Monday to Friday) when the school is placed on the independent school register. During the inspection, pupils were at an off-site visit. Consequently, no learning was observed.
- Leaders' intended curriculum is based on the Lumiar methodology. Areas of the curriculum are arranged into projects with the aim of providing pupils with opportunities to develop specific knowledge through contextualised, meaningful experiences. This project-based learning will be facilitated by pupils' day-to-day teacher, also known as a 'tutor'.
- For some subjects, such as mathematics, leaders state that learning opportunities may consistently lend themselves to this project-based approach. Leaders' intentions are that these are taught in discrete modules. These modules will be taught by members of staff who are knowledgeable in these subjects, known as 'masters'.
- The school is applying for registration to educate pupils from age four to 11. Leaders have appropriate schemes of work for each class. These schemes of work pay due consideration to the mixed-aged classes and each pupil's stage of development. Leaders have plans to follow national curriculum objectives for reading, writing and mathematics. They have made this decision to ensure appropriate rigour in these subjects.
- The school does not propose to admit any pupils into Reception in its first year, but it already has in place appropriate plans and schemes of work to support the statutory learning and development requirements of the early years foundation stage (EYFS).

Paragraph 2(2)(d)–2(2)(e)(iii)

- The proposed curriculum includes regular opportunities for pupils to learn about different faiths and cultures. Leaders place great emphasis on developing pupils' knowledge about different locations across the world and their distinctive features.

Paragraph 3, 3(a)–3(j), 4

- School leaders have a clear framework in place for assessing pupils' progress. The online tool, also known as the 'digital mosaic' is in place to show which parts of the curriculum each pupil has been taught and how effectively the pupils have acquired new knowledge, skills and understanding.
- The school is now able to demonstrate that it is able to provide good-quality teaching for pupils in the proposed age ranges.
- The standards in this part are likely to be met.

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

Paragraph 5–5(d)(iii)

- Leaders intend to develop pupils' spiritual, moral, social and cultural development through the proposed curriculum. A prominent feature includes developing pupils' appreciation and respect for different cultures and traditions.
- The proposed curriculum also aims to develop pupils' understanding of different jobs in and around the local area. Situated on a working farm, which includes small businesses such as glass work and carpenters, leaders actively encourage pupils to make links with local business owners to find out more about what their roles entail.
- The standard in this part is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- Staff have undertaken the appropriate training to prepare them for their role as designated safeguarding leaders. Systems are in place to ensure that staff record concerns that they may have, should they occur, about pupils' welfare. Leaders are currently revising the forms they use for staff to record these concerns so that they are accurately captured alongside leaders' considered actions.
- Leaders have in place an appropriate safeguarding policy which considers relevant statutory guidance and makes clear the school's approach to safeguarding children.

Paragraph 9–9(c) 10, 14

- Leaders have a behaviour policy in place which sets out the sanctions to be adopted in the event of pupil misbehaviour. Leaders have put in place a behaviour log to record these events, should they occur.
- The school's anti-bullying policy is fit for purpose and contains an appropriate emphasis on preventing bullying from occurring.
- The proposed number of staff is suitable for the purpose of ensuring that pupils are properly supervised during the day.

Paragraph 12

- Leaders have carried out appropriate checks on the premises to ensure that adequate fire safety is in place throughout.

Paragraph 13

- Leaders have adopted an appropriate first aid policy and staff have completed relevant first aid training.

Paragraph 15

- An admissions register is in place. Leaders have ensured that the necessary information about pupils is recorded, including pupils' previous school and start date. The attendance register is updated each morning and afternoon. Currently, leaders have adopted codes to record this information that are not aligned with guidance from the Department for Education.

Paragraph 11, 16–16(b)

- A risk assessment policy is in place to make clear the arrangements for managing risk both on and offsite. Staff effectively follow this policy when drawing up specific risk assessments. Staff are vigilant to potential risks to pupils' welfare, health and safety and put in place effective steps to minimise their occurrence.
- The standards in this part are likely to be met.

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

Paragraph 18(2), 18(2)(a)–18(2)(f), 18(3), 20(6), 20(6)(a)–20(6)(c), 21(1)–21(4), 21(6)–21(7)(b)

- Leaders have effective procedures in place to make sure that safer recruitment is central to their work when appointing new staff. Leaders undertake the appropriate checks on staff and these are recorded on the school's single central record. Leaders have stated their frustration when attempting to gather references from previous employers, but they acknowledge how vital this information is.
- Leaders have ensured that they check new employees' medical fitness. This was an unmet standard at the previous pre-registration visit in May 2018.
- Leaders have captured the relevant checks on the school's single central record. However, there are some gaps that need to be replaced by 'not applicable' or equivalent. This will assure leaders, governors and the proprietor that all checks are in place prior to employment.

Paragraph 19(1)–19(3), 21(5)–21(5)(c)

- Leaders are not currently using supply staff at the school. However, they are aware of the checks required.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1)–23(1)(c)

- Suitable toilet facilities are provided for the sole use of pupils.

