

Kershaw Wood

Talbot Street, Glossop, Derbyshire SK13 7DG

Inspection date

17 July 2024

Overall outcome

The school is likely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(d)(ii), 2(2)(h) to 2A(1)(a), 2A(1)(d) to 2A(2)

- Leaders are proposing a school that meets the needs of pupils with special educational needs and/or disabilities (SEND). There is a strong focus on making sure that pupils will be enabled to achieve their potential through a personalised approach to learning. Leaders have set out a clear rationale, vision and culture for the school.
- The school's curriculum policy demonstrates that leaders intend to provide for pupils' individual needs in line with pupils' education, health and care (EHC) plan. The school's curriculum policy demonstrates that leaders will take account of pupils' individual needs. The school has plans to complement the curriculum with appropriate therapeutic support, as required.
- Leaders have prepared progressive curriculum plans and schemes of work for all subjects. These are based on the national curriculum and provide breadth of experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- The school has ensured that teachers, already employed, are trained to deliver the school's chosen phonics programme. This will assist in enabling pupils, at an early stage of reading, to gain the knowledge and skills to become fluent in reading.
- Leaders have plans to deliver personal, social, health and economic (PSHE) education. This curriculum includes carefully thought-out schemes of work for pupils to learn about physical and mental health. This curriculum prepares pupils for life in Britain. It nurtures pupils' understanding of equality, diversity and inclusion.
- The school has a clear relationships and sex education curriculum with a policy that sets out how leaders intend to deliver this age-appropriate curriculum.
- Leaders have plans to deliver PSHE through discreet lessons, assemblies, and reflection times.

Paragraphs 3 to 4

- Leaders intend to monitor closely the quality of education that pupils receive. The school has clear teaching, learning and assessment policies. Leaders have planned the types of learning activities they will use to help pupils gain knowledge, understanding and develop skills. Appropriate resources are in place. Leaders have produced thorough assessment and reporting procedures, and draft school timetables.
- When pupils join the school, staff will consider their aspirations and assess their knowledge and skills. The initial assessment will determine a personalised approach that also matches pupils EHC plans. Assessment information will be used to modify the curriculum, adapt teaching and build pupils' learning over time.
- At the previous pre-registration inspection some of these standards were judged as not likely to be met as the school had not put sufficient plans in place to ensure that the curriculum achieved its overall aims. The school was not clear what subjects would be taught at each key stage and how curriculums would be adapted to meet pupils' additional needs. The relationships and sex education policy did not set out what primary-aged pupils would learn.
- Since then, the proprietor has reviewed the school's intended provision. They have revised the proposed age range to key stage 2 pupils only and reduced the proposed number of pupils they will cater for. They have reviewed and thoroughly developed the intended curriculum to take account of pupils' ages, aptitudes and abilities, including pupils' additional needs. The revised subject curriculums and relationships and sex education curriculum clearly set out what the school intends for key stage 2 pupils to learn and when. The curriculum policy sets out the school's approach to teaching and how teaching will be adapted to meet pupils' additional needs.
- The school is likely to meet all the independent school standards (the standards) in this part.

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

Paragraph 5 to 5(d)(iii)

- The planned curriculum will be enhanced through structured pastoral support, appropriate therapeutic sessions and a well-planned PSHE education curriculum. Leaders have experience of developing such provision to cater for the personal development of pupils for whom the school is intended. Leaders' plans are realistic and are focused on pupils' individual needs.
- Leaders have developed a policy and clear plans for pupils' spiritual, moral, social and cultural development. They intend for pupils to learn about different religions and cultures. They plan to visit various places of worship. Leaders plan for pupils to learn about special events and festivals through assemblies and theme days. The school intends to enrich pupils' cultural awareness through varied experiences.
- Leaders plan for pupils to learn about this country and what it means to live in a democracy. They intend to provide pupils with opportunities to take responsibility and understand the value of their place in, and contribution to, British society. Leaders' intentions are for pupils to be involved in a range of local experiences.
- The school is likely to meet all the requirements of the standard in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7 to 7(b)

