

Lyttelton House School

Thruxton Down, Andover, Hampshire SP11 8PR

Unique reference number (URN): 152512

Pre-registration inspection report:

3 June 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

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 (the 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.

Leaders have an ambitious vision to provide a first-class education for pupils who have struggled to access mainstream education. Leaders understand the specific needs of the type of pupils that they will admit very well. Leaders understand the importance of putting pupils' wellbeing at the heart of what they do. They have high expectations for pupils' academic and personal development. They are highly committed to helping pupils with special educational needs and/or disabilities (SEND), to achieve their very best.

The proprietor has extensive expertise and experience of setting up schools for pupils with SEND. This includes setting up and running schools for pupils with social, emotional and mental health (SEMH) needs and autism. The proprietor employs a range of specialist teams centrally such as an estates team and human-resources specialists. These staff provide a wealth of expertise to support the schools that the proprietor owns.

The proprietor has set out accountability mechanisms to check that the proposed school will meet the requirements of the standards. It has well-established centralised processes for maintaining oversight of the school's work. The proprietor's quality assurance team and governors intend to visit the school regularly to provide leaders with challenge and support. The proprietor will also use staff from the central team to check that the standards are consistently met and that pupils are safe. In addition, leaders have developed rigorous monitoring systems and detailed policies which are likely to ensure that the standards are consistently met over time.

The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 1. Quality of education provided

Curriculum

The proposed school intends to deliver education for pupils with SEMH and/or autism. All pupils will have SEND and an education, health and care (EHC) plan. Places will be funded by a local authority.

The proposed school's written curriculum policy is clear and detailed. It sets out how subjects will be organised and taught. Leaders intend to provide a curriculum that meets the requirements of the national curriculum.

Leaders have designed a well-planned and carefully sequenced curriculum which sets out exactly what pupils will learn and the order in which they need to learn it. Leaders have ensured that there are suitable, detailed schemes of work for all subjects. These take into account pupils' starting points, aptitudes and ages, including their EHC plan targets.

Pupils will be taught speaking, listening, literacy and numeracy skills. Those who are at an earlier stage of learning to read will learn phonics using a well-sequenced, published programme.

Leaders have prepared a curriculum for pupils' personal, social, health and economic education (PSHE) and for citizenship that reflects the proposed school's aims and ethos. It provides for pupils to be prepared well for life in modern Britain.

The proposed school's scheme of work for relationships and sex education (RSE) is detailed. It reflects the required curriculum content set out by the Department for Education. Leaders plan to share the RSE policy with parents and carers when the

school opens. The policy provides clear guidance to parents and carers about how to withdraw their children from sex education should they wish to.

Leaders have an appropriate plan to ensure that all pupils receive regular and impartial careers information, advice and guidance.

The school has an appropriate plan for post-16 education which includes a mixture of suitable college courses and further learning at school.

Teaching

Leaders have provided a wide range of high-quality, relevant resources to support teachers to deliver the proposed school's curriculum.

Leaders have given careful thought to how the curriculum will be organised throughout the week, allocating time for teaching all subjects. Pupils will be organised into classes with their peers from the same key stage. In key stages 1 and 2, pupils will generally learn English and mathematics in the morning and other subjects in the afternoon. Pupils of secondary age will have discrete subject lessons throughout the week, relevant to their key stage.

The school's proposed methods of teaching are based on relevant and up-to-date research. Leaders will provide appropriate training and guidance to ensure that teachers design suitable activities to enable pupils to access the curriculum effectively and learn well. When necessary, teachers will adapt the curriculum to meet individual pupils' needs and address any gaps in their understanding.

Assessment

Leaders have designed an approach to assessment that will enable teachers to make regular checks on how well pupils are learning the curriculum. Leaders have identified the important knowledge that pupils must know in all subjects. Teachers will use this information to check what pupils know and can do, and to identify what pupils need to learn next.

In addition to making ongoing checks on pupils' progress, leaders will carry out formal assessments of pupils' knowledge and understanding each term. The results of these formal assessments will be reported to parents. Leaders have a carefully designed structure for this.

Leaders intend to offer a variety of formal qualifications and accreditations for the pupils in key stage 4 and in the post-16 provision. The accreditations offered will be personalised for individual pupils and will be linked to each pupil's career pathways and aspirations.

The independent school standards in this part are likely to be met if the proposed school is granted permission to open.

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

The PSHE and RSE curriculums include suitable coverage of fundamental British values, the diversity of modern British society and how to stay safe and keep healthy. Pupils will learn how to respect differences, including in relation to the protected characteristics.

