

# Learn and Prosper School

Green Lodge, 180 Old Road, Clacton-on-Sea, Essex CO15 3AY

Unique reference number (URN): 152373

## **Pre-registration inspection report:**

19 February 2026

### **Overall outcome**

The school is likely to meet all the independent school standards when it opens

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

### **Part 8. Quality of leadership in and management of schools**

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has put in place a governing body. Members of the governing body are knowledgeable about compliance, regulation and special educational needs and/or disabilities (SEND). They plan to use this knowledge to provide both support and challenge to leaders in half termly governors' meetings.

The proprietor is clear about the structure for oversight and governance. This includes oversight of safeguarding and the independent school standards (the standards). Half-termly outcomes will be set for the school that align with areas of school improvement and the standards, to ensure these are consistently met. Safeguarding will be a fixed item on the agenda for all meetings. The proprietor and headteacher have secure knowledge of the standards.

The proprietor, governance and school leaders are knowledgeable about the needs of the proposed cohort of pupils. They have considered the design of learning

spaces to ensure that classrooms provide an optimum sensory environment. There is a clear plan for admissions, with the school increasing by no more than 6 pupils at a time. This is to ensure that pupils' needs can be well identified and met, and that practice remains consistent.

The standards in this part are likely to be met if the school is registered.

## **Part 1. Quality of education provided**

### **Curriculum**

The proposed curriculum is broad and aligns with the national curriculum. All subject areas have clear schemes of work in place. These contain ambitious sequences of knowledge to ensure that learning is progressive across the curriculum.

All pupils will have SEND, specifically social, emotional and mental health (SEMH) needs. All pupils will have an education, health and care (EHC) plan. The school will use an electronic system to set short-term targets that align with each pupil's EHC plan. The school intends to review these targets and outcomes with parents at least 3 times a year.

The school has put in place provision to support pupils at the earliest stages of reading. A validated phonics programme has been selected. The school intends to use the assessment approach from this programme to check for any gaps in pupils' phonics knowledge when they arrive.

The proposed school has designed an appropriate personal, social, health and economic education (PSHE) programme. This includes essential aspects of learning for pupils, such as careers education for those in Year 7 and Year 8. The curriculum includes learning about protected characteristics to broaden pupils' understanding of society. School leaders have considered how the PSHE curriculum will be adapted to meet pupils' SEMH needs.

Relationships and sex education (RSE) has been well planned. The RSE programme covers all content set out in legislation. There is a well-conceived RSE policy that explains how parents and pupils will be involved in reviewing the curriculum offer.

### **Teaching**

Teachers will receive training to teach the proposed curriculum. This includes developing their expertise on the effective implementation of phonics teaching.

Teachers already employed are clear about how they will use and adapt the ambitious curriculum to provide well-matched learning activities for pupils.

### **Assessment**

When pupils arrive at the school, teachers will undertake checks on their knowledge of the basics. The school intends to use an online assessment tool to record gaps in pupils' knowledge. Teachers will review this information regularly to ensure that learning content is well matched to pupils' current knowledge and needs. This assessment tool will be used across the curriculum and will align with the existing sequences of knowledge.

The standards in this part are likely to be met if the school is registered.

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

The proprietor has ensured that a coherent programme is in place to support pupils' spiritual, moral, social and cultural development. This includes a range of learning activities, assemblies and events through which pupils will learn about different cultures and traditions.

Fundamental British values are woven through the school's PSHE curriculum. Through this programme, pupils will learn about the rule of law, responsibility and the importance of expressing their views and opinions constructively.

The proprietor has a clear vision for providing a therapeutic environment for pupils. Leaders will train staff when they join on the relational approach the school intends to use. Classrooms have already been set up to provide an optimum sensory environment for pupils.

The school will review the provision set out in pupils' EHC plans before they arrive. School leaders are clear that they will commission any specialist support identified in these plans early, so that pupils can access support as soon as they join.

Safeguards will be in place to ensure political impartiality. Through these checks, school leaders will ensure that all learning materials are presented in a balanced and unbiased way.

The standards in this part are likely to be met if the school is registered.

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

### **Safeguarding**

The school has a knowledgeable safeguarding team, led by the proprietor body's safeguarding lead. This team has a clear understanding of the contextual risks facing the proposed cohort of pupils. They have considered how best to mitigate these risks through specific teaching within the PSHE curriculum. They will also use the school's proposed home-school link worker to support pupils and families in the home.