- The school has ensured that there are effective arrangements in place to safeguard pupils. Leaders understand how to establish a strong culture of safeguarding. They have produced a range of policies and procedures to help keep pupils safe. The school's safeguarding policy reflects the most recent government guidance. There are processes in place to record safeguarding concerns and leaders' follow-up actions.
- Leaders with responsibility for safeguarding are suitably trained to know and understand their responsibilities. They have planned for all staff to have regular safeguarding training. This includes training about what to look for to identify pupils who may be at risk of harm and how to share any concerns they may have about pupils' welfare.
- Leaders intend to monitor pupils' welfare so that they can identify any concerns and provide appropriate support. They know how to work effectively with external agencies and professionals.

Paragraphs 9 to 10

- There is a suitable behaviour policy that sets out what leaders expect of pupils and how staff will promote and manage positive behaviour. The school also has an anti-bullying policy and a suspensions policy. Policies are written for the specific needs of pupils who will attend this school.

Paragraphs 11 to 13

- Leaders have in place suitable health and safety, fire safety and first-aid policies.
- Leaders demonstrate commitment to the maintenance of health and safety. They undertake and record health and safety checks diligently. Leaders propose to conduct regular monitoring to ensure that all staff follow the procedures in these policies.
- There is clear signage on display around the building related to health and safety and fire safety. Emergency lighting is in place. First-aid kits are available.
- Leaders have plans in place for all new staff to receive health and safety, first aid, and fire safety training as part of their induction.

Paragraph 14

- Leaders have plans to ensure that staffing levels will provide appropriate supervision of pupils throughout the school day.

Paragraph 15

- Leaders plan to manage admissions and attendance information well. The admission register complies with statutory requirements.

Paragraph 16 to 16(b)

- Leaders have a strong understanding of their responsibilities related to risk management. The school's risk assessment policy outlines the processes to identify, assess and manage potential risks in different situations. Leaders plan for risk assessments to be reviewed regularly.

- At the previous pre-registration inspection, paragraph 16 was judged as not likely to be met, as the proprietor had not made sure that the risk assessment policy gave sufficient guidance and would be implemented effectively.
- Since then, the proprietor has reviewed the risk assessment policy and has drawn up a range of risk assessments that they intend to review regularly.
- The school is likely to meet all the standards in this part.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c) to 21(6)

- Leaders have experience of, and a secure understanding of, safer recruitment procedures. The school has conducted all the required pre-employment checks on members of the proprietorial board and the staff who are currently employed.
- Leaders do not intend to use the services of supply staff. However, they fully understand the checks that are required before a supply member of staff starts working with pupils.
- The school has a single central record that includes the full range of checks required before an individual starts working with pupils. Leaders intend to meet all statutory guidance by continuing to complete all checks on future appointments.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

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

- The proposed school occupies one building on the site of an old primary school. Refurbishment work across the entire site is complete.
- The accommodation comprises of several rooms, including kitchen, sensory room, break-out areas and many classrooms. All rooms are bright and airy, with appropriate acoustics and lighting. There are several offices and a welcoming reception area.
- There are separate toilets for pupils to use. They are lockable from the inside. The disabled toilet is available for others to use. There are suitable washing facilities with hot and cold water available in all toilets.
- Pupils have access to changing and showering facilities, if needed.
- The premise includes a suitably equipped medical room for the treatment of sick or injured pupils. There is a toilet nearby.
- Labelled drinking water is readily available.
- The school grounds are suitably lit. There are extensive outdoor areas where pupils can play and socialise. This includes yard areas, a chicken enclosure, a mud kitchen and an area designated for outdoor woodcraft activity. The perimeter is fenced with a secure, gated access.

- Leaders have systems in place to monitor and maintain the premises to ensure the health, safety and welfare of pupils and staff.
- The school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii) to 32(3)(g)

- The school's website publishes much useful information for parents and carers. This includes the school's aims, values and ethos. Other available information includes the school's address and the names and contact details of directors and the headteacher.
- All policies are available in paper and electronic format, including the safeguarding policy and the relationships and sex education policy. Paper copies of policies are available on request.
- Leaders have a suitable method for reporting to parents about pupils' achievements. The school has appropriate procedures in place to submit financial information to local authorities and to share EHC plans at annual review meetings with relevant agencies.
- The school is likely to meet all the requirements of the standard in this part.

