

# Inspection of The Lady Byron School

The Cedars, 11 High Street, Fleckney, Leicestershire LE8 8AJ

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Inspection dates: 10 to 12 June 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Positive relationships sit at the heart of everything that the school does. Staff get to know pupils well. They have a fully rounded view of pupils' strengths and struggles. They take these into account in their daily interactions and teaching. The school is determined for pupils, from their starting points, to achieve highly. This aim is realised. The school helps pupils to understand their autism. It helps pupils to realise that 'autism is a strength, not a weakness'.

Pupils typically behave well. They develop positive relationships with their peers and learn to get along. They are eager to earn tokens for their houses and recognition in Friday assemblies. Earning a trip to the local ice parlour is, in the words of one, 'the ultimate!'.

Pupils learn to understand and manage their social, emotional and mental health. They study tailored programmes that help them learn about themselves and others and be ready for life beyond the school. This is further supported by a well-designed programme of 'BRIGHT' days in which pupils learn about people, cultures and current affairs from around the world.

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

The school has a well-designed curriculum. It is closely tailored to the pupils that it serves. It takes account of what pupils have studied before. It builds upon pupils' interests. However, in a small number of places, the curriculum does not make clear the most important content pupils need to know and remember. This means the school cannot be sure that teachers are prioritising the most important parts.

In lessons, teachers carefully check how well pupils learn curriculum content. The school carries out regular checks to measure how pupils progress through the curriculum over time. However, in a small number of cases, these checks are not as closely aligned with the curriculum as they could be.

Pupils who are at an early stage of learning to read are supported well. The school has a systematic approach to teaching phonics. Regular reading sessions help pupils to develop their comprehension and vocabulary. The school does much to promote a love of reading. Older pupils are proud to be 'reading buddies' for younger pupils.

Pupils present work neatly. However, the school does not have a systematic approach to supporting the development of pupils' handwriting. As a result, some pupils do not get the help that they need to develop a fluent and accurate handwriting style.

Pupils' special educational needs and/or disabilities (SEND) are comprehensively understood and accounted for. Individual plans set out how pupils will be helped with regard to their SEND, behaviour and sensory needs. These plans expertly distil the long-term targets contained in their education, health and care plan (EHC plan)

into smaller, achievable goals. The school meticulously checks that the help put in place for pupils is working well.

Pupils benefit from a well-planned and sequenced programme of personal, social and health education (PSHE). They learn about life in modern Britain. They understand what constitutes fundamental British values and why these are important. The school's 'BRIGHT days' regularly revisit themes such as discrimination, prejudice and inclusivity. Pupils develop a strong understanding of these concepts.

Pupils are well prepared for adulthood. They get the help they need to understand and regulate their behaviour. They benefit from a regular and broad programme of careers information and guidance. They are helped to identify possible future aspirations and plan pathways that will help them realise these.

Leaders have a clear purpose and vision. They are determined that all pupils will continue to learn what is right for them when it is right. All staff at the school share this same ambition. Staff are proud to work at the school. They get the resources and training they need to carry out their roles effectively. There is a consistent understanding of what needs to be done to keep pupils safe.

The proprietor knows the school well. It provides an effective balance of challenge and support. It systematically holds senior leaders to account. The school meets the independent school standards (the standards). Effective policies and procedures are in place, including first aid, health and safety, and fire safety. The school assesses the risks of the activities in which pupils engage. The school complies with schedule 10 of the Equality Act 2010. The proprietor and senior leaders have ensured that the school's site promotes pupils' welfare, health and safety. The school's safeguarding policy is available on the school's website.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Some parts of the curriculum do not make explicitly clear the most important content that pupils are expected to know and remember. As a result, teachers do not know which parts of the curriculum to prioritise. The school should ensure that its curriculum makes clear the most important content that pupils are expected to know and remember.
- The school does not have a systematic approach to supporting the development of pupils' handwriting. As a result, some pupils do not develop a fluent handwriting style. This slows down some aspects of their written work. The

school should ensure that it develops a systematic approach to developing pupils' handwriting.

