

# Kinetic Academy

Meir Youth Cafe, Sandon Road, Meir, Stoke-on-Trent, Staffordshire ST3 7DJ

## Inspection dates

29 November 2023

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b)*

- The proprietor proposes that the school will provide full time education for up to 35 pupils aged 9 to 11 years with special education needs and/or disabilities (SEND), in addition to the existing provision for key stage 3 and key stage 4 pupils. It is expected that all further pupils will have an education, health and care (EHC) plan, as is currently the case.
- The curriculum plans that have been developed for key stage 2 pupils, have been carefully constructed to be adaptable to meet pupils' needs. They mirror the successful approach at key stage 3 and key stage 4, enabling staff to identify gaps in knowledge and support individual needs quickly. The proprietor has already brought in a suitable phonics programme, having recognised that new key stage 2 pupils may have gaps in their reading fluency and/or decoding skills.
- Pupils experience a broad curriculum which includes the seven aspects of learning as required by the independent school standards. There is a strong focus on developing pupils' literacy and numeracy skills due to their gaps in learning. Teachers check on pupils' work 'in the moment' and give them helpful feedback to help them move forward in their learning. Pupils know how well they are achieving. They understand what they need to do to be ready for the next step in their education, employment or training.
- Classroom resources are fit for purpose and support learning. This should be the case for key stage 2 pupils.
- These standards are likely to be met if the material change application is approved.

*Paragraph 1, 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(h)(i)*

- The proprietor has ensured that an appropriate programme of personal, social, health and economic (PSHE) education is in place which reflects the ethos of the school. Pupils have a wide range of opportunities to learn about other cultures and beliefs and

to better understand their own world and its workings. They learn about respect and tolerance and current pupils display these in their interactions with each other and with the adults who support them. Additional, age-appropriate provision has been made for key stage 2 pupils to support the proprietor's aim that the PSHE programme will prepare pupils for the next steps in their lives.

- These standards are likely to be met if the material change application is approved.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)*

- The proprietor has ensured that an age-appropriate policy for relationships and sex education (RSE) is in place. Parents were consulted in its development and the policy makes provision for annual consultation. Parents are informed of their right to withdraw pupils from sex education.

- These standards are likely to be met if the material change application is approved.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4*

- Pupils are very well supported to build their self-esteem and resilience. Well-qualified and experienced teachers explain things well, so pupils understand and approach their learning positively. They offer prompt support to pupils so that they do not become frustrated. Pupils remain on task and get on with their learning without disturbing others. They show familiarity with set routines that help them to take responsibility for aspects of their learning. The current approach to learning should support key stage 2 pupils as well as it does key stage 3 and 4 pupils.
- Assessment is well-planned and ensures that teachers can track pupils' progress across all parts of the curriculum, as well as against their EHC plan targets.
- These standards are likely to be met if the material change application is approved.

## 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)*

- Leaders have carefully planned and mapped opportunities to develop pupils' spiritual, moral social and cultural experience and understanding across the curriculum, in addition to a diverse enrichment programme. Pupils have many opportunities to learn about different religions and beliefs and to understand fundamental British values. They learn about, and become actively involved in, charity work such as supporting the homeless.
- These standards are likely to be met if the material change application is approved.

## Part 3. Welfare, health and safety of pupils

*Paragraph 7(a), 7(b), 11, 12, 14, 16, 16(a), 16(b)*

- Suitable arrangements are in place to safeguard and promote the welfare of all pupils attending the school. The school's safeguarding and child protection policy adheres to all statutory guidance. The school does not have a website but copies of the policy are available to parents on request.

- An effective health and safety policy has been drawn up and implemented for the new premises which takes account of the prospective new pupils; their ages, needs and the impact of increased numbers.
- Leaders have ensured that there are appropriate levels of supervision for pupils. They plan to increase the number of staff proportionally, in line with the number of pupils. Leaders have stated that the increase in numbers will take place over time to ensure that the required adaptations are well-managed by staff and that pupils are able to cope with the changes made.
- Pupils are supervised well at all times. Leaders complete appropriate risk assessments for a wide range of activities. They also undertake risk assessments for individual pupils. Risk assessments identify the possible risks and put in place appropriate measures to minimise the risks.
- The school meets the requirements of the Fire Regulatory Reform Act 2005. Suitable measures are in place to manage the risk from fire.
- These standards are likely to be met if the material change application is approved.

