

KWS Milton Keynes

R2D, 1-9 Barton Road, Bletchley, MK2 3HU

Inspection dates

22 June 2021

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 1 and 2

- The headteacher has a clear vision for the education that the school intends to provide. The plan is to support a very small number of secondary-school-aged boys to re-engage with education, preparing them suitably for adulthood. The curriculum policy and intended plans indicate that this aim is likely to be achieved.
- Pupils will study a suitably broad range of subjects, focusing on English, mathematics and information and communication technology (ICT). Pupils will also be able to gain experience of art, music and drama, and study vocational courses like motor vehicle maintenance. They will seek to obtain relevant accredited qualifications, such as GCSE, functional skills and ASDAN. Pupils will also have time planned into their weekly timetable for participating in physical education.
- Pupils in the sixth form are likely to join the school having been out of education for a long time. Their curriculum will be focused on helping them to catch up the learning they have missed. As such, the subjects and qualifications they work towards will be the same as for pupils in key stage 4. This is an appropriate plan to ensure that these pupils have suitable qualifications to move on to further education, employment or training.
- Personal, social and health education (PSHE) forms an integral part of the planned curriculum. Timetabled sessions intend covering relevant topics such as drug and alcohol awareness, sexual health and consent. Leaders already have well-established links with expert services to help them deliver some of this learning.
- Pupils may join the school at different ages and points in the academic year, and with different PSHE needs. The headteacher has sensible plans for ensuring that teachers check what pupils know and tailor future learning towards the gaps that need filling.
- The headteacher is alert to the importance of providing pupils with effective careers education, information, advice and guidance. She intends buying in external support to ensure that pupils receive their entitlement to impartial advice about planning for

their future. She already has established links with relevant experts, through her work in the other school owned by the proprietor body.

Paragraph 3 and 4

- The headteacher is yet to recruit teachers for this school. However, she has given appropriate thought to how staffing will be managed in the short term. A suitable teacher has been identified who will transfer across from the proprietor body's other school in Bedford. This teacher, along with the headteacher, looks set to bring relevant expertise and experience that will enable successful delivery of the planned curriculum. The proposed number of teaching and support staff on the school site is appropriate for the number of pupils likely to be on roll.
- All pupils are likely to have an education, health and care plan (EHCP) for their identified special educational needs. The headteacher has an appropriate plan for how teachers and other adults will assess and monitor the progress that pupils make over time, both in their subjects and in relation to their EHCP targets. Involvement in exam-board moderation sessions and network groups looks likely to help adults ensure that their assessments of pupils' work are accurate and consistent.
- This part of the independent school standards is likely to be met if the school is permitted to open.

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

Paragraph 5

- The headteacher has given particular thought to this element of the proposed school's provision. She uses her experience of leading a similar school and detailed knowledge of the local context well. Consequently, plans for pupils' spiritual, moral, social and cultural development are a key and well-developed element of the school's intended curriculum.
- In addition to timetabled PSHE lessons, opportunities are planned in to address pupils' specific and emerging needs. Established links with local charities and organisations appear likely to provide useful additional expertise around pertinent issues such as sexual violence and use of sexual imagery. Daily briefing and debriefing sessions are planned as a way for all staff to remain alert to needs and concerns, to help them put additional support promptly into place when needed.
- The headteacher describes promoting tolerance and respect as being central to the school's purpose. This is reflected in the school's described ethos and positive behaviour policy, as well as in curriculum plans. Opportunities to learn about different faiths and cultures are planned into the subjects that pupils will learn, as well as being part of the PSHE curriculum.
- Sufficient thought has been given to how pupils will develop a sense of community, starting with their own within the school. The headteacher has already identified local and national events that will help pupils to understand their place in the world and the contribution they can make. For instance, there are plans to participate in collecting food for local food banks, picking litter in the local area and serving refreshments to local homeless people.
- The school is likely to meet this part of the independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraphs 6 and 7

- Leaders' plans to keep pupils safe are suitably rigorous. The school's written safeguarding policy is fit for purpose. It suggests that the headteacher and proprietor body understand their legal responsibilities sufficiently well.
- The headteacher demonstrates careful thought about how safeguarding responsibilities will be fulfilled. As designated safeguarding lead (DSL), she has completed relevant training, including around safer recruitment. Once appointed, the teacher who is based full-time on the site will also be training as a DSL. This is intended to ensure that someone with suitable knowledge about safeguarding is always present on the school site.
- Useful systems are already in place for recording and monitoring safeguarding concerns, ensuring that the headteacher would be alerted promptly if not on the school site. The headteacher is clearly aware of specific potential risks to pupils, such as around local gangs, sexual consent and child criminal exploitation. This places her well to be vigilant about emerging patterns in behaviour that might signal something of significant concern that requires urgent action.
- Appropriate plans are in place for ensuring that all adults are suitably trained once appointed. Online and face-to-face training is planned into staff induction sessions. The headteacher has already established links with the local authority, providing useful access to training and support from other DSLs in the local area.