- In a small number of cases, the assessments that the school carries out are not as closely aligned to the curriculum as they could be. This means that, in these cases, the school does not have a fully rounded view of how well pupils acquire and retain knowledge. The school should ensure that its assessments consistently check how well pupils learn and remember the precise content that is set out in its curriculum.

## **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.

## School details

<b>Unique reference number</b>	148424
<b>DfE registration number</b>	855/6055
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10342178
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent day school
<b>Age range of pupils</b>	10 to 17
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	25
<b>Number of part-time pupils</b>	6
<b>Proprietor</b>	The Lady Byron School Limited
<b>Chair</b>	Irinder Minhas
<b>Headteacher</b>	Caroline England
<b>Annual fees (day pupils)</b>	£65,000 to £75,000
<b>Telephone number</b>	01164 670811
<b>Website</b>	<a href="http://www.ladybyronschool.co.uk">www.ladybyronschool.co.uk</a>
<b>Email address</b>	<a href="mailto:Reception@ladybyronschool.co.uk">Reception@ladybyronschool.co.uk</a>
<b>Date of previous inspection</b>	1 to 3 February 2022

## Information about this school

- The school is an independent special school catering for pupils from several different local authorities.
- The school is located at The Cedars, 11 High Street, Fleckney, Leicestershire, LE8 8AJ.
- The school caters for pupils with SEND who have autism and who experience social, emotional and mental health needs. All pupils have an EHC plan.
- The school is registered to admit 28 pupils.
- The school does not use the services of any alternative provision.
- Students who are above the compulsory school age pursue a curriculum that is appropriate to their needs, including preparing them for adulthood. At the time of this inspection, there were few on roll in this phase. As such, the inspectors did not give a grade and report specifically on the provision to avoid identifying individual students.

## 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the special educational needs coordinator and groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and PSHE. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils.
- The lead inspector met with a representative of the proprietor body.
- Inspectors took account of the responses to the Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors reviewed school documents, including those relating to behaviour and attendance, and leaders' plans for improvement.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and in the school grounds.

### **The school's proposed change to the age range of pupils, the maximum number of pupils and the use of an additional site.**

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**
- With the addition of the proposed, new premises, there will be sufficient space to accommodate the proposed number of pupils. The school proposes to accommodate primary-age pupils and some key stage 3 pupils at the existing site. The school has considered how the site will be used to accommodate pupils of different ages. The proposed additional site will accommodate some key stage 3 and key stage 4 pupils.
- The schedule of works shows that the additional, proposed building will be completed and ready to open from 20 August 2025. The premises checks undertaken, along with the building plans and schedule of work, indicates that the building is likely to meet the standards if the material change is agreed. The school has a good grasp of premises and accommodation at the current site. It is well placed to ensure that the same standards are met at the proposed site.
- The school has prepared a suitably broad and well-organised curriculum for primary-age pupils. The curriculum is supported by comprehensive schemes of work. The school has prepared a framework for assessing pupils' achievement.

### **Information about the material change inspection**

- The proprietor has requested a material change to increase the number of pupils on roll to 67 and to change the age range of pupils from 10 to 17 to five to 17. It also proposes to make use of additional premises, located at 53 Northampton Road, Market Harborough, Leicestershire, LE16 9HB.
- Regarding the increase in capacity, inspectors considered the school's likely compliance with standards relating to safeguarding, health and safety, the supervision of pupils and risk assessments.
- Inspectors reviewed the single central record and considered the extent to which the school has created an open and positive culture around safeguarding.
- The lead inspector toured the proposed additional building and reviewed the school's documentation relating to premises and health and safety, including fire

safety. The lead inspector also reviewed the school's risk assessment policy and associated risk assessments, including those relating to how the school will manage contact between older and younger pupils.

- Regarding the change in age range, inspectors considered the school's likely compliance with standards relating to the curriculum; the quality of teaching; the provision for pupils' spiritual, moral, social and cultural development; and the quality of leadership and management.
- Inspectors reviewed the school's proposed curriculum for pupils aged five to 10 years of age. They considered the nature and types of qualifications that the school will offer.
- Inspectors reviewed the school's proposals for PSHE and relationships and sex education.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

Paul Lowther

Ofsted Inspector



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