

Kaleidoscope School

Porthill Lodge, High Street, Wolstanton, Newcastle-Under-Lyme ST5 0EZ

Inspection date

30 June 2022

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), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(f), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 2A(3), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proprietor body has a clear vision for the proposed school. It already operates another independent school in the local area catering for secondary-age pupils. The proposed school currently operates as an alternative provision and has primary-age pupils placed at the school on a part-time basis by the local authority. Leaders want to now extend this so that they can educate pupils full time.
- All pupils who attend the proposed school will have special educational needs and/or disabilities (SEND). Many will also have education, health and care plans (EHC plan). The headteacher has an extensive background in teaching pupils with special educational needs and in how to provide effective support. Leaders intend to review pupils' learning plans each term so that targets are well matched to pupils' needs.
- Leaders plan to offer a range of subjects comparable to the national curriculum. They have put together plans for a thematic curriculum for each half term so that pupils can make connections in their learning across foundation subjects.
- There are clear plans in place to help pupils learn to read. Leaders have purchased a validated systematic synthetic phonics programme and will use this as the basis for the reading curriculum. Leaders plan to teach phonics every day and have ensured that they have a range of reading books available that will match the sounds that pupils know.
- Leaders have thought carefully about how they will assess pupils in their learning. They recognise that many pupils will arrive at the school below age-related expectations. Therefore, leaders have created 'assessment ladders' which show how teachers will check the progress pupils make in smaller blocks. Leaders plan to work closely with teachers to check that pupils are secure in what they know before moving on to new learning.
- Leaders intend that all pupils will have lessons in relationships education. This will be

age-appropriate and will be tailored to the needs of pupils who attend the school.

- These standards are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The planned small class sizes and targeted adult support are likely to foster positive relationships and help pupils develop their self-esteem and confidence.
- Leaders intend to teach personal, social, health and economic (PSHE) lessons twice a week. They plan to use a PSHE curriculum which comes from the local authority. This will include being taught about fundamental British values and is likely to include visits to different faith buildings.
- Leaders plan to have weekly assemblies with all pupils that will include talks from external visitors. Leaders are aware that it is important to protect pupils from speakers who may promote a biased political viewpoint.
- Leaders are keen to ensure that educational visits take place regularly. These will likely be linked to the curriculum and will include pupils developing an understanding of the protected characteristics.
- Leaders intend to establish a school council with an elected representative from each class. They are keen to ensure that pupils learn about democracy and feel able to make suggestions about how the school could improve.
- These standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- All staff will receive initial safeguarding training as part of their induction. This will include topics such as extremism and child exploitation. A copy of the safeguarding policy is available on the proposed school website. The policy has due regard to the latest government guidance.
- The school manager, who will be the designated safeguarding lead, has had appropriate training for her role. She is clear about how to make a referral to the local authority should there be a concern about a pupil.
- Leaders have established a clear system for staff to report safeguarding incidents. The proposed school intends to use an electronic system for recording concerns which will be monitored regularly. Leaders are clear about what they should do if they have a concern about a member of staff.
- Leaders intend to teach pupils how to stay safe through the PSHE curriculum. This will likely be supported through lessons and resources from the National Society for the Prevention of Cruelty to Children. Leaders plan to teach pupils about online safety through the information and communication technology curriculum.
- Leaders are clear about how they will record incidents of misbehaviour. Behaviour incidents will be categorised into one of five stages and then recorded on an electronic system. Leaders intend to review this information regularly so that, if need

be, they can put in place appropriate risk assessments for pupils.

- Leaders have ensured that an appropriate health and safety policy is in place. This includes first-aid arrangements and fire precautions. The school manager has also had appropriate health and safety training.
- A fire risk assessment was carried out in February 2022. Leaders have put in place an appropriate action plan because of the risks identified in the report. Leaders were able to provide evidence of where they carried out regular checks on the fire alarms and fire extinguishers. They also have a clear plan in place for carrying out regular fire drills with staff and pupils.
- Leaders have put in place appropriate risk assessments, including for off-site activities. There is an appropriate risk assessment for Westport Lake which leaders intend to use for physical education.
- Appropriate checks have been made on the proposed school's electrical equipment. In April 2022, emergency lighting was fitted throughout the building to comply with health and safety regulations.
- The electronic information that the school plans to keep on the admissions register is in line with Department for Education (DfE) guidance.
- Leaders are clear about how they will register pupils and where this information will be kept. They have appropriate systems and processes in place to ensure that they contact parents or carers when a child is absent from school.
- These standards are likely to be met.