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

*Paragraph 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), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 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)(c), 21(6), 21(7)(a) and 21(7)(b)*

- The proprietor has ensured that a single central register is in place which meets all statutory requirements. The school does not currently employ supply staff. However, leaders are fully aware of the checks and processes to be completed if they do so in the future.
- All staff are suitably trained in safeguarding. Leaders, including the proprietor, have undertaken designated safeguarding lead training and safe recruitment training.
- These standards are likely to be met if the material change application is approved.

#### Part 5. Premises of and accommodation at schools

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(2), 28(2)(A), 28(2)(b), 29(1), 29(1)(a), 29(1)(b),*

- The building for the school is fit for purpose, well-maintained and should be able to accommodate the proposed increase in pupil numbers. It is attractively decorated and complete with furnishings to make the environment conducive to learning.
- Throughout the building, ample natural light, good acoustic conditions and effective heating/ventilation are evident. A medical room is available for sole use when necessary.
- There is a small suitable outdoor area for breaktime/social space. However, physical education takes place off site at a local leisure facility where showers are available. A risk assessment is in place and provides for sole use of the facilities while children are present.
- A programme of maintenance is in planned to address some minor issues including repair of a boiler providing hot water to an upper floor toilet block, and re-installation of drinking water fountains.
- These standards are likely to be met if the material change application is approved.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor has made sure that school leaders have the skills and knowledge to ensure that all independent school standards are met consistently.
- The proprietor and leaders have been proactive in identifying the need for the additional provision that they will be able to offer if this material change application is approved. They are keen to be in a position to offer earlier support and intervention to what has proved to be an effective combination of nurture, personal and social development and academic progress for children and young people who have often struggled in mainstream schooling. They have taken a thoughtful approach to managing the changes they request, including taking time to build numbers, allowing them to match recruitment to the needs of the new intake of pupils.
- There are effective plans in place to ensure that the well-being of pupils is at the forefront of the schools work.
- These standards are likely to be met if the material change application is approved.

## Schedule 10 of the Equality Act 2010

- The school has an appropriate accessibility policy in place that meets all the requirements of Schedule 10 of the Equality Act 2010.

## **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 that are relevant to the material change.

## School details

Unique reference number	140330
DfE registration number	861/6011
Inspection number	10309425

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Nicola Tomlinson
Headteacher	Miss Nicola Tomlinson
Annual fees (day pupils)	£45,000 to £52,0000
Telephone number	01782333344
Email address	director@kineticmail.co.uk
Date of previous standard inspection	15–17 March 2022

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 16	9 to 16	9 to 16
Number of pupils on the school roll	18	60	60

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	18	60

Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	18	60
Of which, number of pupils with an education, health and care plan	18	60
Of which, number of pupils paid for by a local authority with an education, health and care plan	18	60

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5.6	12
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	7	0

### Information about this school

- The school currently offers full time education for key stage 3 and key stage 4 pupils. All have EHC plans.
- Leaders propose to admit up to 37 key stage 2 pupils if the material change is agreed.
- Leaders have requested approval of additional premises. They intend that these premises will be used by the new key stage 2 pupils. This building is already for the education of key stage 3 pupils. Inspectors were informed that the Department for Education (DfE) is aware of its use prior to the material change inspection.
- Pupils are admitted to the school through local authorities including Stoke City and Staffordshire.
- The school does not have a religious denomination.
- The school does not currently use alternative provision.

## Information about this inspection

- The material change inspection was commissioned by the DfE to determine whether the school is likely to meet the relevant independent school standards if the proposed material change is approved.
- Inspectors met with the proprietor, the director of corporate services, heads of school and teaching and support staff.
- Inspectors reviewed a range of documents and considered the school's compliance with safeguarding procedures and Schedule 10 of the Equality Act 2010.
- Inspectors visited and checked all internal and external areas of the proposed new school building against the relevant independent school standards.

## Inspection team

Mel Ford, lead inspector

His Majesty's Inspector

Tim Hill

His Majesty's Inspector



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