

Elevated Futures

120 London Road, London SE1 6LF

Unique reference number (URN): 152325

Pre-registration inspection report:

7 May 2026

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration.

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.

Leaders have established a clear and ambitious vision for a small, specialist provision supporting pupils with special educational and/or disabilities, including autistic spectrum disorder and social, emotional and mental health needs. The curriculum is personalised and built around the school's core philosophy, 'the Dynamic Development Plan'. This aims to enable pupils to access learning that is closely matched to their education, health and care plans and individual needs profiles. Inclusive approaches and safeguarding arrangements are clearly defined within curriculum planning.

There are clear systems in place to ensure that the proprietor body provides appropriate oversight and challenge. The proprietor is currently developing suitable governance arrangements.

Leaders have a clear plan for school development. They are responsive to areas requiring improvement. Although the school is at an early stage of development, systems, policies and provision are largely in place and processes for monitoring, evaluation and improvement are developing.

The school is likely to meet the Independent School Standards (the standards) in this part if the Department for Education decides to register the school.

Part 1. Quality of education provided

Leaders have designed an ambitious and broad curriculum that reflects the principles of the national curriculum. It is also flexible and responsive to pupils' individual needs.

The curriculum spans linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Leaders have structured the curriculum across key stages, with clear progression of core concepts. Subject overviews show increasing complexity of knowledge and skills, particularly in English, mathematics and science, where progression towards GCSE qualifications is considered. Leaders will provide access to additional qualifications where pupils' interests and resources dictate. These will be taught off site. Although some subject content will continue to be refined as the school grows, leaders demonstrate a coherent and structured approach.

The curriculum model is underpinned by a bespoke approach to neurodiversity. This will enable staff to personalise learning effectively and ensure that teaching responds to pupils' cognitive, sensory and emotional needs.

Leaders have also embedded cross-curricular priorities such as financial literacy, digital literacy and employability within the school's schemes of work. They plan to use the local area of Southwark as an extended classroom to strengthen cultural capital and the real-world application of knowledge.

Curriculum plans for personal, social, health and economic (PSHE) education are in place. This includes an age-appropriate relationships, health and sex education programme aligned with statutory guidance and the school's policy. The planned curriculum covers relationships, safeguarding, consent, equality and online safety across all year groups. The curriculum content progresses appropriately across key stages. Policies indicate that parents and carers will be informed as required.

Leaders have established clear teaching principles rooted in a strengths-based, neuro-inclusive approach. Teachers will adapt learning through different pathways for pupils working at different levels.

Leaders have identified appropriate assessment systems. These arrangements are suitable to support progress over time. The school's 'dynamic development plan' acts as a living document, tracking pupils' academic, personal and independence development. Evidence shows that pupils currently attending engage positively with learning and develop confidence and self-regulation.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

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

Leaders place great emphasis on promoting pupils' spiritual, moral, social and cultural development through a carefully designed planned curriculum and school ethos. The curriculum intends to support the development of character traits, such as respect, empathy and inclusion.

The school has compiled a range of activities and opportunities within the curriculum for pupils' personal development. There is also a full programme of online safety through digital education lessons. Relationships, health and sex education will be woven into PSHE lessons, the weekly assembly and daily tutor time programme. Personal development themes will connect with the academic curriculum through the choice and teaching of texts.

Leaders will promote an understanding of diversity and equality and knowledge of democracy, law and individual liberty through the school's citizenship curriculum. Fundamental British values are embedded across PSHE, citizenship and wider curriculum themes such as identity, community and justice.

To support pupils' personal development, leaders intend to provide opportunities that emphasise belonging and identity. Leaders aim to support pupils to develop and demonstrate respectful relationships and to strengthen pupils' confidence in expressing their views based on an awareness of right and wrong.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

Part 3. Welfare, health and safety of pupils

Current safeguarding arrangements are effective and proactive in practice. Staff provide daily opportunities for pupils to share concerns.

The child protection and safeguarding policy and procedures meet requirements. The principal is the designated safeguarding lead (DSL). Safeguarding leaders have completed appropriate training. They are experienced and knowledgeable in identifying risks. Leaders know how to access external professionals and expertise within local authorities, as well as in the police and healthcare to support pupils and families.

The proprietor has appointed additional deputy DSLs who have completed the required safeguarding training. Staff already appointed have completed appropriate induction training to ensure that they have a secure understanding of the school's expectations, processes and procedures. Staff receive appropriate safeguarding training. Reporting procedures are clear and well understood. Systems for recording concerns are secure.

The school has developed a suitable behaviour policy. This outlines the arrangements for recording concerns, sanctions and rewards. Leaders are keen to create a positive culture that promotes positive behaviour. Implementation of the behaviour policy is based on restorative and trauma-informed approaches. Staff demonstrate an understanding that behaviour is a form of communication and respond appropriately using the school's agreed framework. Leaders foster a supportive and inclusive environment. They are strengthening pastoral care using mentors and 'neuro coaches' to meet pupils' individual needs. Behaviour systems are likely to promote positive relationships and reduce incidents over time.

The school's anti-bullying policy is appropriate. It defines bullying clearly and outlines preventative strategies and effective responses. Its aims are in line with the school's vision to create an environment where pupils feel safe, respected and have a sense of belonging. Pupils currently at the school report feeling safe in school and free from bullying, indicating a positive and secure school environment.

There is a suitable health and safety policy. Health and safety responsibilities are shared with London South Bank University, which manages the building. While access to some documentation was limited at the time of the visit due to staff absence, the inspector received assurances that all required checks are in place.

Leaders are taking appropriate steps to ensure sufficient staff are trained to meet first aid requirements.

The admissions register is recorded suitably. Leaders' expectations of attendance are clearly communicated through the school's policy and website.

