

Inspection of LPW Independent School

LPW House, Princess Street, Bedminster, Bristol BS3 4AG

Inspection dates: 12 to 14 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Leaders and staff at the school build strong and positive relationships with pupils. This enables pupils to trust the staff. As a result, pupils begin to re-engage with education and start to learn. For many pupils, this follows a long period of not engaging in education. Pupils feel well known by the staff, who match the curriculum to pupils' needs. Pupils work hard and take pride in their learning.

Pupils enjoy the wide range of opportunities that the school provides. These include placements at other providers across the city. These enable pupils to follow many different vocational courses. When they leave school, pupils go to college, enter employment or follow apprenticeships.

Pupils say that the school helps them to succeed. They know that staff persist with them and will not give up. This gives pupils confidence and self-belief. Pupils say that staff listen to them and respect them.

Behaviour is good at the school and pupils are respectful towards each other and to the staff. Pupils say that bullying never happens. If it did happen, they are confident that it would be dealt with quickly.

What does the school do well and what does it need to do better?

Senior leaders have a deep understanding of the challenges that their pupils face. They create a respectful learning culture that aims to give pupils a fresh start. Pupils' attitudes to learning improve when they are at the school. Their confidence rises and they take a pride in their work. Pupils value the ways in which staff help them to behave well and motivate them to learn. Social times are orderly and pupils make the most of the school's facilities.

Leaders have created a curriculum that is typically ambitious and well matched to individual pupils. Staff know what needs to be taught to pupils and in what order. This enables most pupils to succeed. More of them are achieving external examination successes. However, leaders know that more work is needed to improve their procedures for checking the implementation of the curriculum, in order to secure success for all pupils.

Assessment is used well to inform the teaching. Staff use a range of formal and informal testing processes well. Leaders provide a wide range of learning opportunities for pupils. They organise many trips and activities. These are popular with pupils and enrich the curriculum.

Leaders identify the mental health needs of their pupils as a priority. They have appointed experienced and qualified adults to work with them. These staff help pupils to build healthy relationships and be ready for the next phase of their education.

There is a well-structured careers programme at the school that raises pupils' aspirations. Leaders have good relationships with post-16 providers. Pupils are well informed on their choices. Personal, social and health education (PSHE) and the wider curriculum enable pupils to reflect on their own beliefs and those of others.

Leaders pay close attention to improving pupils' reading. There is a specific focus on those who have fallen behind. A range of effective approaches are in place to help these pupils.

Leaders take account of the workload of staff. The proprietor, governors and leaders work well together. The members of the governing board feel a real sense of pride about the support that the staff give to the pupils. They are clear about the school's priorities and hold leaders to account for delivering them. Leaders' actions have ensured that the independent school standards are met. The proprietor has ensured that leaders comply with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide high-quality training for all staff. This ensures that their knowledge is up to date. Consequently, they know how to keep pupils safe. Staff manage concerns quickly and effectively. Leaders have built a strong culture of safeguarding across the school. It is well understood by staff. Pupils feel cared for and safe in the school. Detailed reviews of safeguarding happen regularly. Actions to make any improvements are taken quickly. Leaders know how to recruit staff who are suitable to work with their pupils.

What does the school need to do to improve? (Information for the school and proprietor)

- Leaders' processes for evaluating the quality of education do not provide enough information about the areas needing improvement. Leaders should improve the systems so that they are assured that the curriculum is implemented effectively and consistently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	137583
DfE registration number	801/6029
Local authority	City of Bristol
Inspection number	10212947
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	33
Number of part-time pupils	0
Proprietor	Learning Partnership West
Chair	Guy Stobart
Headteacher	Dan Carter
Annual fees (day pupils)	£28,000 core offer (July 2022)
Telephone number	0117 907 4500
Website	www.lpw-school.co.uk
Email address	dcarter@lpw.org.uk
Date of previous inspection	11 to 13 April 2018

Information about this school

- The proprietor is a community interest company. The company's board serves as the school's governing body.
- The school uses four unregistered alternative providers.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed. The school no longer operates a site in Bristol city centre and is based exclusively at its Bedminster headquarters.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with governors, the headteacher, the deputy headteacher, subject leaders and staff.
- Inspectors examined the school's arrangements for safeguarding by meeting with the designated safeguarding lead. They also scrutinised policies, procedures and record-keeping and reviewed the safeguarding checks made on staff when they are recruited.
- Inspectors carried out deep dives in English, mathematics, science and PSHE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, looked at a range of pupils' work, and held discussions with teachers and pupils.
- Inspectors spoke informally to pupils around the school site and talked with them during lessons.
- Inspectors visited and spoke with the alternative providers where the school places some of its pupils.
- Inspectors reviewed a range of school documents, including policies and record-keeping for behaviour management, exclusions and attendance.
- Inspectors considered responses to Ofsted's online survey, Parent View.

Inspection team

Malcolm Willis, lead inspector

Ofsted Inspector

Tonwen Empson

Ofsted Inspector

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