Paragraph 24(1)–24(2)

- Leaders have made appropriate arrangements to provide suitable accommodation to cater for the medical needs of pupils. This was an unmet standard at the previous pre-registration visit in May 2018. The accommodation has access to a washing facility

and toileting facilities. It is a specific space, allocated solely to cater for pupils' medical needs.

Paragraph 25

- The premises are maintained to a standard that ensures the health, safety and welfare of pupils. Leaders have installed new electrical wiring throughout the premises to ensure pupils' safety. This was a concern at the previous pre-registration visit in May 2018.
- The premises are based in a converted barn. As a result, leaders have had to adjust the setting to ensure that it is suitable space for pupils to learn, while maintaining pupils' safety. Due to the age of the premises, leaders know that frequent checks on premises are necessary to identify any areas that may require attention and subsequent repair.

Paragraph 26, 27–27(b)

- The lighting and acoustic conditions across the premises are suitable, including external lighting.

Paragraph 28(1)–28(2)(b)

- Leaders have ensured that suitable drinking water is available to pupils. In addition, water for washing is of a suitable temperature and does not pose a scalding risk.

Paragraph 29(1)–29(1)(b)

- Pupils have access to a suitable outdoor space. This space is suitable for pupils to engage in physical education and to play outside.
- The standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 34(1)–34(1)(c)

- The school leaders provide parents with a handbook which provides the relevant information required in this standard. In addition, leaders provide this information on the school's website. Leaders have a wealth of information regarding the school's curriculum which they intend to share with parents on the website, including the background of the educational approach they intend to adopt.
- The standard in this part is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33(a)–33(k)

- The school's complaints procedure is in writing and published on the school's website. Each stage of a complaint is shown, alongside clear timescales. During the previous pre-registration visit, leaders had not ensured that an appropriate panel was in place to handle complaints that had not been resolved at the initial formal stage. However, this has been rectified.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- Leaders have demonstrated good skills and knowledge appropriate to their role, so that the independent school standards are likely to be met. Leaders have clear plans to promote the well-being of pupils.
- The standard in this part is likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have drawn up an accessibility plan and an appropriate equalities policy is in place. The policy makes clear reference to the protected characteristics and leaders' expectations regarding equalities. Therefore it is likely to meet the requirements of schedule 10 of the Equality Act.

Statutory requirements of the early years foundation stage

- Leaders have clear plans to cater for children in the early years foundation stage. There are clear assessment procedures in place against the school's proposed curriculum. The proposed curriculum considers the early years framework and the key milestones for the end of the Reception Year.
- Leaders have in place clear safeguarding proposals to ensure that children are kept safe, in regard to the early years statutory checks. This includes ensuring that a suitable number of staff have completed paediatric first aid training.
- The statutory requirements of the early years foundation stage are likely to be met.

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 | 146654 |
| DfE registration number | 865/6052 |
| Inspection number | 10087233 |

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 school |
| Proprietor | Lumiar Pilot Project Ltd (Lumiar Stowford) |
| Chair | Melissa Kendall |
| Headteacher | Frances Wilby |
| Annual fees (day pupils) | £7,000 |
| Telephone number | 07786 363353 |
| Website | www.lumiar.co.uk |
| Email address | lumiar@stowford.co.uk |
| Date of previous standard inspection | Not previously inspected |

Provider already operating

| | |
|---|----|
| Number of pupils of compulsory school age | 21 |
| Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority | 0 |
| Total hours operating as a school per week | 18 |
| Total hours of teaching provided per week | 18 |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 5–11 | 4–11 | 4–11 |
| Number of pupils on the school roll | 21 | 30 | 30 |

Pupils

| | School's current position | School's proposal |
|--|---------------------------|-------------------|
| Gender of pupils | Mixed | Mixed |
| Number of full-time pupils of compulsory school age | 21 | 30 |
| Number of part-time pupils | 21 | 0 |
| Number of pupils with special educational needs and/or disabilities | 0 | 0 |
| Of which, number of pupils with an education, health and care plan | 0 | 0 |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | 0 | 0 |

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 3 | 3 |
| Number of part-time teaching staff | 0 | 2 |

Information about this proposed school

- The school will be located in a converted barn, situated on the site of a working farm. The farm site has other small business contained within it. Leaders plan to use the school's locality to learn about the environment.
- The school will follow the Lumiar methodology of teaching, which originated in Brazil. Leaders have plans to adapt the approach to ensure that pupils access parts of the national curriculum.

Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education in order to assess the school's readiness to open. This was done by checking whether it is likely to meet the independent school standards should it be registered.
- This was the school's second pre-registration inspection.
- The inspector held discussions with the headteacher and the chair of governors. The inspector examined the school's application and looked at other documents provided by the school. The inspector toured the premises of the proposed school, in order to evaluate its compliance with the independent school standards.

Inspection team

Nathan Kemp, lead inspector

Her Majesty's Inspector

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