Part 7. Manner in which complaints are handled

Paragraph 33 to 33(k)

- Leaders have written a complaints policy that is available to parents on request. The policy sets out the procedure that leaders will follow when investigating complaints. It includes a suitable time frame for managing complaints. The policy outlines the various stages of the complaints procedure, including informal and formal stages. The policy sets out how the outcome of the complaint will be communicated to the complainant, and how information will be stored.
- The school is likely to meet all the requirements of the standard in this part.

Part 8. Quality of leadership in and management of schools

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

- Leaders and members of the proprietorial body have given considerable thought to the proposed school, its purpose, and how it will be strategically developed.
- Leaders demonstrate the knowledge and understanding needed to ensure that the standards will be met securely and consistently over time.
- Leaders are committed to providing a quality, bespoke curriculum that is matched to pupils' needs. There is a strong focus on providing for pupils' personal development and well-being. Leaders are rightly focused on promoting pupils' welfare.
- At the previous pre-registration inspection, the proprietor had not ensured that the arrangements for the proposed school were likely to meet all the standards. The school did not have a comprehensive understanding of the standards related to the

curriculum, and what pupils would learn. In addition, arrangements to mitigate risks were not secure. The proprietor did not have sufficient educational knowledge to provide leaders with appropriate challenge and support.

- Since then, the proprietor has revised the proposed age range and number of pupils that the school will provide for. The proprietor has undertaken significant training, employed staff with educational expertise, and is in the process of establishing a governing body to help meet governance requirements.
- The school is likely to meet all the requirements of the standard in this part.

Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility plan.
- The school is likely to meet the regulation in this part.

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	150857
DfE registration number	830/6062
Inspection number	10341142

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 school
School status	Independent special school
Proprietor	First Steps Together Ltd
Chair	Matthew Bonilla
Headteacher	Natalie Ogden
Annual fees (day pupils)	£46,000 to £69,000
Telephone number	03301180974
Website	www.firststepstogether.online/kershaw-wood-school
Email address	mainoffice@firststepstogether.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	7
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	0
Total hours operating as a school per week	16
Total hours of teaching provided per week	16

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	8 to 14	7 to 11	7 to 11
Number of pupils on the school roll	7	36	36

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	36
Number of part-time pupils	7	0
Number of pupils with special educational needs and/or disabilities	7	36
Of which, number of pupils with an education, health and care plan	0	36
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	36

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	8
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	3	10

Information about this proposed school

- Kershaw Wood is part of First Steps Together Ltd. The school proposes to open on 2 September 2024.
- The school is located in Glossop, Derbyshire SK13 7DG.
- The provider currently operates as an unregistered alternative provision. Seven pupils currently use this provision, on a part-time basis. This provision is planned to close at on 19 July 2024.
- The school proposes to cater for up to 36 pupils, aged seven to 11 years. All pupils are likely to have a range of educational needs, including: cognitive and learning needs; speech, language and communication needs; social, emotional and mental health difficulties; autism; moderate learning difficulties; and specific learning difficulties.
- All pupils are likely to have an EHC plan.
- The proprietor intends to build up the numbers of pupils on roll gradually over the next year to reach full capacity of 36. The proprietor intends to increase staffing in line with the phased increasing number of pupils on the school's roll.
- The school is not likely to use the services of any alternative provision.

Information about this inspection

- The inspection was commissioned to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- This is the school's second pre-registration inspection. The previous inspection, in April 2022, determined that the school was not likely to meet all the standards.
- The inspector met with the executive headteacher. He met with the chair of the directors. He met with the deputy headteacher and other leaders.
- The inspector toured the school site to check on the suitability of the premises.
- The inspector reviewed various policies and documents, including those related to: the curriculum; safeguarding; behaviour; risk assessment; health and safety, first aid and fire safety; relationships and sex education; complaints; and admissions. He reviewed the single central record.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

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