

Longdale Lodge Outdoor Learning Centre

226 Longdale Lane, Ravenshead, Nottingham, Nottinghamshire NG15 9AH

Inspection date

7 November 2025

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

Paragraphs 2(1) to 2(2)(b), 2(2)(g) to 2(2)(i)

- The school's curriculum is sufficiently broad and ambitious. Pupils will study a range of subjects to develop their knowledge and broaden their horizons. Leaders have set out monitoring systems to evaluate how well this curriculum is being implemented.
- Each pupil will have a key worker who will carefully review pupils' education, health and care (EHC) plans so as to provide pupils with the right support from the time they join the school. The curriculum will be adapted and built around pupils' additional needs and starting points.
- The school has put in place a rigorous scheme to teach pupils how to develop their reading skills, including through a phonics-based approach. Reading is a priority for the school. A central aim for leaders is to help pupils bridge any gaps to their peers. They may have had significant time out of school prior to their admission at the proposed school. Therefore, staff will receive training on how to teach pupils to read. Opportunities to support pupils to catch up are in place to be utilised as necessary.
- Pupils will have a range of regular, deliberately designed opportunities to engage with the world beyond school. This will support leaders' mission that pupils will 'independently contribute to society, embrace lifelong learning and achieve without a ceiling'.
- Leaders have carefully considered how they will provide appropriate provision for post-16 students. The curriculum for these students is well sequenced and will focus on ensuring that students are well prepared for adulthood.

Paragraphs 2(2), 2(2)(d) to 2(2)(e)(iii)

- The school's personal, social, health and economic (PSHE) education curriculum is logically organised, ambitious and draws on external expertise. It will be regularly updated in relation to statutory guidance and best practice. The curriculum will

promote fundamental British values and pupils' understanding and respect for protected characteristics.

- Pupils will have regular opportunities to engage with enrichment opportunities, including as members of the student council. The importance of respectful discussion will be a key part of the school's approach to developing pupils' social skills. The school aims that pupils will learn to 'disagree agreeably'.
- The school has designed a careers programme which will enable pupils to receive impartial advice about next steps and to experience the world of work. Any advice that pupils receive will be tailored to them as individuals. Leaders have put in place a system to evaluate the quality of their careers provision. They will make adjustments and improvements when necessary.

Paragraphs 2A(1) to 2A(1)(b), 2A(1)(d) to 2A(2)

- Leaders have referred to statutory guidance and ensured that an appropriate relationships and sex education programme is in place. A written statement of the school's policy is available on the school's website. This includes an explanation of parents' right to withdraw their children from this part of the school's offer. It also explains how parents will be consulted before any revisions are made to the school's policy.

Paragraphs 3 to 4

- The school has provided a curriculum and related documentation which set out clearly for teachers how to help pupils develop their knowledge and skills. Leaders will continue to develop learning resources for the pupils that the school admits. This will help to ensure that they are bespoke and enable pupils to move on to the next stage of their education and life.
- Staff will be provided with training and guidance to help them make effective use of teaching methods and resources to support pupils to learn. They will pay particular attention to pupils' needs and starting points when considering how to help them progress through the curriculum.
- Leaders have established a framework to assess pupils' performance, which will inform teachers' practice as well as parents' and carers' understanding of their child's progress.
- The school is likely to meet all the requirements of the independent school standards (the standards) in this part.

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

Paragraphs 5 to 5(d)(iii)

- The PSHE curriculum and enrichment programmes will provide pupils with opportunities to learn about the society in which they live. Such opportunities will include pupils considering people's cultural differences as well as the workings of democracy. For example, the student council will use a 'tax' on pupils' reward points to bring about school improvements, which will have been discussed and voted on.
- Leaders have chosen the location of the proposed school in relation to opportunities that can be provided for pupils to learn in rural and urban environments. They have

identified local businesses and locations which will provide pupils with the chance to apply their learning about how to contribute to society in such a way as to build their confidence and self-esteem.

