

Leicester Therapeutic School

103 Princess Road East, Leicester LE1 7LG

Unique reference number (URN): 152346

Pre-registration inspection report:

1 April 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 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, and the leaders they have appointed, have considerable knowledge and experience of special schools. They have carefully considered the needs of proposed pupils and organised the classrooms and other spaces in the school with those needs in mind. Staff will receive a comprehensive training package on taking up their roles so that they have the knowledge they need to keep pupils safe and to help them to be successful. The proprietor will manage admissions so that the number of staff and pupils on roll will increase gradually. They aim to ensure that pupils benefit from a high-quality offer at each stage of the proposed school's development.

The proprietor has set out the roles and responsibilities of leaders so that there is clear oversight in relation to the independent school standards (the standards). They have developed a secure knowledge of the standards. Leaders have worked

with external partners effectively in setting up the proposed school and remain open to further increasing their knowledge.

The proprietor has put in place a governing body. Those responsible for governance have the necessary understanding of their roles to provide sufficient challenge and support to leaders. They share the proprietor's vision for the school and are committed to providing an inclusive educational offer which prepares pupils well for their next steps. Governors are committed to further developing their knowledge and skills so that they can hold leaders to account effectively and play their part in acting in the best interests of pupils.

The proprietor has ensured that the standards in this part are likely to be met.

Part 1. Quality of education provided

Curriculum

Leaders have designed a broad and ambitious curriculum. They have set out clearly what pupils will learn and when. Leaders aim to ensure that pupils at the proposed school, who are likely to have spent some time out of education and have a diagnosis of autism and social, emotional and mental health needs, are successful. They have therefore given careful consideration to the needs of pupils and how the curriculum will be adapted to cater for those needs. Leaders intend to provide clarity for pupils about what they are studying and what is unique to each subject, using 'curriculum characters' such as the 'maths monster' and 'art alligator'.

The curriculum includes a well-considered personal, social, health and economic education offer. Leaders have woven opportunities for pupils to learn important knowledge about life beyond school throughout the curriculum. This includes an age-appropriate relationships and health education programme that leaders will consult on with parents and carers.

Leaders know the importance of reading to pupils' education and opportunities. They have adopted an accredited phonics scheme with which they are familiar and have completed further training. This training will be completed by staff who join the school.

Teaching

Leaders have ensured that the school's policies, including the curriculum policy, the special educational needs and/or disabilities policy and policy for pupils who speak English as an additional language, provide staff with helpful and accessible guidance about how to teach the curriculum well. They have already appointed, and intend to continue to appoint, staff with the necessary knowledge and skills to

teach effectively. Leaders have a strategy in place to ensure that staff receive relevant and personalised training when they start at the school so that they can support pupils to learn successfully.

The proprietor has devised quality assurance systems to check the quality of teaching and to inform subsequent staff training.

Assessment

Leaders have developed an assessment system based precisely on the likely needs and experiences of pupils at the proposed school. This includes systems to identify gaps in pupils' knowledge, given that they are likely to have missed time in education prior to their arrival. Staff will carefully check pupils' education, health and care plans when they arrive at the school as well as carrying out their own assessments to ensure that any changes in pupils' needs are promptly identified.

The proprietor has ensured that the standards in this part are likely to be met.

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

Leaders will provide pupils with a range of opportunities to develop their understanding of fundamental British values. Pupils will learn about the difference between right and wrong and have opportunities to discuss these ideas and their application to life in modern Britain. Staff will help pupils to understand how to work as a team and build their resilience. Leaders have designed a range of opportunities for pupils to access the community beyond school, for example visiting local green spaces and places of worship as well as trips further afield, including to London. These visits aim to broaden pupils' cultural horizons as well as develop their understanding of how they can contribute to society.

Leaders are aware of their responsibility to ensure that pupils are not exposed to partisan political views in teaching or during extra-curricular activities. They have a strong commitment to promoting to pupils respect for oneself and for others, including those who may be different.

