

Aurora Wilden View School

Worcester Road, Torton, Kidderminster, West Midlands DY11 7RR

Inspection date

1 February 2024

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)(g), 2(2)(h), 2(2)(i), 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g) and 2A(2)

- The proprietor body has ensured that there is a comprehensive curriculum in place. Leaders have carefully considered the potential needs of the pupils with special educational needs and/or disabilities (SEND) who are likely to attend the proposed school. Leaders have carefully adapted the design of the curriculum over time to ensure that it reflects the needs of the potential pupils.
- The proposed curriculum is broad and balanced. Leaders have identified the important knowledge and skills that they want pupils to know and remember as they move through the school. The school plans to ensure that all pupils study a curriculum that includes art; design and technology; computing; geography; history; English; mathematics; physical education; personal, social, health and economic (PSHE) education; and science. Leaders have a curriculum in place that considers the needs of the proposed age range of the pupils.
- The PSHE curriculum is comprehensive. Leaders have thought carefully about what needs to be covered in more depth, taking into account the needs of the potential pupils. For example, online safety will be revisited regularly. Plans are in place to develop the pupils' understanding of British values, by following a 'cultural calendar' where pupils will learn about events and celebrations such as Chinese New Year, but in a differentiated way for different year groups.
- Leaders intend to carefully assess each pupil when they arrive at school. They plan to use this information and the information from the pupils' education, health and care (EHC) plans to sequence each pupil's curriculum journey based on their prior knowledge, and not necessarily their chronological age.
- The school has rightly prioritised the teaching of reading across the whole school. A systematic synthetic phonics programme that supports pupils who are at an early stage of learning to read is in place. Leaders have also ensured that the programme supports older pupils who may have gaps in their phonics knowledge. The proposed

school has a range of high-quality books and reading material ready to use with the pupils.

- The school intends to support pupils in a variety of ways. Leaders have ensured that staff are well trained in supporting pupils with social, emotional and mental health (SEMH) difficulties and autism. The school plans to provide a range of clinical and therapeutic interventions. These will be delivered by the school's own therapy team.
- There is a detailed careers policy in place. Leaders plan to ensure that pupils are provided with impartial careers advice and guidance.
- There is a suitable relationships and sex education (RSE) policy in place. The RSE programme is age-appropriate and will gradually build pupils' understanding of healthy relationships.
- The proprietor body has ensured that the standards in this part are likely to be met.

Paragraphs 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 ensured that all leaders and staff have relevant experience and understanding of working with pupils with SEND. Staff have significant experience of working in special schools. They show a secure understanding of how teaching should be adapted to meet pupils' needs.
- The proposed school has put in place a comprehensive training and induction programme for new staff that covers the needs of the potential pupils in depth.
- The proprietor body has ensured that the standards in this part 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 proposed curriculum makes provision for promoting pupils' spiritual, moral, social and cultural development. Along with the PSHE curriculum, the school intends to enrich these aspects of the curriculum through a range of wider opportunities, planned through a cultural calendar.
- The PSHE curriculum includes coverage of fundamental British values and the protected characteristics set out in the Equality Act 2010.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding and child protection policy is up to date with the latest statutory guidance and takes account of the particular needs of the potential pupils who will attend the school.
- Even though the proposed school is not open, all staff have a clear understanding of the potential contextual risks that the local area may pose. Leaders ensure that staff receive regular updates and training to ensure they have the most up-to-date knowledge in relation to safeguarding.
- Systems for recording any concerns are already in place. Leaders have established a procedure for follow-up actions to be reviewed and evaluated, so that appropriate

next steps can be determined. Senior leaders plan on taking an active role in monitoring the impact of the school's safeguarding procedures.

- The proprietor body has ensured that the standards in this part are likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c) and 10

- The school has a behaviour and anti-bullying policy that details the school's approach to managing behaviour incidents. Leaders are aware that pupils may arrive at the school after periods of interrupted schooling. The school's behaviour policy is clear and sets out that 'behaviour is expected, not accepted'. Leaders have ensured that the policy focuses on reinforcing positive messages and praises good behaviour.
- There is a system in place to record any incidents of poor behaviour. School and executive leaders plan to regularly review the incidents to identify any patterns and trends.
- There is also a clear statement on the proposed school's intended approach to the use of exclusion.

- The proprietor body has ensured that the standards in this part are likely to be met.

Paragraphs 11, 12, 13, 16, 16(a) and 16(b)

- The proposed school has ensured that policies for health and safety, fire safety, first aid and risk assessment are in place. Leaders have systems in place to assess individual risks to pupils. Each pupil will have an appropriate risk assessment relating to their individual needs and behaviour.
- Leaders have ensured that appropriate safety equipment is in place and maintained regularly and to an appropriate standard, for example first aid kits and fire extinguishers.

- The proprietor body has ensured that the standards in this part are likely to be met.

