

Kaleidoscope School

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

Inspection dates

6 March 2025

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

Paragraphs 1 to 2(2)(i)

- The school has carefully considered an appropriate curriculum for the older pupils it proposes to admit. This includes pupils with complex communication and interaction needs who are currently taught within the school's primary provision. The proposed curriculum is designed to meet the needs of these pupils and prepare them for the next steps in employment, training, and education at 16.
- The school has designed policies, and associated schemes of work for key stage 3 and 4, that build precisely on the established curriculum for key stage 2. The proposed curriculum is well designed. It is broad and covers a range of subjects including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. There is a carefully considered focus on preparation for next steps in employment, training and education.
- The proprietor has created ambitious and well-sequenced curriculum plans across all subjects for key stage 3 and 4. These schemes of work, policies, and plans consider pupils' ages, aptitudes, and broad range of needs. At key stage 4, the school will implement suitable qualification pathways. This will enable pupils to continue to access a balanced curriculum and gain appropriate qualifications.

Paragraph 2A(1) to 2A(3)

- The personal, social, health and economic (PSHE) education curriculum clearly and explicitly focuses on relationships and health education (RHE). This aims to provide pupils with an understanding of healthy relationships. The school is mindful that many pupils will develop emotionally and physiologically at different rates, so it has carefully considered how this curriculum will need to be adapted to meet pupils' needs.

Paragraphs 3 to 4

- The existing school staff are knowledgeable about the curriculum and how it can be adapted to the broad range of pupils' needs. Staffing is already in place to take the first cohort of older pupils the school expects to admit in September. The proprietor is

putting in place support and training to ensure that staff know to implement the key stage 3 and 4 curriculums. Strong systems and processes are already in place to develop a bespoke approach to continuing professional development.

- The school proposes that key stage 4 adopt a pathway approach to curriculum organisation. This means that pupils will be taught alongside pupils with similar needs and with staff with the most appropriate skills to meet their needs.
- Staff have received appropriate training to ensure that they understand pupils' attitudes, needs, and prior attainment. Staff use effective teaching methods, activities, and resources to support pupils' needs.
- The school has done considerable work to develop its 'K-level' systems for assessing pupils' work and achievement, which accurately identify the potential and expected stages of learning across the curriculum.
- The schemes of work and associated policies help pupils prepare for life in modern Britain. For example, pupils will continue to learn about other faiths and beliefs. The school's approach enables pupils to learn about values such as democracy and tolerance.
- The independent school standards (standards) in this part are likely to be met if the proposed material change is approved and implemented.

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

Paragraph 5 to 5(d)(iii)

- A clear and well-written policy sets high expectations for pupils' spiritual, moral, social and cultural (SMSC) education. The policy outlines how the school intends to ensure that SMSC is woven through all aspects of the school curriculum.
- The proprietor has ensured that the curriculum for each subject includes SMSC. The religious education curriculum provides many opportunities for pupils to learn about various faiths and cultural traditions. In other subjects, the curriculum enables pupils to reflect on contemporary social and moral issues such as climate change.
- The school currently provides a wide range of extra-curricular activities that extend pupils' learning beyond the academic and vocational. The school proposes to extend the use of its enrichment weeks. The school partners with local football clubs, accessible cycling centres, peripatetic music teachers, and local community services to provide these extra-curricular opportunities. A particular strength is the work with the local community centre. This provides additional opportunities for pupils at an early stage of development, and programmes designed to reduce the risk of criminal exploitation.
- The standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 3. Welfare, health and safety of pupils

Part 6: Provision of information

Paragraphs 7(a) to 7(b), 32(1)(c)

- The school has a comprehensive safeguarding policy that follows the latest government guidance. A copy of the policy is published on the school's website and is

accessible to parents and carers. This policy includes examples of how the systems and processes have been adapted to meet the specific needs of the pupils at the school.

- The proprietor has implemented effective safeguarding systems and processes to protect pupils from harm. Members of staff receive thorough training, which means they are well equipped to identify pupils who are at risk. Training is ongoing and appropriately focuses on the local contextual risks to which staff must be alert. Safeguarding leads are skilled and experienced in supporting children and young people of secondary age. The school has positive links with different youth and children's services from the local authorities, they work with those supporting its proposed secondary provision.
- The curriculum teaches pupils to stay safe in the world around them. The proprietor also ensures that the school responds appropriately to any contextual risks within the community. For example, they understand that the most significant current risk is online learning, so there is an increased focus on online learning within the curriculum. The proprietor plans to refine and adapt the curriculum for older pupils to reflect the likely contextual risks for these pupils, such as exploitation and knife crime

Paragraphs 11, 12, 14, 16(a) to 16(b)

- The proprietor's management of health and safety is robust. The school has a suitable health and safety policy that is implemented effectively. The proprietor has considered the health and safety risks of the new building and has put a range of risk assessments in place to mitigate any potential risks.
- The school recently completed its fire risk assessment for the new building, and the subsequent action plan demonstrates that any required actions are being completed. The school has appropriately identified that some pupils will need additional support in case of fire evacuation. Personal emergency evacuation plans are well-written, concise, and correctly identify what is needed to support a pupil in an emergency.
- The proprietor has ensured that appropriate staffing will be in place and that the levels of supervision will be sufficient should the material change be granted. They have carefully considered how the number of staff will increase over time to ensure that the quality of education is not compromised. The proprietor has plans to ensure that new and existing staff are appropriately trained.
- The school has a suitable risk assessment policy. When needed, appropriate risk assessments are in place to address the complexities of pupils' needs.
- The standards in this part are likely to be met if the proposed material change is approved.

