

# Inspection of Lincoln House School

Hobart House, Oakwater Avenue, Cheadle Royal Business Park, Cheadle SK8 3SR

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Inspection dates: 28 and 29 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

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?**

Prior to attending this school, pupils have experienced considerable disruption to their learning. Despite this, they quickly settle into school routines. Pupils, along with their parents and carers, told inspectors that they are much happier at school than previously. Pupils' chances of succeeding in education are greatly improved.

Pupils, including students in the sixth form, know that leaders and staff want them to achieve their very best. They try to live up to these high expectations. Pupils catch up quickly on learning that they have missed. They acquire the knowledge, qualifications and skills that they need to pursue their chosen careers.

Pupils and students flourish as a result of the carefully planned learning that leaders provide. Pupils are proud of their accomplishments.

Pupils learn to manage their emotions better as a result of the effective support that leaders offer. Pupils develop their ability to maintain the high standards of behaviour that leaders expect.

Pupils are actively encouraged to express their opinions and to consider the views of others. They learn how to express well-considered ideas. Pupils are confident that leaders will investigate and address effectively any concerns that they may have. This includes the rare occurrence of bullying. Pupils feel safe and happy in school.

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

Leaders are aspirational for pupils and students, irrespective of their backgrounds or abilities. Many pupils join the school with little self-belief. Leaders strive to build pupils' confidence and self-esteem quickly. As a result, pupils achieve increasingly well.

Pupils begin at this school with considerable gaps in their knowledge. Initially, they become anxious or frustrated when they do not have the knowledge that they need to learn the curriculum. Leaders provide bespoke, ambitious curriculums for each pupil or student to overcome their difficulties. Leaders make clear the key knowledge that they expect all pupils and students to learn. Teachers adhere closely to leaders' guidance for each subject that pupils and students study. Pupils and students build up a rich and secure body of knowledge in these subjects.

Each pupils' curriculum supports them successfully to catch up on most of the key learning that they have missed before joining the school. In most areas, teachers are skilful in eliciting pupils' prior knowledge so that they can decide what pupils need to learn next. However, in some aspects of the curriculum, the assessment strategies that teachers use do not identify sufficiently well the knowledge that pupils need to acquire. This lengthens the time it takes for pupils to catch up.

Leaders provide effective training to enable staff to provide the most appropriate support for pupils. Teachers know how to identify and address difficulties that may prevent pupils from learning as well as they might. For example, teachers identify quickly if pupils may have special educational needs and/or disabilities. Leaders make sure that each pupil receives the help that they need.

Leaders ensure that all pupils develop secure reading knowledge so that they can access other areas of the curriculum. Pupils who struggle to read fluently when they arrive at the school benefit from effective additional support. Pupils develop regular reading habits. They gain a wide range of vocabulary and become confident readers as a result.

Leaders make sure that older pupils and students are supported to make suitable choices from a range of study pathways. Pupils commented on how the greater efforts that they have made with their learning since joining the school have resulted in improved achievement. They understand that this increases their chances of success in later life.

Some pupils experience considerable difficulty in regulating their emotions at times. Despite this, pupils are mostly polite and considerate towards each other and to adults. They learn without disruption. Pupils attend school regularly. The transformation in many pupils' attitudes to school and their own learning from when the first join the school is remarkable.

The proprietor provides all pupils with a secure foundation of personal development. Pupils receive a high-quality personal, social and health education (PSHE) curriculum. They also benefit from the specialist emotional support and therapy which leaders provide. Pupils develop positive behaviour. They speak more confidently about themselves and about their relationships with others. Pupils are prepared well for living in a modern, diverse society.

The extensive enrichment activities that leaders provide help pupils to foster a wide range of new interests and skills. These activities support pupils to develop healthy lifestyles and build resilience. This equips them well to progress on to further education, training or employment.

The proprietor body ensures that each of the independent school standards are consistently met. Members of the proprietor body hold leaders to account effectively. They make sure that staff are well trained to carry out their duties skilfully.

The proprietor body carries out its statutory duties diligently. For example, members of the proprietor body ensure that the school's website provides parents with the information that they might need. This includes a suitable complaints procedure and safeguarding policy. The proprietor body provides an up-to-date accessibility plan that complies with the Equality Act 2010. They ensure that all pupils access suitable learning about relationships and sex education in line with the Department for Education's statutory guidance.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have expert knowledge of how to safeguard vulnerable pupils. They ensure that staff are well trained to identify quickly any risks of potential harm that pupils may face. Leaders ensure that appropriate systems are in place to keep pupils safe. Staff follow leaders' guidance closely. Pupils learn how to keep themselves and others safe, including when they are online.

Leaders responsible for safeguarding take swift action when staff alert them to the support a vulnerable pupil needs. Leaders liaise closely with other agencies to make sure that each pupil receives timely support.

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

### (Information for the school and proprietor)

- The assessment strategies that teachers use in some aspects of the curriculum do not pinpoint the gaps in pupils' knowledge clearly enough. This makes it more difficult for teachers to identify the component knowledge that pupils need to learn to help them to catch up quickly. Leaders should ensure that teachers are well trained to use assessment strategies effectively to identify and address pupils' missing knowledge.

## 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

<b>Unique reference number</b>	143858
<b>DfE registration number</b>	888/6067
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10225746
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Your Chapter
<b>Chair</b>	Virginia Perkins
<b>Headteacher</b>	Tayyaba Ahmed
<b>Annual fees (day pupils)</b>	£31,000
<b>Telephone number</b>	0161 483 1505
<b>Website</b>	<a href="http://www.educ8.org.uk">www.educ8.org.uk</a>
<b>Email address</b>	<a href="mailto:tayyaba.ahmed@educ8.co.uk">tayyaba.ahmed@educ8.co.uk</a>
<b>Date of previous inspection</b>	22 October 2020

## Information about this school

- Since the previous inspection, there have been extensive changes made to the arrangements for leadership and for governance. A new proprietor body is in place. A new headteacher has been appointed.
- This school caters for pupils with social, emotional or mental health needs. Some of these pupils have education, health and care plans.
- Pupils are placed at the school by a number of commissioning local authorities.
- Leaders do not make use of any alternative provision.

## 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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During the inspection, the lead inspector spoke with representatives of the proprietor body. She spoke with the chair of the proprietor body on the telephone. The lead inspector had a telephone conversation with a representative of one of the local authorities that places pupils at the school. Inspectors also spoke with the headteacher and staff.
- Inspectors carried out deep dives into these subjects: English, mathematics and PSHE. They also reviewed other aspects of the curriculum. They met with subject leaders, visited lessons and spoke to staff. They also looked at pupils' and students' work and spoke with pupils and students about their learning and their experience of the school.
- There were no responses to Ofsted Parent View. There were also no responses to Ofsted's online surveys for staff or pupils. The lead inspector had a telephone conversation with a parent on request.
- Inspectors looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. Inspectors reviewed a range of documentation relating to safeguarding, including a range of risk assessments.
- Inspectors reviewed a range of documentation relating to the independent school standards and made a tour of the premises with representatives of the proprietorial body.

## **Inspection team**

Claire Cropper, lead inspector

Her Majesty's Inspector

Amanda Stringer

Her Majesty's Inspector

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