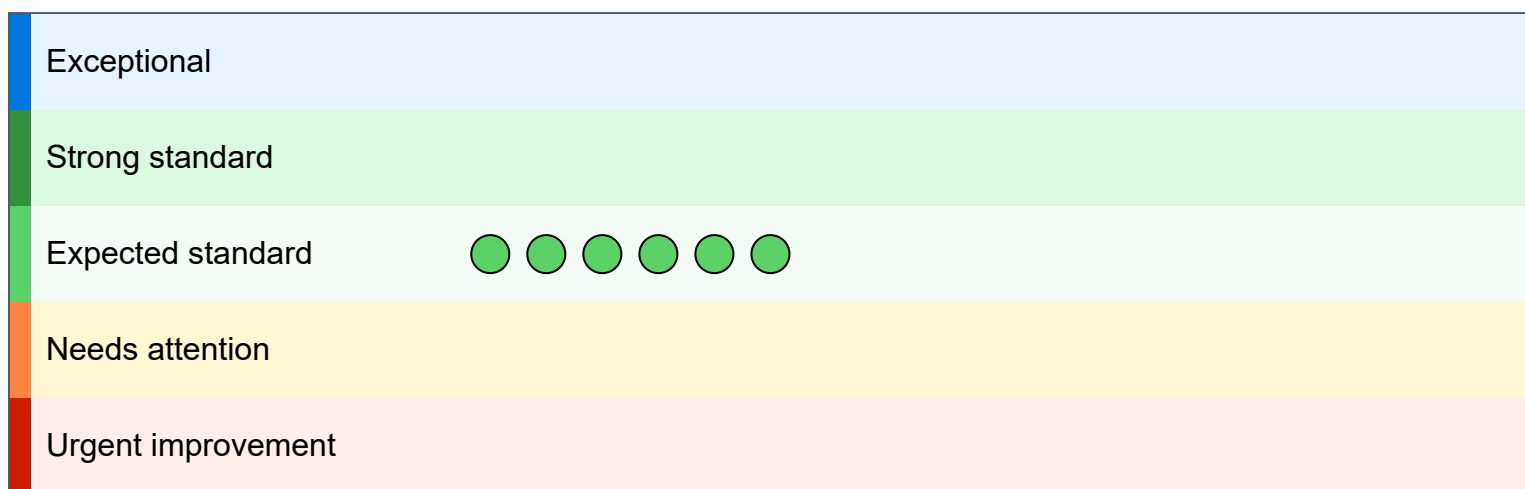


Red Kite School

Address: Aylesbury Road, Princes Risborough, HP27 0JW

Unique reference number (URN): 150899

Inspection report: 10 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Many pupils join the school having experienced disrupted educations in the past. Staff support pupils well to re-gain their interest in learning. Pupils' gaps in learning are identified and staff provide pupils with personalised support to secure the essential knowledge they need to catch up. The curriculum is carefully crafted around pupils' interests, which contributes to their steady re-engagement with learning.

Pupils progress through the curriculum well. Evidence of progress towards pupils' individual targets is captured across the curriculum and used to inform future learning. Pupils with the most significant gaps in their education make demonstrable social, emotional and academic progress. Pupils progress well towards qualifications and are ready for the next stage in their education.

Attendance and behaviour

Expected standard 

A significant number of pupils join the school with previous low attendance or following disruption to their education. Pupils receive expert support right from the start as they transition into the school. Leaders design transition processes that meet the needs of individual pupils. Staff work with pupils and their families to accurately identify any barriers to attendance. The school puts effective strategies in place to help pupils feel a sense of belonging to the school community. As a result, pupils typically settle into school well and attend regularly.

Leaders have developed a positive culture in which pupils feel safe to be themselves. Pupils understand the school's high expectations of their behaviour. Behaviour around the school and in lessons is calm. Staff help pupils to build their self-esteem through precisely targeted support that supports pupils to develop positive attitudes to learning. Staff are excellent role models for professional behaviour. Pupils enjoy interacting with staff as they relax at social times. There is a respectful balance of good natured conversation and mutual understanding between staff and pupils. The school has a no tolerance approach to bullying. On the rare occasion that bullying happens, staff support pupils to resolve any issues effectively.

Curriculum and teaching

Expected standard 

The school has recently introduced new parts of the curriculum and refined others. All curriculum subjects build coherently towards ambitious end goals. The curriculum is broad, logically sequenced and designed to give pupils the knowledge they need to be ready for the next stage in their education. Leaders provide effective training in the newer areas of the curriculum. They support staff to develop their subject knowledge and teaching practice.

Staff are ambitious for pupils. They have high expectations for pupils and support them well to achieve their curriculum targets. Staff teach key knowledge in reading, writing and mathematics so that pupils close gaps in learning. Staff check pupils' understanding regularly and know precisely what pupils need to learn next. Pupils have many opportunities to revisit parts of the curriculum to achieve fluency. They build the emotional resilience they

need to learn from mistakes. Pupils progress well through the curriculum from their starting points.

Reading is at the heart of the curriculum. Pupils read a range of texts that appeal to their interests. The school plans opportunities for pupils to read widely throughout the curriculum. Leaders ensure teaching helps pupils to understand and practise key subject-specific vocabulary through the wider curriculum.

Leaders carry out effective monitoring to check that the curriculum is taught well. They refine the curriculum and teaching in pupils' best interests. For example, they tailor the curriculum to match pupils' specific interests, such as outdoor learning, carpentry and car maintenance.

Inclusion

Expected standard ●

Leaders have established a purposeful culture in which staff have a precise understanding of pupils' needs. High-quality research informs the school's approaches to meeting pupils' complex needs. Staff implement adaptations to pupils' provision thoughtfully and consistently. The educational and clinical teams work together to provide tailored support for every pupil. Leaders inform staff regularly about any adjustments required to meet pupils' individual needs.