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

Paragraphs 18(2) to 18(3), 19(2(a) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(7)(b), 23(1) to 24(2), 25 to 29(1)(b)

- The school has an appropriate single central record of all the required pre-employment checks. The proprietor ensures these checks are completed before a person takes a post. The school has effective recruitment processes, which include gaining satisfactory references and undertaking medical fitness checks. A dedicated

and knowledgeable central Beechfield Education team, including human resource provision and a compliance officer, facilitates this process.

- The standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 29(1)(b)

- The school's new building is designed to accommodate the proposed increase in pupil numbers and additional key stages. It was previously used for educational purposes and is located four miles from the existing school building. Contains ample space and rooms for the proposed increase in pupil numbers and key stages. The building also has additional toilets and washing facilities for pupils' use. There is suitable hot and cold running water. There is currently no shower on the new school site. However, pupils will have access to the shower facilities at the existing school building. Pupils will have access to drinking water from a free-standing water dispenser.
- The new building is maintained to a high standard. It is light and airy with appropriate acoustic conditions. External lighting enables ease of access during hours of darkness.
- The grounds include ample areas for outdoor play and physical education. Each classroom, except for the classroom upstairs, has its own outdoor play space. There is also a large school hall and an external area to the front of the school for outdoor play and physical education.
- The school's medical room, situated in the new building, also serves as the receptionist office. It has washing facilities and is close to two toilets.
- The standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has carefully considered this material change to increase pupil numbers to include provision for pupils at key stage 3 and 4. The proprietor has ensured sufficient knowledge about the curriculum expectations for secondary aged pupils amongst the staff group. They have invested significant resources into purchasing a building that should meet the requirements for accommodating additional pupils in small groups in the teaching rooms. The space should comfortably accommodate the proposed increase in the number of pupils. The school has a realistic growth plan and intends to admit new pupils gradually if the material change is granted. Leaders understand the needs of pupils with autism well. They have considered the staffing requirements for the proposed increase in pupils. The school will employ 24 more teaching staff if the material change is granted.
- The proprietor and school leaders demonstrate a continued, secure understanding of the standards. They have good quality assurance processes in place to ensure that the standards continue to be met securely and consistently.
- The standards in this part are likely to be met if the proposed material change is approved and implemented.

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	149024
DfE registration number	860/6089
Inspection number	10381292

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 day school
Proprietor	Beechfield Education Ltd
Chair	Jo Talbot-Beech and Rebecca Butterfield-Davis
Headteacher	Sam Goodin
Annual fees (day pupils)	£49,530 to £87,750
Telephone number	01782 624689
Website	www.kaleidoscopeschool.co.uk
Email address	admin@kaleidoscopeschool.co.uk
Date of previous standard inspection	7 to 9 November 2023

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 11	4 to 16	4 to 16
Number of pupils on the school roll	30	60	60

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	30	60
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	30	60
Of which, number of pupils with an education, health and care plan	30	60
Of which, number of pupils paid for by a local authority with an education, health and care plan	30	60

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	24	48
Number of part-time teaching staff	1	1
Number of staff in the welfare provision	2	4

Information about this school

- Kaleidoscope School caters for pupils with a range of special educational needs and/or disabilities, including communication and interaction, autism, and social, emotional, and mental health needs. All pupils have an education, health and care (EHC) plan.
- The school's most recent standard inspection was 7 to 9 November 2023
- The school's registered address is Porthill Lodge, High Street, Wolstanton, Newcastle-under-Lyme, ST5 0EZ. The school uses a second site at 240 City Road, Fenton, Stoke on Trent, ST4 2PR. The use of this second site formed part of the school's recent application to the DfE for a material change, which is considered part of this inspection. Currently, 12 pupils are taught at the Wolstanton site, and 18 are taught at the Fenton site. The school does not use any form of alternative provision and does not intend to use alternative provision as part of the proposal for the material change.

Information about this inspection

- The inspection was commissioned by the DfE response to the school's request to increase the maximum number of pupils from 30 to 60. The school also proposed to move some of its provision to a second site located at 240 City Road, Fenton, Stoke on Trent, ST4 2PR. This aspect of the school's application for a material change has already been implemented. The school also proposes to admit pupils up to the age of 16. This is the school's first material change application.
- The inspector met with the headteacher, the deputy headteacher, the designated safeguarding and health and safety lead, the behaviour lead and the school's EHC plan and admissions officer. They also met with the proprietors of Beechfield Education.
- The inspector looked at various documents and policies relevant to the material change application. This included health and safety information, the fire risk assessment and other risk assessment documents. The inspector also checked documents relating to safeguarding, including the single central record.
- The inspector completed a tour of the additional school building and grounds located at the Fenton site to check the suitability of the premises against the relevant standards. The inspector did not visit the Porthill Lodge school premises.
- The inspector spoke with two groups of pupils and some staff.

Inspection team

Chris Pollitt, lead inspector

His Majesty's Inspector

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