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

Paragraphs 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), and 21(5)(c)

- The two directors of the proprietor body, the headteacher and business manager have had appropriate safer recruitment training.
- The proposed school has appropriate procedures in place for appointing new staff. Leaders are aware of their responsibilities to ensure that all necessary pre-employment checks are made. This includes making sure that staff have an enhanced Disclosure and Barring Service check and two references. Leaders also intend to make sure that they check staff's qualifications and their medical fitness to work.
- Leaders have ensured that there is a single central record where all information relating to staff appointments is kept.
- The proposed school is aware of the checks and procedures it needs to make should leaders use supply staff.
- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- The proposed school is in a building that was formerly an accountant's office. The accommodation spans two floors.
- The ground floor of the building comprises a reception area, a large office, three classrooms, a sensory room and a personal care room. There is an additional classroom on the first floor. All classrooms are well maintained and have good acoustics and plenty of natural light from large windows. All windows are appropriately secured and can be opened by staff for ventilation. The sensory room is attractively decorated and has appropriate padding on the walls.
- On the first floor is a larger space that leaders intend to use as a dining room and school hall. This spacious room is appropriately decorated and suitable for its intended use.
- On the first floor, there are separate boys' and girls' toilet facilities. Cubicles can be secured from the inside, and there is a separate area in each facility with wash basins. The hot water in the toilet facilities does not pose a scalding risk.
- To the front of the property, leaders have fenced off a sizeable part of the car park that will be used as an outdoor play space. The metal fencing is new and is appropriately secure. Leaders plan to create additional outdoor space by using an area of land to the rear of the building.
- Drinking water will be available to pupils throughout the day from a water dispenser in the reception area.
- These standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e) and 32(3)(f)

- The school's website sets out the proposed school's vision and ethos. It also includes contact details for school leaders and the proprietor body.
- All policies and documents that are required can be viewed via the school's website, including the safeguarding and curriculum policies.
- The website also includes information for parents on how they will support pupils who speak English as an additional language and pupils with an EHC plan.
- Leaders have put together a suitable template that they will use to provide written feedback to parents on the progress their child is making in each subject.
- These standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The proposed school has an appropriate complaints policy. This sets out the different stages of a complaint and how leaders will attempt to resolve any issues that arise. The policy has clear timescales for each stage and the opportunity for a panel hearing should the complaint move to a formal stage.
- These standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Both directors of the proprietor body have a background in working with pupils in alternative provision and those in care. They are committed to ensuring all children, regardless of their SEND needs, have the same educational opportunities as mainstream pupils.
- As the proprietor body already operates an independent school, it has good knowledge and understanding of the independent school standards. It is clear about the ethos and vision for the proposed school and how it will support pupils with SEND. One director from the proprietor body will be based at the school on a full-time basis to provide ongoing support to school leaders.
- The proprietor body is clear about how it will monitor and evaluate the performance of the school and hold leaders to account.
- Leaders intend to ensure that the well-being of pupils sits at the heart of the proposed school.
- These standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that there is an appropriate accessibility plan in place. Therefore, they are likely to meet their duties under paragraph 3 of schedule 10 of the Equality Act 2010.

Statutory requirements of the early years foundation stage

- The proposed curriculum for children in Reception links to the prime and specific areas of the early years foundation stage curriculum.
- It is likely that all safeguarding and welfare requirements for the early years will be met.

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	149024
DfE registration number	860/6089
Inspection number	10226695

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	Other independent school
School status	Independent special school
Proprietor	Beechfield Education Ltd
Chair	Joanne Talbot-Beech
Headteacher	Sam Goodin
Annual fees (day pupils)	£36,000 to £54,000
Telephone number	01782 624689
Website	www.kaleidoscopeschool.co.uk
Email address	admin@kaleidoscopeschool.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	4 to 11	4 to 11
Number of pupils on the school roll	Not applicable	30	30

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	25

Information about this proposed school

- The proposed school will operate from a building that was formerly an accountant's office. This is in an urban area near the centre of Stoke-on-Trent. The main school building is being rented from a private landlord and the proprietor body has a five-year lease.
- The proposed school does not have a religious ethos.
- The proposed school intends to cater for boys and girls aged four to 11.
- The proposed school plans to cater for all types of SEND, including those pupils with an autism spectrum disorder.
- The proposed school does not intend to make use of alternative provision.

Information about this inspection

- The pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. This is the proposed school's first pre-registration inspection.
- The inspection was conducted with two days' notice.
- The inspector held meetings with leaders, including the directors of the proprietor body, the headteacher and the school manager.
- The inspector looked at several policies, documents and the school website to check whether the school is likely to meet the independent school standards and other requirements.
- The inspector conducted a tour of the school premises.

Inspection team

Mark Howes, lead inspector

Her Majesty's Inspector

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