The safeguarding team is clear about how it intends to work with local safeguarding teams and other agencies to ensure that pupils and their families receive the right support at the right time. This includes working with local mental health services, social workers and family support workers.

A programme of staff training is already in place. In addition to annual training, weekly briefings will be used to update staff on the outcomes of case reviews and other key legislative information. Discussions and learning about specific cases in school will be used sensitively to help staff reflect on and improve their safeguarding practice.

The proprietor has ensured that a system is in place for the oversight of safeguarding. The proprietor body's safeguarding lead will have overall oversight of the quality of safeguarding provision. Further challenge and support will be provided by the governing body, which will regularly check and discuss the effectiveness of safeguarding arrangements.

### **Behaviour and supervision of pupils**

The proprietor has set out proposals for staffing levels. The proposed number of full-time and part-time staff would provide more than sufficient supervision for the 32 pupils expected to attend the school.

The proprietor has created a behaviour policy that clearly sets out the potential consequences for instances of poor behaviour.

The school will use an electronic system to record pupils' attendance and behaviour. School leaders will regularly review the information held on this system to inform their practice and the support provided to pupils.

Leaders have established a clear process for the use, recording and review of any incidents of physical intervention. The school will ensure that staff are adequately trained to support pupils during periods of emotional dysregulation. The school's expectation is that physical intervention will be used only as a last resort.

### **Anti-bullying**

The proposed school's anti-bullying policy is clear and appropriate. It identifies the processes and consequences that will follow allegations of bullying and discrimination.

### **Health and safety, fire and first aid**

The proposed school complies with the Regulatory Reform (Fire Safety) Order 2005. The proprietor maintains oversight of the fire risk assessment process and has ensured that all necessary actions have been completed and any issues addressed.

Suitable health and safety, first aid and fire risk assessment policies are in place. These set out the processes intended to ensure that health and safety is prioritised across the school.

The proprietor has ensured that a well-qualified health and safety expert will conduct regular checks on the premises and report promptly, where actions are required. In addition, an external company will complete weekly checks on water, fire safety equipment and lighting.

The school site is of adequate size for the proposed pupil cohort. There is sufficient space for pupils to learn and take part in recreational activities.

### **Admissions and attendance**

There is a suitable system in place for recording pupils' attendance. A well-set-out admissions register has been prepared to record all required details of pupils at the proposed school. Admissions and attendance registers will be maintained in line with paragraph 15 of the standards.

### **Risk assessment**

The school has a clear risk assessment policy that sets out how risk assessments should be completed, checked and reviewed. Examples of risk assessments seen demonstrate compliance with the school's policy.

The standards in this part are likely to be met if the school is registered.

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

### **The recruitment checks made on staff, supply staff and the proprietor**

The proprietor and the school demonstrate a secure understanding of the checks required for adults who will work in the school. Checks are already in place for the staff employed to work at the proposed school. Leaders are clear about the additional checks required for the proprietor, school leaders and those who have lived or worked abroad.

The proprietor body's safeguarding lead and the headteacher have completed safer recruitment training. As a minimum, at least one of these individuals will be present at every interview.

Although the school does not intend to use supply agency staff, leaders are clear about the checks that must be carried out on these individuals.

### **The single central record of these recruitment checks**

An electronic single central record (SCR) has been created for the proposed school. Checks on those who will work in the school have already taken place. Details of these checks will be recorded on the SCR should the proposed school open.

The SCR will be monitored by members of the governing body and the proprietor body.

The standards in this part are likely to be met if the school is registered.

## **Part 5. Premises of and accommodation at schools**

### **Toilet and washing facilities, water supply, changing accommodation and showers**

There are an adequate number of toilets and washing facilities to meet the needs of the proposed cohort and age range. Shower facilities are available for secondary-age pupils to use after physical education activities.

There are taps that provide drinking water, and the proposed school intends to provide pupils with bottles of drinking water. Water outlets provide sufficient cold and hot water.

### **Medical room and accommodation for pupils' therapy needs**

A first-aid room is in place. It contains a bed, sink and lockable storage, and is located close to a toilet. This is a suitable space. On occasion, it will have a dual purpose as a working room with pupils; however, it will always remain accessible first and foremost as a first-aid space.

The proposed school will use electronic systems to record accidents. The same system will be used to record the administration of medicines to pupils. There are additional spaces within the school that can be used for interventions, including pastoral or therapeutic support.

