

Red Kite School

Aylesbury Road, Princes Risborough HP27 0JW

Inspection date

24 July 2024

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)(d) to 2(2)(e), 2(2)(g) to 2A(1), 2A(1)(b), 2A(1)(d) to 2A(2), 3 to 4.

- Leaders have developed a suitable curriculum policy, which considers pupils' special educational needs and/or disabilities (SEND). It also reflects their social, emotional and mental health (SEMH) needs. The policy is available on the proposed school's website.
- Leaders have developed a well-sequenced and ambitious curriculum. Pupils will study a wide range of subjects, including English, mathematics, science, physical education, art, cooking and humanities. The curriculum will be adapted to reflect pupils' individual starting points. Pupils will also access a range of therapies as part of their personalised programme, as well as counselling where needed.
- All pupils will have an education, health and care (EHC) plan. The school's curriculum plans take into account pupils' individual starting points, interests and abilities. Many pupils will have struggled in their previous mainstream schools or specialist provisions due to anxiety and low self-esteem and confidence. Because of this, it is intended that the curriculum will be adapted carefully in order to meet pupils' differing academic and SEMH needs. The curriculum at key stage 5 is designed to develop students' functional and independent living skills, as well as preparing them for the world of work.
- The curriculum policy also pays due regard to the promotion of pupils' spiritual, moral, social and cultural development. The personal, social, health and economic (PSHE) programme includes extensive coverage of fundamental British values. Other aspects of the PSHE curriculum, such as relationships and sex education (RSE) will also be delivered through timetabled lessons. Leaders plan to consult with parents and carers by sharing the RSE policy with them when the proposed school opens. The policy provides clear guidance to parents about how to withdraw their children from sex education should they wish to.
- The school is committed to arranging suitable work experience or work-related learning for pupils. Adequate plans are in place to ensure that impartial and regular

careers advice is offered to pupils to support them to make appropriate choices about their future.

- The proprietor body is in the process of recruiting qualified teaching and support staff. It intends to provide extensive training to staff as part of the robust induction programme. This is likely to ensure that pupils benefit from a high-quality education.
- Leaders have appropriate arrangements in place for checking how well pupils are learning. These are centred around pupils' EHC plan targets and track both academic and social and emotional progress. Leaders know that the initial period of integrating pupils into school, which will include assessing pupils' prior learning across the curriculum, is key to pupils' future success. This process will include a well-planned transition period, where staff will work closely with new pupils to establish positive relationships and address any barriers to learning.
- The independent school standards (the 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

Paragraph 5 to 5(d)(iii)

- The PSHE curriculum includes suitable coverage of British values, the diversity of modern society and being a positive citizen. Pupils will be taught about and encouraged to live healthy lives and to respect differences, including in relation to all the protected characteristics. The planned programme of events, including celebrating diversity, is likely to ensure that pupils are taught about a range of religions, faiths and cultures.
- The proposed school's curriculum policy makes clear that staff must not promote any partisan political views in any aspect of their work with pupils.
- The school's curriculum and 'enrichment programme' place a thoughtful emphasis on encouraging pupils to take responsibility for their behaviour and conduct. A range of extra-curricular activities, such as visits to theatres, museums and art galleries, will promote pupils' personal development.
- 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

Paragraphs 7 to 7(b), 9 to 16(b), 34(1)(c)

- The proposed school's safeguarding policy reflects the latest statutory guidance and is available on the school's website. The policy outlines the roles and responsibilities of staff and sets out the procedures staff should follow if they have any concerns about pupils.
- Leaders have completed recent training appropriate to their different roles, including safer recruitment training. They have extensive experience of managing safeguarding from their previous roles. Leaders understand the risks that pupils might face in their daily lives and have clear plans in place to help pupils to learn how to stay safe. Their work carefully considers pupils' additional vulnerabilities in relation to their SEND.

- The proprietor body has clear systems and processes in place that operate across all its provisions, for example in how safeguarding concerns are reported and monitored through an online system. They intend to utilise these approaches in this school. This suggests that these systems are likely to be effective.
- There are a number of suitable policies in place to ensure pupils' health and safety, including first aid, risk assessment, admissions, behaviour and safeguarding. These are all in accordance with statutory guidance.
- The school's behaviour and anti-bullying policies have been appropriately tailored to consider the complexity of pupils' SEMH needs. Leaders have established a suitable system to log incidents of serious misbehaviour, bullying and any actions taken, including sanctions imposed.
- The proprietor body has ensured appropriate attention has been given to fire safety. An external fire safety audit has been booked for early September 2024. Induction training for new staff includes fire safety and fire warden training. Fire extinguishers have been checked and serviced properly. They are positioned in key locations throughout the building. Fire signage provides clear indication of fire evacuation procedures and exits.
- An asbestos audit has been completed. The premises' electrical installations have been checked by suitably qualified experts. The school's water supply has been checked for legionella.
- Leaders have carefully considered the design of the school building, for example, when making decisions on fire assembly points and the layout of the different spaces, including the specialist cooking and science rooms. There are numerous suitable risk assessments in place that identify any potential hazards and go on to ensure that appropriate control measures are identified.
- Leaders have made suitable arrangements to ensure that staffing levels are high and will rise in line with the admission of new pupils. This means that plans to ensure that pupils are safely supervised are likely to be suitable.
- The school's plans for admission and attendance registers are fit for purpose. Leaders intend to use an electronic system to record and monitor attendance trends and patterns.
- The standards in this part are likely to be met if the school is granted permission to open.