Pupils will take part in a wide range of events and celebrations to learn about diversity in modern Britain. This includes learning about the range of religions, faiths and cultures found in modern Britain.

Leaders intend to invite visiting speakers into the school to enhance the curriculum. Leaders have produced a detailed policy and briefing paper to ensure that any visiting speakers are clear that they must not promote any partisan political or extremist views in any aspect of their work with pupils. This policy also provides helpful guidance for visiting speakers about how best to adapt their work so that it meets the specific additional needs of the pupils in the school.

The proposed school's personal development curriculum will emphasise life skills and preparation for adulthood. Pupils will develop financial literacy, learn how to cook and how to swim. Leaders also intend to use the proposed school's large outdoor area to enable pupils to engage with nature and develop a sense of awe and wonder.

The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 3. Welfare, health and safety of pupils

Safeguarding

Leaders have written a comprehensive safeguarding policy. This includes all up-to-date statutory information. It is available on the proposed school's website. The safeguarding policy clearly sets out how the school will support pupils at risk of harm to get the help that they need.

Leaders demonstrate a secure understanding of their safeguarding duties. They have completed appropriate training, including safer recruitment training. Leaders have secure knowledge about how to manage safeguarding effectively. This includes ensuring that all staff at the proposed school receive robust safeguarding

training, both as part of their induction and through ongoing discussion and review.

The proprietor will provide suitable support and oversight of the proposed school's safeguarding work. This includes regular review of safeguarding records and managing the whistleblowing policy and procedures.

Leaders have taken steps to ensure the welfare, health and safety of pupils. They have ensured that the premises are secure. Access to the building is via a secure entry system and the site is securely fenced and has a lockable gate. Leaders have also taken appropriate steps to protect their online systems through installing suitable filtering and monitoring software.

Behaviour and supervision of pupils

The proposed school's behaviour policy sets out clear expectations for what is, and is not, acceptable behaviour. Leaders have set clear rules based on high expectations for pupils' behaviour and conduct.

Leaders' approach to managing more challenging behaviour is to support pupils to regulate their emotions through supportive de-escalation strategies. The proposed school's behaviour policy clearly states that the use of force is to be an absolute last resort. Staff will be trained in how to manage pupils' behaviour and in the use of physical intervention. The proposed school has appropriate systems in place to log and record all incidents of restrictive intervention.

Anti-bullying

Leaders have produced a clear and comprehensive anti-bullying policy. This sets out how they will address any allegations of bullying. Leaders have established appropriate systems to record any incidents of bullying and associated actions.

The proposed school's anti-bullying policy sets out suitable strategies to prevent bullying, including through teaching pupils about healthy relationships and how to report unkind behaviour.

Health and safety, fire and first aid

The proprietor has put in place a range of suitable policies to ensure pupils' health and safety. These include detailed policies for first aid, risk assessment, admissions, behaviour and safeguarding. All of these policies comply with statutory guidance.

The proprietor has established a suitable schedule of compliance checks. These meet statutory guidance and are appropriate to protect the health and safety of

the pupils and the staff. There is also a comprehensive system set up to record when these checks have taken place. The proprietor will maintain appropriate oversight of these records and take swift action if they are not carried out in a timely manner.

The proprietor has carried out appropriate work to ensure that the building is compliant with the Regulatory Reform (Fire Safety) Order 2005. A suitable alarm system and fire doors have been installed throughout the building. Leaders have also ensured that an appropriate fire safety and evacuation policy is in place. A fire safety risk assessment has been carried out by an external consultant and all actions arising from this have been completed in full. Leaders have ensured appropriate certification of all fire detection, alarm systems and emergency lighting.

Leaders have a well-considered first aid policy. This includes clear processes for administering first aid, requirements for first aid kits and how first aid equipment and facilities will be monitored and maintained. Leaders will ensure that sufficient members of staff have appropriate first aid training.

Admissions and attendance

The proposed school's attendance policy sets out how attendance will be monitored and recorded. It also shows leaders' high ambition for pupils to attend school regularly and punctually.

Leaders have designed a suitable system to register pupils' attendance which includes a check list of attendance codes. This is likely to ensure accurate recording of pupils' attendance and enable leaders to identify and address any concerning attendance patterns or trends.

Leaders have set up a template for the proposed school's admissions register. This contains all of the required information and will be kept electronically.

Risk assessment

Leaders have identified a range of potential hazards inside the school and on the school site. They have produced suitable risk assessments that consider and ensure appropriate control measures which should minimise any risks.

Leaders have produced a suitable supervision plan to ensure that pupils are appropriately supervised while at school. If implemented as intended, it is likely that the supervision arrangements will be appropriate.

The standards in this part are likely to be met if the proposed school is granted permission to open.