Paragraph 14 and 15

- Leaders have ensured that the proposed school is already staffed to a high level. They have ensured that there is a high ratio of staff to pupils. The school plans to increase pupil numbers gradually, to ensure that pupils settle well. The plans to supervise pupils seem well considered and appropriate.
- Leaders have established suitable admission and attendance registers to record the information needed as pupils join the school.
- The proprietor body has ensured that the standards in this part 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), 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 body ensures that recruitment processes are thorough and bespoke to the needs of the school. For example, interview questions reflect the potential vulnerability that the pupils in the school may have. Appropriate recruitment checks are recorded on the school's single central record.
- Leaders do not intend to make use of supply staff at the school. However, they are knowledgeable about the procedures to follow should they wish to use supply staff in the future.
- Safeguarding is a priority. All staff know the contextual safeguarding risks that pupils with SEND may face.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 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 proprietor body has commissioned and overseen a complete refurbishment of the proposed school building. The building is finished to a high standard. All rooms are well presented and are fit for purpose. Leaders have thought carefully about the design of the building and how it reflects the pupils' needs. For example, leaders have chosen plain walls so pupils do not feel over stimulated.
- All rooms have natural light and are maintained to a high standard. The furnishings, acoustics and heating are appropriate. Drinking water is available and is appropriately labelled.
- Classrooms are well-designed learning spaces. There is enough room to accommodate the proposed number of pupils. There is a bespoke science and food technology room, therapy rooms, an art room and sensory spaces that are suitable for both older and younger pupils. Leaders have ensured that resources are already in place, for example science equipment, classroom furniture and art resources.
- There is plenty of external space for pupils to use during recreation time. There is an outdoor, multi-use games area, a large, turfed area and a patio area which is secure and safe for pupils' use. Leaders plan to teach physical education off site, but there is a changing area provided in the school should it be needed.
- There is a large medical room, which includes washing facilities, a bed and a lockable toilet.
- The proprietor body has ensured that the standards in this part are likely to be met.

Part 6. Provision of information

Paragraphs 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(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), 32(3)(f) and 32(3)(g)

- The proposed school has a website in place. The proprietor body has ensured that all of the required information is published on the proposed school's website. All documents are available for parents and carers to access, including the school's

prospectus and key policies such as those for safeguarding, behaviour, anti-bullying and curriculum information.

- The proprietor body has well-established processes for sharing information about the income and expenditure of funding that the proposed school will receive. Leaders have put in place an annual written report format to share information about pupils' progress with parents. This will contain a range of relevant information about pupils' academic, therapeutic and personal development.
- The proprietor body has ensured that the standards in this part 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 complaints policy is in writing and is published on the school's website. The proprietor body have ensured that the policy is clear and contains information about how to raise a complaint, as well as the timescales associated with each stage of the complaints process.
- Leaders have put in place a system for recording and analysing complaints and concerns.
- The proprietor body has ensured that the standards in this part 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)

- The proprietor body has a clear and ambitious vision for the school. All staff share this vision. Leaders and staff have a wealth of experience from working with pupils with SEND. They are knowledgeable about the needs of the pupils they intend to cater for and have worked with the staff to ensure that everyone shares this expertise.
- School leaders have effective quality assurance systems in place to ensure that their vision for the school is being enacted.
- The proprietor body and school leaders have a secure understanding of the independent school standards and have systems in place to ensure that they would be consistently met if the school opens.
- The proprietor body has ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have drawn up a suitable accessibility plan. Leaders' commitment to inclusion, diversity and equality is evident in the proposed school's documentation and in leaders' curriculum design.
- Leaders have ensured that the school is likely to meet 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.

Proposed school details

Unique reference number	150136
DfE registration number	885/6091
Inspection number	10303151

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	Beechkeys Limited
Chair	Kim Welsh
Headteacher	Robert McConomy
Annual fees (day pupils)	£55, 995
Telephone number	01562 541195
Website	www.theauroragroup.co.uk
Email address	wildenvIEWSCHOOL@the-aurora-group.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	0
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	0
Total hours of teaching provided per week	0

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 19	5 to 19
Number of pupils on the school roll	Not applicable	76	76

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	76
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	76
Of which, number of pupils with an education, health and care plan	Not applicable	76
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	76

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	15	To meet pupils' needs
Number of part-time teaching staff	1	To meet pupils' needs
Number of staff in the welfare provision	3	To meet pupils' needs

Information about this proposed school

- The proposed school intends to cater for boys and girls aged five to 19.
- The school will cater for pupils who have autism and pupils with SEMH difficulties.
- It is expected that most pupils will have an EHC plan.
- The proposed school will have a proprietor body.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application to open an independent school registered for 76 pupils aged five to 19.
- This was the first pre-registration inspection of the proposed school.
- The proposed school is not in operation.
- The inspector conducted a tour of the proposed school and site.
- The inspector met with the headteacher, the chair of governors and a representative of the proprietor board.
- The inspector reviewed the single central record and a range of school documentation, including documents related to child protection, the curriculum, assessment and reporting to parents. The inspector looked at the school's premises safety checks and policies relating to the independent school standards.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024