Paragraphs 9 and 10

- The school's written behaviour policy is fit for purpose. It places a strong emphasis on promoting positive behaviour, reinforcing the school's intended ethos. Identified rewards and sanctions are appropriate, as is reference to when exclusion might be considered to be necessary.
- There is an anti-bullying policy in place. It gives clear definitions of what bullying is and how it should be dealt with. It makes clear that bullying, including through banter, is not acceptable.
- Pupils learn about bullying as part of the school curriculum, including during PSHE lessons. The headteacher recognises the importance of ensuring that pupils understand what bullying is, linked to the school's work to promote tolerance and kindness.
- A system is already in place for recording, tracking and monitoring instances of poor behaviour, including bullying. This looks likely to provide leaders with an accessible and useful way to identify and act on patterns of poor behaviour.

Paragraphs 11, 12, 13 and 16

- Leaders have drawn up appropriate plans for managing health and safety, including first aid. Written policies are based on relevant legislation and cover appropriate elements such as infection prevention, manual handling and working at height. Lines of accountability link clearly back to the proprietor body, with delegated responsibilities given back to the headteacher.

- The landlord currently has responsibility for the proposed school's fire alarm systems. The headteacher plans to take over responsibility for this. A fire risk assessment has been carried out and fire-fighting equipment has been checked. Plans for fire evacuation are in place and are suitable.
- The headteacher plans to commission an external annual review of the school's health and safety arrangements, to check that her self-assessment of provision is accurate. An external company is booked to come in and check fire arrangements and electrical testing before the school is due to open.
- All staff are due to complete health and safety training as part of their induction. This will include first aid and fire marshal training. Plans for recording accidents and for administering controlled medicines are appropriate, although a locked medicines cabinet is not currently in place.

Paragraph 14

- The proposed school is very small, both in numbers of pupils and physical space. As such, all pupils are likely to be in sight of all staff almost all of the time. This looks likely to promote effective supervision throughout the day.
- Appropriate consideration has been given to how pupil supervision will be managed. For instance, plans are in place for meeting pupils in the car park when they arrive, and to reduce the risk of them absconding during the day. Staffing ratios are adequate to enable adults to manage their breaks without compromising pupil safety.

Paragraph 15

- The headteacher knows what information is required to be captured on the admissions register. She has a suitable system in place for achieving this. Plans for the twice-daily registering of pupils are appropriate. Thought has been given to how this information will be collated, using administrative support, so that leaders can monitor patterns in attendance over time.
- This part of the independent school standards is likely to be met.

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

Paragraphs 17, 18, 19, 20, 21

- All of the required checks have been carried out on the headteacher, chair of the proprietor body and person named as chair of governors/trustees. They have been recorded accurately on the school's database, which enables them to be drawn out into a single record of recruitment checks. No other staff are currently in post.
- The headteacher, chair of the proprietor body and person named as chair of governors/trustees have undergone safer recruitment training. This helps them to understand and apply safer recruitment practices. The headteacher is able to clearly describe the process to be followed when recruiting employees, in order to satisfy herself that they are safe to work with children.
- The school pays for the services of a human resources company to support their recruitment work. This helps to reassure the headteacher that recruitment processes are being carried out successfully and with due diligence.
- The school does not intend using supply teachers. Nevertheless, the headteacher understands the necessity to obtain written confirmation that the relevant vetting

checks have been carried out by the relevant supply teacher agency, should supply staff need to be used in the future.

- The school looks likely to meet this part of the independent school standards.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 31

- The school is based in a small unit on a business park. It consists of two main rooms, a toilet and a medical room, all on the ground floor. There is office space on the first floor which will not be used by pupils.
- Pupils will enter the school directly from the car park, which is shared with other businesses based in the same block. This car park is sufficiently quiet to make this a safe and manageable process for pupils. There is exterior lighting in place.
- The main door to the school is also a fire door. As such, it will need to be unlocked while people are in the building. The headteacher has given adequate thought to how this boundary will be kept secure, through external signage, clear routines and expectations for pupils and staff vigilance.
- The school's main rooms are adequate for their intended purpose. One has no natural light but is suitably lit. The rooms have appropriate furniture and access to resources such as laptops and tablets for carrying out ICT work. There is a secure storage area in the bigger room which currently houses some teaching resources.
- There is a toilet for exclusive use by pupils. It has access to hot and cold running water of a suitable temperature. This single toilet is sufficient for the small number of pupils that the school intends to accommodate. Staff have access to a separate toilet in an adjacent unit, accessible by another external door within the same block.
- There is another large sink adjacent to the room where the toilet is. This provides drinking water as well as a space for washing up art and basic science resources. The cupboard under the sink houses basic cleaning equipment and requires a lock, to prevent pupils from accessing the household chemicals stored in there.
- The headteacher intends pupils accessing workshops that are already in place in the proprietor body's other school in Bedford. This school is registered and inspected by Ofsted. There are no workshop facilities in place on the proposed school's site.
- The medical room is fit for purpose. It has a place for pupils to lie down if needed and has access to running water for hand washing. The small size of the school building means that it is sufficiently near to the toilet. As yet, a locked medicine cabinet has not been installed.
- Pupils will travel to a local sports facility to carry out their physical education. This means that arrangements are in place for pupils to have regular access to indoor and outdoor space, plus showers and changing facilities.
- There is no designated outside space on-site that belongs exclusively to the school. There is, however, safe space close by where adults can take pupils to get some fresh air and take a break from their learning. This is adequate for the number and age of pupils likely to attend the school. The headteacher is exploring options for obtaining some dedicated outside space that can be used exclusively by pupils.