- The school has clear plans in place to ensure that when pupils engage with materials and teaching at the school, the content of what is shared is appropriate. This includes outside speakers to the school or external professionals as part of educational visits. This relates to both ensuring that pupils' needs are met and that pupils are not subjected to partisan or extremist views.
- The school is likely to meet all the requirements of the standard in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- Leaders have an appropriate safeguarding policy in place which refers to the latest statutory guidance. This policy is shared on the school's website. Leaders have ensured that a comprehensive programme of training is in place for staff, including as part of their induction to the school. They have put in place strategies to assure themselves that this training has had the desired impact and that staff have the knowledge they need to keep pupils safe.
- Leaders have put in place a system by which safeguarding concerns can be recorded, and analysis of trends and safeguarding practices can be completed. Their intention is that nothing is missed and staff remain vigilant so pupils are kept safe.
- The school will have a programme in place to educate pupils about how to keep themselves safe. Each pupil will have a key worker. The school will focus on helping pupils build strong, positive relationships with staff as part of the school's approach to ensuring pupils feel confident to report any concerns.
- Leaders have developed their knowledge of contextual safeguarding issues and communicated with wider agencies in the location of the proposed school. This is to ensure that the school is well prepared to provide pupils with any support that they may need.

Paragraphs 9 to 10

- The school has written behaviour and anti-bullying policies which detail the school's approach to identifying, preventing and addressing concerns. These policies define poor behaviour and bullying and the negative impact that these instances can have on pupils. The school will seek to develop pupils' sense of empathy and sympathy towards others.
- The behaviour policy is predicated on recognising and rewarding pupils' positive behaviours to develop pupils' confidence and sense of belonging at the school. However, sanctions, including the use of exclusions, are clearly outlined in the behaviour policy to provide staff, pupils and parents with clarity about the school's high expectations and possible consequences for poor behaviour.

Paragraphs 11 to 13

- The school's health and safety, fire safety and first-aid policies are appropriate. Staff will receive training in their induction. The school has first-aid kits for use on site and

as part of educational visits that will be checked regularly by a named responsible person. Leaders have worked with external experts to carry out fire, oil and electrical safety checks in advance of the school opening.

- Leaders have set up systems to ensure that there are regular checks of the premises. Staff can report any concerns about the safety or maintenance of the school site. Leaders have put in place processes to record any concerns and to assure themselves that any necessary actions are taken.

Paragraphs 14 to 16(b)

- Leaders have carefully considered the supervision of pupils. Staff and pupil timetables will be designed so that pupils are supported by an appropriate number of staff. Leaders plan to gradually increase staff numbers in line with pupil numbers so that supervision and support for pupils remains suitable.
- Leaders have set up appropriate admission and attendance registers in advance of pupils attending the school. These registers include references to all the necessary information that should be held about pupils. The correct attendance codes will be used to ensure that registers are completed accurately.
- The school has a comprehensive and clear risk assessment policy. It sets out how risk assessments will be written and the matrix that will be used to evaluate risk. Risk assessments related to the site, educational visits and templates for specific pupil risk assessments all use a consistent approach. These assessments identify risks and reasonable mitigations with named responsible staff and an evaluation of the level of risk.
- The school is likely to meet all the requirements of the standards in this part.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 21(1) to 21(3)(b), 21(5) to 21(5)(ii), 21(5)(c)

- The proprietor and leaders know the checks that must be completed before staff are appointed. They are aware that checks must be carried out before staff begin their roles. The school has a single central record which details that the necessary checks.
- Leaders have established appropriately rigorous recruitment processes. They have ensured that leaders who carry out staff interviews have been trained in safer recruitment. Leaders have ensured that there is a detailed induction programme. Staff met with during this inspection, who are currently taking part in that induction programme, felt it was well organised, and they were being suitably prepared to work in the proposed school.
- Leaders do not intend to use the services of supply staff. However, they know the information they require should they ever do so.
- The school is likely to meet all the requirements of the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(1)(b), 24(2), 25 to 29(1)(b)