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

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

The proposed school has clear systems to recruit staff who are safe to work with children. Leaders have completed safer recruitment training. They understand the statutory checks they need to make to ensure that staff are suitable for the roles for which they are applying.

The single central record of these recruitment checks

The checks that leaders make to ensure that staff are suitable to work in a school are recorded on the proposed school's single central record. This record meets the requirements for the information that it must contain, including the requirements which relate to people in leadership and management roles.

The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 5. Premises of and accommodation at schools

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

The proposed school has suitable toilet and handwashing facilities for boys and girls located on both floors in the house. These have clear signage. They are lockable from the inside. The handwashing sinks have hot and cold water. The temperature of the hot water does not pose a scalding risk.

The proposed school has suitable drinking water which is separate from the toilet facilities and is clearly marked as drinking water.

There is a shower and suitable changing facilities for the use of the pupils over the age of 11.

Medical room and accommodation for pupils' therapy needs

The proposed school has a well-equipped medical room which contains a bed with a blanket and pillow, and a lockable cabinet to store medicines. The medical room also has a toilet, sink and a shower.

Ensuring the health, safety and welfare of pupils

The proposed school is situated on a large site which is securely fenced and has lockable gates. The school's well-maintained grounds have mature trees and shrubs. These are well-managed. The gravel drive provides ample car parking and a separate turning space outside the school's main entrance for pupils to be dropped off and picked up.

The proposed school is housed in a large building. This has been refurbished to a high standard. There are 10 light and airy classroom spaces. These are well decorated and provide bright, calm and well-equipped spaces for learning. In addition to the classrooms there is a library, large communal multi-purpose hall, sensory room and break-out room, pupil kitchen for cooking and an art studio. All rooms have a suitably wide range of resources to support pupils' learning and wellbeing. The sensory room provides a calm space for pupils to regulate. The school has sufficient space, furniture and resources to accommodate the number of pupils that the proposed school intends to admit.

Lighting and acoustic conditions

The school building is well lit and the acoustic conditions in classrooms and corridors are appropriate.

There is ample external lighting throughout the site.

Leaders have established a schedule of regular checks to ensure that both internal and external lighting is working well.

Outdoor space

The school is set in large grounds. The school has a well-maintained and extensive outdoor area that will be used for a range of activities including play, outdoor learning and physical education (PE). Leaders also intend to deliver aspects of the PE curriculum at a local leisure centre.

The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 6. Provision of information

The proposed school has a live website that contains statutory policies and other information required by the standards. Parents can request paper copies of policies and documents if they cannot access them online.

Leaders have clear systems in place to monitor the progress of pupils with SEND and to support the annual reviews of pupils with an EHC plan. Leaders plan to work closely with parents, the relevant local authority, as well as school staff, to ensure the information in these reports is as accurate and as helpful as possible.

Leaders have an appropriate system in place to record both income and expenditure for all pupils with SEND paid for by local authorities.

The standards in this part are likely to be met if the proposed school is granted permission to open.

Part 7. Manner in which complaints are handled

The proposed school's complaints policy and procedures are fit for purpose and meet statutory requirements. Leaders have ensured that the policy sets out clear timescales for the management of any complaint. It allows for complaints to be resolved informally wherever possible. In addition, the procedure for escalating complaints to more formal stages are clearly laid out.

The standards in this part are likely to be met if the proposed school is granted permission to open.

The school's accessibility plan

Leaders have produced a clear accessibility plan that meets the requirements of schedule 10 of the Equality Act 2010. It demonstrates leaders' understanding of their duties in this area of their work

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors 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.

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

During the inspection, the inspector spoke with the headteacher of the proposed school and representatives from the proprietor body, including the chair.

The proposed school occupies a large site in a rural location. It will be a special school for pupils with social, emotional and mental health needs and/or autism. All pupils will have an education, health and care plan.

The proposed school does not plan to use any alternative provision.

Lead inspector

Sue Keeling

His Majesty's Inspector

About this proposed school

Proprietor/Chair of the proprietor body	Polaris Children's Services Limited / Joanne August
Headteacher	Vicki Wills
Type of school	Other independent special school
Capacity	60
Number of full-time pupils of compulsory school age on roll	Provider's proposal: 60
Number of part-time pupils of compulsory school age on roll	Provider's proposal: 0
Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 60
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 60
Age range of pupils	Provider's proposal: 5-18
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 32.5
Total hours of teaching provided per week	Provider's proposal: 31
Number of full-time equivalent teaching staff	Provider's proposal: 13
Number of part-time teaching staff	Provider's proposal: 0
Annual fees for day pupils	£65,251

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