- This part of the independent school standards looks likely to be met if the school is granted permission to open.

Part 6. Provision of information

Paragraph 32

- The headteacher is aware of the information that the school is required to make available to parents. She plans to share this via a dedicated page on the proprietor body's website, where information relating to the other school is currently provided. This page is due to be put in place during the summer holiday. All of the required information is ready to be uploaded.
- Parents will receive an annual written report for each pupil, outlining progress towards targets and, where appropriate, external accreditations. An appropriate format has been devised for sharing this information. The headteacher intends aligning this with the statutory review of pupils' EHCPs and, where applicable, their personal education plans.
- The proposed school looks likely to meet this part of the independent school standards.

Part 7. Manner in which complaints are handled

Paragraph 33

- The school has a written policy that describes how complaints will be handled. This policy is fit for purpose. Details are given for a staged approach, with opportunities to resolve informally or move towards a more formal or panel hearing if needed. Appropriate timescales are identified within the policy.
- The headteacher has considered how the need to have an independent person present at a panel hearing might be achieved. She has identified some viable options that would be, and be seen to be, suitably independent of the school's leadership and management.
- This part of the independent school standards is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The headteacher is well-informed about the expectations and responsibilities of her role. She brings experience and knowledge from being the headteacher of the other school owned by the proprietor body. She has undertaken relevant training to support her in fulfilling her role as headteacher. She has been able to demonstrate that the school would be likely to meet the independent school standards if given permission to open.
- The person named as chair of governors/trustees acts in an informal capacity, with no specific responsibilities. She describes her role as being a 'sounding board' for the headteacher and proprietor body, supporting them with recruitment and reviewing policies. She is suitably trained and knowledgeable to fulfil this role.
- The proprietor body has two members – the headteacher and a named chair. The chair has adequate plans for checking standards in the school and keeping informed about the proposed school's work. He is suitably trained to understand the proprietor

body's legal duties around safeguarding. Collectively, the proprietor body members have sufficient knowledge of the independent school standards to be able to check whether they are being met.

- The headteacher, proprietor body chair and chair of governors/trustees are all related to one another. As such, they recognise the value of bringing in expertise from beyond the school to test out their views about the school's effectiveness. Leaders are well placed to do this, having established links with local authority colleagues and other relevant professionals. They also intend bringing in the expertise of a senior colleague from the other school to help provide an impartial view where needed.
- All those involved in the school's leadership share a vision that has pupils' wellbeing at its heart. They bring considerable expertise about the likely needs and prior experiences of the pupils they intend the school to serve. This places them well to ensure that the proposed school meets these needs successfully.
- The school is likely to meet this part of the independent school standards.

Schedule 10 of the Equality Act 2010

- Leaders understand their duties with regard to meeting these requirements. They can demonstrate this through the accessibility plan they have put in place for the other school owned by the proprietor body.
- There is not currently a written accessibility plan in place for this school. The headteacher plans to write this imminently, prior to the school's intended opening date. The headteacher can describe what information this document needs to contain, showing that she has given due consideration to ensuring the school is accessible to disabled pupils.

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	148420
DfE registration number	826/6019
Inspection number	10194028

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	Independent special school
School status	Independent school
Proprietor	KWS Educational
Chair	Karl Weaver
Headteacher	Sarah Nichols-Weaver
Annual fees (day pupils)	£26,376.25
Telephone number	07872 067 991
Website	http://kwseducational.co.uk
Email address	admin@kwseducational.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	6	6

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	6
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	6
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	6
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	6

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	2.5

Information about this proposed school

- KWS Milton Keynes is seeking registration as an independent special school for up to six male pupils aged 11 to 18. Pupils will have identified social, emotional and mental health needs and be in receipt of an education, health and care plan.
- The proposed school will be based in a small self-contained unit on Bletchley Business Campus in Milton Keynes. Pupils will access physical education facilities at the nearby MK Dons Dome. Some pupils will use the motor vehicle workshop on the site of KWS Educational Services in Bedford. This is a school registered separately with Ofsted and run by the same proprietor body.
- The school does not intend having any particular religious character.

Information about this inspection

- This inspection was commissioned by the Department for Education, in response to leaders' request to register as an independent school. This is the first pre-registration inspection for this application. All of the independent school standards were considered.
- Her Majesty's Inspector met with the headteacher to discuss plans and review relevant evidence. This included a range of policies, curriculum planning and records of recruitment and vetting checks on staff already appointed. Her Majesty's Inspector also spoke to the chair of the proprietor body and the chair of governors/trustees on the telephone. She also looked at the site where the school plans to be based.

Inspection team

Kathryn Moles, lead inspector

Her Majesty's Inspector

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Manchester
M1 2WD

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