Leaders and staff demonstrate a secure understanding of pupils' starting points. Effective transition arrangements, alongside a suite of assessments and observations, enable staff to build an accurate picture of each pupil's needs. Staff engage in positive interactions and build warm, trusting relationships with pupils. This helps to reduce pupils' barriers to learning and support pupils to re-engage with education.

Leaders monitor and evaluate pupils' progress continually. Education and clinical professionals work collaboratively to review and adapt provision regularly. As a result, pupils benefit from carefully coordinated pastoral, clinical and academic support that is responsive to their changing needs.

Leaders work closely with parents to foster positive and constructive relationships. They invite parents into school to celebrate pupils' achievements, strengthening the partnership between home and school.

The school works effectively with alternative providers so that pupils can access a broader range of experiences, including outdoor learning and vocational opportunities, such as car maintenance programmes.

Leadership and governance

Expected standard ●

Leaders have an accurate understanding about the quality of the school's provision. Leaders prioritise areas for improvement that help pupils most. Staff benefit from appropriate professional development opportunities, which enable them to understand and meet pupils' needs. Leaders have cultivated a collaborative ethos, where expert staff from different disciplines work together to support pupils. Regular staff briefings enable staff to understand pupils' changing needs in meticulous detail. Staff are committed and highly supportive of the school's vision. They support the school's development through their contribution to school

improvement priorities. Leaders forge constructive relationships with parents and with colleagues across public services.

The proprietor has established well-developed systems that support the school effectively. The proprietor monitors the school's work effectively to ensure that the independent school standards are consistently met. The school's governing body holds a clear strategic role. There are comprehensive systems in place to provide effective challenge and support to school leaders. Governors understand their statutory duties and carry them out effectively. There is a strong culture of care for staff. Leaders consider staff workload and wellbeing, when making changes to school policies and practice. The proprietor takes active steps to promote staff wellbeing. Staff are unanimous in their support for the school and dedicated to working together to create the best opportunities possible for all pupils.

Personal development and wellbeing

Expected standard 

The school has developed an ambitious personal development programme. The programme is designed to equip pupils with the knowledge and skills they need for life beyond school. The programme is deliberately set out so that pupils learn through purposeful opportunities that are integrated across the wider curriculum. Pupils benefit from work experience and other careers events that help them explore possible career options. Staff create bespoke experiences that develop pupils' interests, confidence and self-esteem. Leaders use their regular monitoring to ensure that the programme helps pupils to achieve their individual targets. As a result, pupils feel welcome, valued and that they belong in the school.

The school teaches pupils how to recognise risks online and how to look after their physical and mental health. For example, they are taught about the health implications and possible risks of drugs, alcohol and vaping. Pupils learn an age-appropriate understanding of healthy relationships, for example debating the expectations for peer relationships in the school community. Through cookery, pupils learn valuable life skills, such as preparing nutritionally balanced meals. In making recipes from around the world, they learn about the different cultures on each continent. Consequently, pupils gradually re-engage with education and build secure friendships.

Leadership roles for pupils enable them to contribute as active members of the community. They lead meetings as school councillors, support staff during assemblies and host parent open mornings by baking and serving drinks. These experiences help pupils to develop confidence, responsibility and a sense of community.

Pupils learn about difference and diversity through the curriculum. They are taught about different faiths and the importance of respecting others' beliefs and opinions. They have an understanding of the meaning of fundamental British values. Pupils are well prepared for key stage 4 and life in modern Britain.

What it's like to be a pupil at this school

Staff welcome pupils warmly each morning in this nurturing and supportive school. The school is a calm, educational and therapeutic environment in which pupils feel they belong.

Many pupils have had a difficult and unsettled time in education before joining the school. As a result, pupils typically arrive with negative views of learning and poor self-esteem. The school helps them to get back on track. Pupils make friends, enjoy their learning and gradually grow in confidence.

Leaders have created a positive environment, where everybody understands the school's values of respect, responsibility and resilience. Staff understand pupils' needs well and are always on hand for any pupils who need pastoral or academic support. There are strong relationships between staff and pupils. Social times are relaxed and friendly, with some pupils playing pool together while others enjoy talking with staff, playing board games and exploring the outdoor gym.

Pupils rightly feel safe at school. Leaders take a zero approach to bullying and it is extremely rare. Leaders take swift action to help pupils resolve any friendship issues that they may have.

Many pupils attending this school have missed long periods of education. Leaders support families well. Pupils enjoy coming to school and attend regularly.

Leaders have an ambitious vision for pupils' futures. The school provides many opportunities for pupils to experience life beyond school. Pupils achieve well from their starting points and are prepared for their next steps in education, training and employment.

Next steps

- Leaders should continue to embed and refine the curriculum, ensuring that it is taught equally effectively in all subjects, so that all pupils achieve well.
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About this inspection

The fees currently charged are between £62,000 - £92,000.

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 spoke with the headteacher, the deputy headteacher, the special educational needs coordinator, the chair of the governing body and proprietor representatives.

The school's email address is enquiries@redkiteschool.co.uk.

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

The school uses 2 registered alternative providers.

The school provides specialist education for pupils aged 11 to 18 with social, emotional and mental health needs, as well as other learning needs.

The name of the proprietor is Acorn Care and Education LTD.

The name of the chair of the proprietor body is Richard Power.

Headteacher: Michael Davis

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Jo Brinkley, His Majesty's Inspector

Team inspector:

Sue Cox, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 10 February 2026

Total pupils

28

School capacity

60

Pupils with an education, health and care (EHC) plan

Pupils with special educational needs (SEN) support

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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.

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