- The proprietor has ensured that the school's building is well maintained. It provides spaces with sufficient internal and external lighting and acoustic conditions appropriate to the activities that will be carried out in them.
- Leaders have ensured that each room throughout the school has sufficient space for the intended number of pupils and staff who will use them. They have considered the feel of the building in relation to pupils' needs and to counteract any previous negative experiences of education in traditional school buildings that pupils may have had.
- The school's building has separate toilet facilities for staff and pupils. Changing accommodation and a shower are available. There is an adequate supply of water, which does not present a risk of scalding to users. Pupils will have access to drinking water, which is clearly marked as such.
- Leaders have provided a medical room that will not be used for any other purpose. The room is near a toilet and includes running water, first-aid kits and a locked cupboard containing medical supplies.
- The outdoor space is sufficient for pupils to play and to receive physical education and the school also plans to use nearby sports centre facilities. The school site is secure.
- The school is likely to meet all the requirements of the standards in this part.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(j), 32(2) to 32(2)(b)(i), 32(2)(d) to 32(3)(g)

- Leaders have published the required information on the school's website, including policies relating to curriculum, behaviour, anti-bullying, health and safety, and first aid. They have also shared a summary of the school's ethos and vision.
- The school's website will share the particulars of the school's academic performance. Leaders intend to share reports twice annually to keep parents informed of their child's progress.
- The proprietor has ensured that there is a process in place to share information with the local authority regarding income and expenditure of funding.
- The school is likely to meet all the requirements of the standard in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proprietor has drawn up a written complaints policy, which is published on the school's website. The policy sets out the process by which informal and formal complaints will be addressed. This includes clear timescales in which the school will respond to any complaints.

- The policy makes provision for panel hearings. These panels will include a member who is independent from the operation of the school.
- The school is likely to meet all the requirements of the standard in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has a secure knowledge of the standards. Leaders have established clear procedures to monitor and evaluate the school's compliance with those standards. They demonstrate a robust approach to assuring themselves that the standards will be met consistently and over time. Additionally, leaders have developed procedures to assure themselves of the quality of each aspect of the school's provision and to make improvements when necessary.
- The proprietor and other leaders have a clear rationale for opening a school for pupils with special educational needs and/or disabilities (SEND) in this location. They have experience of working with pupils with SEND and possess the knowledge and skills necessary to fulfil their respective roles.
- Leaders outline an approach which has pupils' welfare and well-being at its heart. They plan to increase the number of pupils on roll gradually until the school's capacity is reached. In this, leaders will ensure that the policies and procedures work well, and pupils are afforded every opportunity to be successful.
- The school is likely to meet all the requirements of the standard in this part.

Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility policy that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The school's commitment to inclusion and equality is further demonstrated through documentation such as curriculum policies and the statement of the school's ethos and values.
- 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	152165
DfE registration number	891/6052
Inspection number	10421693

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 category	Independent day school
Proprietor	Jonathan Lakin
Headteacher	Not Known
Annual fees (day pupils)	£67,000
Telephone number	01509 415474
Website	https://woodside-group.co.uk
Email address	woodsidemail@woodsidelodgeolc.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	8 to 19	8 to 19
Number of pupils on the school roll	Not applicable	12	12

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	12
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	12
Of which, number of pupils with an education, health and care plan	Not applicable	12
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	12

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	10
Number of part-time teaching staff	0	0

Information about this proposed school

- The proposed school intends to offer specialist provision for pupils with autism between the ages of eight and 19. It is expected that all pupils will have an EHC plan.
- The proposed school will have a sole proprietor.
- The proposed school does not intend to use alternative provision.

Information about this inspection

- This was the first pre-registration inspection of the proposed school. 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.
- Inspectors met with the proprietor, the director of education, the executive headteacher and staff.
- Inspectors considered a range of documentation provided by the proprietor, including safeguarding information, the school's single central record, documentation relating to proposed monitoring and evaluation, school policies and statutory information, as well as documentation relating to the proposed curriculum.
- An inspector visited all parts of the proposed premises, including the outdoor space.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
John Spragg	His Majesty's Inspector

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