### **Ensuring the health, safety and welfare of pupils**

The site is secure. Fire exits are locked in a way that prevents access from outside the building. The school has identified a fire assembly point and considered further mitigations where required. Where there are entry points in the external gate, risk assessments are in place to ensure the site remains safe and secure for pupils.

There are appropriate numbers of proposed staff to ensure the safe supervision of pupils.

### **Lighting and acoustic conditions**

Classrooms are light and spacious. Nearly all learning spaces have natural light through windows or skylights. All spaces have adequate lighting to enable learning to take place.

Classrooms are calm environments. In larger rooms, sound-insulation boards have been used to reduce echoes.

### **Outdoor space**

There is appropriate outdoor space for pupils to use during recreational times. A mixture of the school's indoor and outdoor space, and external facilities will be used for pupils to take part in physical education activities.

The standards in this part are likely to be met if the school is registered.

## **Part 6. Provision of information**

The school has a website ready to launch if it becomes registered. This website contains all relevant policies, including a clear safeguarding policy and policies that set out the school's expectations and approach to tackling poor behaviour and bullying. The admissions policy provides clarity for stakeholders regarding the school's processes.

The proprietor recognises the requirement to include information on the school's website about the previous year's academic results, the number of complaints and previous inspection reports. They have identified how these will be recorded on the proposed website should the school be registered.

The complaints policy sets out the clear stages that will be followed when a complaint is made. The policy explains the support a complainant is entitled to and includes the expected timescales for each stage of the process.

The school's SEND policy and curriculum policy explain how provision will be adapted to support pupils with SEND and those who speak English as an additional language.

The proprietor is clear about how the school will work with local authorities to ensure a coherent approach to supporting pupils and their families. School leaders can describe how they intend to work with external professionals and therapists, when a need is identified in a pupil's EHC plan.

The school has designed an appropriate template that will be used to report annually on pupils' outcomes.

The standards in this part are likely to be met if the school is registered.

## **Part 7. Manner in which complaints are handled**

The website provides communication links to all key figures in the organisation so that concerns can be raised informally. The school has created a complaints form that will be used to set out concerns clearly.

The complaints policy provides clarity for complainants about what they must do and who they should speak to when they have a concern. The policy sets out the requirement for the school to record accurately the actions taken and the outcomes of all complaints, regardless of the stage at which they are resolved.

All complaints forms will be stored securely on the school site and will be accessible for review. The proprietor and the governing body will have oversight of all complaints and will support the headteacher, where required, to ensure that the complaints policy is followed.

The standards in this part are likely to be met if the school is registered.

## **The school's accessibility plan**

The school has an accessibility plan that sets out how pupils will be able to access the site and the provision offered. This includes how the school will ensure that pupils can access the curriculum and school facilities. The accessibility plan aligns with the requirements of the Equality Act 2010.

The standards in this part are likely to be met if the school is registered.

## About this inspection

The inspector carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. The inspector checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspector spoke to the headteacher, other members of school staff, the chair of the governing body and one other governor and the chair of the proprietor body during the inspection.

The proprietor for this school is Learn and Prosper School LTD. The proprietor does not currently have any other registered independent schools.

Learn and Prosper school is located at the following address: Green Lodge, 180 Old Road, Clacton-on-Sea, Essex CO15 3AY.

Pupils who will attend the proposed school will have SEMH needs. All pupils will have an EHC plan.

## Lead inspector

Nina Marabese	His Majesty's Inspector
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## Team inspector

Charlie Fordham	His Majesty's Inspector
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## About this proposed school

Proprietor	Learn and Prosper School Limited
Headteacher	Paul Adams
Type of school	Other Independent Special School
Capacity	32
Number of full-time pupils of compulsory school age on roll	<b>Provider's proposal: 32</b>
Number of part-time pupils of compulsory school age on roll	<b>Provider's proposal: 0</b>

Number of pupils with special educational needs and/or disabilities on roll	<b>Provider's proposal:</b> 32
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	<b>Provider's proposal:</b> 32
Age range of pupils	<b>Provider's proposal:</b> 7-14
Gender of pupils	<b>Provider's proposal:</b> Mixed
Total hours operating as a school per week	<b>Provider's proposal:</b> 32.5
Total hours of teaching provided per week	<b>Provider's proposal:</b> 25
Number of full-time equivalent teaching staff	<b>Provider's proposal:</b> 18
Number of part-time teaching staff	<b>Provider's proposal:</b> 0
Annual fees for day pupils	£45,000
Email address	p.adams@learnandprosper.co.uk

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