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

Paragraph 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(6)

- The single central record is maintained electronically and meets all statutory requirements. The proprietor body ensures that all necessary checks to confirm that staff are suitable to work with children are completed before they start at the school. The regional director and the headteacher monitor this regularly to ensure it is up to date and accurate.
- The proprietor body has completed all required checks on those persons who hold a leadership and management position in the school.

- Leaders are aware of the procedures that they should follow if they employ agency staff or accept volunteers in school. However, they do not intend to do this.
- The standards in this part are likely to be met if the school is granted permission to open.

Part 5. Premises of and accommodation at schools

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

- The proposed school will be located in a Victorian school building, which has been refurbished to a high standard throughout. It shares the school site with a Catholic church. The school building has its own secure entrance.
- Classrooms and teaching spaces are light, airy and well ventilated. The school is suitably equipped, including in the classrooms and dining hall area. The number and size of rooms ready for use is suitable for the age range and number of pupils leaders intend to admit.
- Leaders have refurbished specialist rooms to ensure that these spaces can be used to teach pupils cookery, science and construction skills. Facilities include a sensory room, several break out areas, a library, individual work stations and an occupational therapy room.
- Toilet and shower facilities are appropriate. Leaders intend for pupils to have their own drinking bottles. Drinking water is also readily available in all areas.
- The medical room is suitable for purpose. It includes handwashing facilities with a toilet nearby.
- The school has a large outdoor area which will be used for a range of recreational activities and physical education (PE). Leaders intend to use local leisure centres to deliver elements of the school's PE curriculum, as well as providing additional sports activities. The school also has an outdoor courtyard area located outside the main dining hall.
- The standards in this part are likely to be met if the school is granted permission to open.

Part 6. Provision of information

Paragraphs 32 to 32(1)(d), 32(1)(f) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- Leaders are aware of the documentation, information and policies that they must make available to parents, inspectors and local authorities on request. All documents will be made available for parents on request from the school, as well as being available on the proposed school's website.
- Leaders have prepared suitable templates for reporting to parents and carers on how well their children are attaining and progressing. They are also aware of their duty to provide funding authorities with annual statements of income and expenditure for pupils with an EHC plan and their duty to provide reasonably required information for annual reviews.
- The proposed school is likely to meet this part of the standards if granted permission to open.

Part 7. Manner in which complaints are handled

Paragraph 33 to 33(k)

- The proposed school's complaints policy meets the requirements of this part of the standards. It makes suitable provision for concerns to be raised at an informal stage and sets clear timescales for each stage of the complaints process.
- Pupils will be admitted to the school via a referral from their local authority. Leaders, therefore, anticipate working positively with the relevant local authority in the event of a complaint being received.
- The school is likely to meet the requirements in this part of the standards if it is granted permission to open.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(c)

- The proprietor body has extensive expertise and experience of setting up schools for pupils with SEND and managing specialist settings, including for pupils with autism. Members of the governing board represent a wide range of skills and expertise in managing schools operated by the proprietor body. Leaders have relevant experience of leadership in maintained and independent special schools. Most senior leaders have been appointed and some are already in post.
- The proprietor body has set out accountability mechanisms to check that the proposed school will meet the requirements of the standards. This includes premises compliance in relation to part five and the work of the central safeguarding team in relation to paragraph seven. The regional director will also meet regularly with the headteacher to provide both challenge and support.
- The school is likely to meet the requirements in this part of the standards if it is granted permission to open.

Schedule 10 of the Equality Act 2010

- Leaders have produced and published an equality and accessibility policy on their website. It meets requirements, giving due regard to the Equality Act 2010, and emphasising the school's intended nurturing culture. It demonstrates leaders' understanding of their duties in this area of their work.

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	150899
DfE registration number	825/6053
Inspection number	10349313

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	Special school
School status	Independent day school
Proprietor	Acorn Care and Education Limited
Chair	Richard Power
Headteacher	Matthew Slater
Annual fees (day pupils)	£62,000 to £87,000
Telephone number	07580 540 410
Website	www.redkiteschool.co.uk
Email address	enquiries@redkiteschool.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	Not applicable	60
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	60
Of which, number of pupils with an education, health and care plan	Not applicable	60
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	60

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	14
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	19

Information about this proposed school

- The proposed school will have sole occupancy of a former Victorian school building, which is adjacent to St Teresa of the Child Jesus Church in Princes Risborough.
- The school will cater for pupils aged 11 to 18. Pupils will have SEMH needs and some will have autism. Most pupils are likely to have been away from formal education for a sustained period and have significant anxiety.
- All pupils will have an EHC plan and their places will be funded by a local authority.
- The proposed school will not have any particular religious character.
- It is not intended that the school will use alternative provision.

Information about this inspection

- This was the proposed school's first pre-registration inspection. The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered.
- Prior to the site visit, the inspector reviewed a number of documents provided to the DfE as part of the school's application for registration.
- The inspector toured the school's premises and grounds with the site manager, the facilities manager and the headteacher. She held discussions with the regional director, the headteacher and the deputy headteacher. The inspector also met online with the chief operating officer and spoke to the managing director. She reviewed a wide range of documentation, including the single central record, policies and curriculum and assessment information.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

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