There are clear processes set out in the school's attendance policy. These include first day calling arrangements, thresholds for escalation depending on duration of absence and any vulnerabilities and processes for recording and reporting on attendance. Attendance procedures will be managed by the recently appointed school administrator, who brings relevant experience as a school business manager.

Clear procedures are in place to ensure that pupils' absence is identified and addressed promptly. Staff respond by contacting appropriate external professionals, including social workers, as well as parents, to provide timely support and maintain pupils' engagement with education.

The proprietor's risk assessment policy is detailed and comprehensive. Leaders show a secure awareness of the range and type of risk assessments the proposed school will be required to maintain. For instance, leaders ensure that premises are safe and well maintained, risk assessments are in place and fire safety systems are functioning.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

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

Leaders implement suitable safer recruitment procedures. The principal and another member of staff have both completed safer recruitment training. During the appointment process, including interviews, leaders check candidates' understanding of statutory safeguarding requirements. They establish whether newly appointed staff have a clear understanding of their role

All pre-employment checks are completed. Oversight arrangements are in place to ensure independent verification where required. For example, the chair of the proprietor body checks the identity and suitability of the principal. Staff receive appropriate safeguarding and compliance training.

The single central record is complete and up to date. It accurately records all statutory employment checks for staff and the proprietor.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

Part 5. Premises of and accommodation at schools

The school premises are suitable and fit for purpose. The site includes secure access arrangements, appropriate classroom spaces and adequate welfare

facilities. These include a range of toilets available for pupils, regulated hot and cold water for handwashing and a drinking water point in the communal area. The school's fixtures and fittings ensure functionality.

The medical room for short-term care of sick and injured pupils is of a suitable size. Appropriate medical and first aid arrangements are in place with ongoing development of the dedicated medical room facilities.

Leaders have provided suitable fire safety measures and emergency systems. They are taking additional actions to strengthen the provision. This includes the installation of window safety latches, currently kept locked for safety reasons, and further development of medical facilities. Leaders are taking appropriate steps to ensure full availability of documentation held by the university.

Classrooms have appropriate lighting, including both natural and artificial sources. This ensures that the environment supports learning and reduces visual strain. Emergency lighting is also in place for safety. Acoustic conditions are suitable across the school and reduce external noise in classrooms. This helps pupils to concentrate and supports those with additional sensory needs.

The school does not have access to its own outdoor space on site. However, the school makes use of a sports hall and facilities nearby to support pupils' physical development. These are provided by London South Bank University. In addition, the school plans to make regular use of outdoor spaces and places of interest in the local area to enrich pupils' learning experiences and support their wider development.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

Part 6. Provision of information

The school provides required information on its website, including policies and curriculum information. These are up to date and include the safeguarding and child protection policy and safety arrangements. The school also provides the relevant contact details for the principal and proprietor. This enables parents to make contact if required.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

Part 7. Manner in which complaints are handled

The complaints policy is clear, compliant and accessible. It outlines informal and formal stages, investigation processes and timescales. The policy meets statutory requirements and promotes transparency and fairness.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

The school's accessibility plan

An accessibility plan is in place and demonstrates that leaders have considered how the school will improve access for pupils with disabilities. It outlines appropriate actions to increase access to the curriculum, the physical environment and information over time.

The school is likely to meet the standards in this part if the Department for Education decides to register the school.

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 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. The inspection was commissioned by the Department for Education to check whether the proposed school is likely to meet all the standards if it were to open.

This was the proposed school's first pre-registration inspection. The inspection visit was conducted with 2 days' notice.

The school is already operating as an educational provision. The date of the first admission was 13 April 2026. Currently, there are 2 pupils on roll.

The inspector met with the chair of the proprietor body, the principal and education consultant to discuss their vision for the school, including its ambitions, values and governance arrangements.

The inspector also spoke with staff from London South Bank University regarding the premises and facilities. This included a tour of the buildings and grounds.

The inspector reviewed a range of documentation, including materials relating to the curriculum, safeguarding, pupils' welfare, health and safety, risk assessments, and leaders' recruitment processes, including the procedures for checking and recording the suitability of staff.

The inspector met with staff and spoke with pupils about their learning.

The inspector also considered the views of a parent of a pupil currently attending the school.

The inspector confirmed the following information about the school:

The proposed school will be a special school supporting pupils with a range of special educational and/or disabilities, including autistic spectrum disorder and social, emotional and mental health needs.

Leaders do not intend to use any alternative provision.

The school operates from 120 London Road, London SE1 6LF. The school is situated on the first floor of a building owned by the London South Bank University.

Lead inspector

Lascelles Haughton

His Majesty's Inspector

About this proposed school

Proprietor	Elevated Minds CIC
Chair of the proprietor body	Joanne Fisher
Headteacher	Doreen Sinclair-McCollin
Type of school	Other independent special school
Capacity	12
Number of full-time pupils of compulsory school age on roll	Provider's current position: 2
Number of part-time pupils of compulsory school age on roll	Provider's proposal: 12
Number of pupils with special educational needs and/or disabilities on roll	Provider's current position: 0
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: 0
Age range of pupils	Provider's current position: 2
	Provider's proposal: 12
	Provider's current position: 16

Gender of pupils	Provider's proposal: 11-16 Provider's current position: Boys
Total hours operating as a school per week	Provider's proposal: Mixed Provider's current position: 27.5
Total hours of teaching provided per week	Provider's proposal: 30 Provider's current position: 20
Number of full-time equivalent teaching staff	Provider's proposal: 22.5 Provider's current position: 2
Number of part-time teaching staff	Provider's proposal: 2 Provider's current position: 0
Annual fees for day pupils	Provider's proposal: 3 £58,000 to £68,000
Email address	doreen@elevatedmindscoaching.com

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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