The proprietor has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor, leaders and staff are knowledgeable about safeguarding. They understand how to keep pupils safe, including through the appropriate use of

reporting and recording processes. These processes and other information required by statutory guidance are set out in the school's safeguarding policy. Leaders have ensured that there is a comprehensive package of training in place and have considered how they will evaluate the impact of that training on staff's knowledge and practice. Staff will be provided with regular opportunities to reflect and to share best practice with their colleagues.

Leaders know the contextual safeguarding risks related to the proposed school and pupils. They have carefully put mitigations in place, including in relation to teaching pupils how to keep themselves safe and working with wider agencies. Leaders have built relationships with external partners to ensure that they evaluate their practice, and this compliments the oversight provided by the governing body.

Behaviour and supervision of pupils

The proprietor has ensured that there is an appropriate policy in place which sets out the school's approach to managing pupils' behaviour. The 'LTS' code has been developed to make expectations of behaviour, including kindness and honesty, clear to staff and pupils alike. The proprietor has established a procedure for recording any sanctions that are issued to pupils for serious misbehaviour. Likewise, the proprietor will record any use of physical intervention. They will ensure that all staff receive training and that any use of physical intervention is accompanied by review and reflection about best practice in relation to de-escalation strategies.

The proprietor has given due consideration to the supervision of pupils. They have clear staff-to-pupil ratios outlined in their policies and have recruited staff in line with proposed pupil admission numbers.

Anti-bullying

The school's anti-bullying procedure is clear in outlining that bullying will not be tolerated. It is comprehensive in covering, for example, preventative measures as well as the consequences for any incidents of bullying. Leaders are clear that pupils will be educated about the impact of bullying on others, including any bullying related to discrimination.

Health and safety, fire and first aid

The proprietor has put the necessary checks in place regarding fire safety. They have worked with external specialists to ensure that the proposed school premises comply with the Regulatory Reform (Fire Safety) Order 2005, including the carrying out of a fire risk assessment. There will be regular checks of fire safety equipment, for example the fire extinguishers placed at appropriate points

throughout the building and emergency lighting. Pupils will take part in regular fire drills and evacuation procedures.

The proprietor has ensured that policies related to health and safety and first aid are appropriate. They have ensured that the roles and responsibilities of staff are clear and that staff will receive the training that they need to fulfil those roles. This includes carrying out regular checks on the safety and security of the school site and reviewing first-aid equipment and processes.

Admissions and attendance

The proposed school has clear recording processes in place in relation to pupils' attendance. Leaders intend to use the information that these processes provide to evaluate pupils' attendance and help pupils to overcome any barriers to their attendance. The proposed school intends to admit pupils who have previously not attended school regularly. Leaders have prioritised this area of the school's work, including through the provision of sensory spaces and the work they intend to do with pupils and their parents and carers to build relationships and provide the right support so that pupils gain the benefits of attending school well.

The proposed school has an appropriate admissions register in place.

Risk assessment

The proprietor has designed an appropriate risk assessment policy. Each risk assessment viewed as part of the inspection, for example in relation to educational visits and templates for individual pupils and their needs, aligned with this policy. They were sufficiently detailed and evaluated the level of risk as well as setting out appropriate mitigations.

The proprietor has ensured that the standards in this part are likely to be met.

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

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

The proprietor has the knowledge they need in relation to safer recruitment. Leaders have been appropriately trained. They carry out the necessary checks prior to staff taking up their roles. The proprietor does not intend to use supply staff but understands the checks that must be carried out should this change.

The single central record of these recruitment checks

The single central record (SCR) holds all the information required related to safer recruitment checks. Leaders routinely check the SCR so that it remains up to date, accurate and compliant.

The proprietor has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

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

The proprietor has put in place the necessary provision so that pupils can wash and use the toilets. There are separate staff and pupil toilets. On two of the three floors of the building, there are separate toilets for girls and boys. In all toilets, including on the third floor, the toilet doors can be locked from the inside.

Pupils will be able to access clearly marked drinking water throughout the day. Leaders have ensured that water used to wash hands does not present a scalding risk to pupils.

The school does not have changing accommodation or shower facilities but intends to use a local sports facility during physical education (PE) lessons. Pupils will be able to change at these facilities and shower, should they wish. Leaders have ensured that there is an appropriate risk assessment in place.

Medical room and accommodation for pupils' therapy needs

Leaders have ensured that there is appropriate provision in place to cater for pupils' medical needs. The dedicated room is close to a toilet, contains washing facilities and a bed.

Ensuring the health, safety and welfare of pupils

The school building is well maintained. Spaces have been devised with the needs of the pupils the school plans to admit in mind. There are six classrooms with space for the intended number of pupils in each, this includes two classrooms in which pupils can receive one-to-one support. There are a range of sensory spaces that have been carefully designed to provide pupils with the opportunity to regulate, feel comfortable and confident, and engage well in school life.

Lighting and acoustic conditions

Pupils will learn in classrooms with large windows, admitting plenty of natural light. Leaders have considered pupils' sensory needs and dimmer switches ensure that lighting can be adjusted as appropriate. The acoustic conditions in each part of the building are suitable. External lighting will help to keep people safe as they enter and leave the building.

Outdoor space

Leaders intend to use an enclosed, green space close to the school to ensure that pupils are able to spend time outdoors each day. They have also put in place arrangements with local leisure facilities so that pupils will have access to specialist sports equipment and can participate fully in the school's PE curriculum.

The proprietor has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

The proprietor has a website in place for the proposed school. The website shares the school's safeguarding policy as well as a range of other policies, including the school's approach to managing pupils' behaviour and bullying. Leaders' vision and values are made clear on the website, as are the proprietor's contact details.

Leaders are aware of their responsibility to ensure that inspection reports and policies not available on the website are shared with parents and carers.

The proprietor has ensured that the standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Leaders have ensured that the school's complaints policy is compliant with the standards. They have a secure knowledge of how to manage complaints, including plans to make sure that should a panel hearing be necessary, at least one member of that panel would be independent of the management of the school. The school's policy sets out clear timescales for handling complaints. Leaders will share information about the number of complaints in the previous academic year on the school website.

The proprietor has ensured that the standards in this part are likely to be met.

The school's accessibility plan

The proprietor has drawn up an appropriate accessibility plan. This plan clearly sets out how the school will improve access for pupils with disabilities to the curriculum, information and the school site.

The proprietor has ensured that the requirements in this part are likely to be met.

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.

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.

Inspectors met with members of the proprietor body, including the chair, who is also the headteacher, and another member, who is also the director of education and classroom teacher. They met with the premises manager, who was on site during the pre-registration inspection. Inspectors visited all parts of the proposed school building as well as the nearby outdoor space that leaders plan to use.

The proprietor for this school is Thanborough Group Limited. The proprietor does not currently have any other registered independent schools.

Leicester Therapeutic School is located at 103 Princess Road East, Leicester LE1 7LG.

Leaders anticipate that pupils who will attend the proposed school will have educational and health care plans. Pupils will have a diagnosis of autism, cognitive and learning needs and/or social, emotional and mental health needs.

Lead inspector

Matthew Fearn-Davies

His Majesty's Inspector

Team inspector

Mark Anderson

His Majesty's Inspector

About this proposed school

Proprietor	Thanborough Group Ltd
Headteacher	Gurjinder Sahota
Type of school	Other independent special school
Capacity	46
Number of full-time pupils of compulsory school age on roll	Provider's proposal: 46
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: 46
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: 46
Age range of pupils	Provider's proposal: 5 to 11
Gender of pupils	Provider's proposal: mixed
Total hours operating as a school per week	Provider's proposal: 30.25
Total hours of teaching provided per week	Provider's proposal: 25
Number of full-time equivalent teaching staff	Provider's proposal:
Number of part-time teaching staff	Provider's proposal: 0
Annual fees for day pupils	£79,000 to £99,000
Email address	gurjinder.s@icloud.com

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026