

Storyybrook School

Malt Hill, Warfield, Bracknell RG42 6JQ

Inspection date

11 February 2025

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(h) to 2A(1)(b), 2A(1)(d) to 2A(2), 3 to 4.

- All pupils who will attend the proposed school are likely to have special educational needs and/or disabilities (SEND), with an associated education, health and care (EHC) plan for social, emotional and mental health (SEMH) needs.
- Across year groups, leaders aim to ensure that pupils will be taught an appropriately broad curriculum. This includes English language, mathematics, science, technology, geography, history, physical education (PE), art and religious education.
- Nevertheless, the school's written curriculum policy is not suitable and is unlikely to meet the needs of pupils who will attend. Overall, the curriculum sets out the main themes and topics which will be covered in the different subjects. However, the schemes of work are not coherent and do not set out the important knowledge pupils should learn and when. In addition, the curriculum does not consider the aptitudes and individual needs of pupils with SEND or those with an EHC plan.
- Leaders aim to assess pupils' starting points when they first join the school. However, there are several tests and assessment strategies listed in the curriculum policy which do not lend themselves to the proposed schemes of work.
- Leaders have identified a suitable systematic synthetic phonics programme to support pupils who are at an early stage of reading. They intend to provide staff relevant training to deliver the programme.
- Pupils' personal, social, health and economic (PSHE) education will be taught through timetabled lessons. Aspects of PSHE will also be woven into the whole curriculum. The PSHE curriculum will also include the development of life skills, relationships, health and sex education. The curriculum includes suitable coverage of fundamental British values.
- Leaders have developed an appropriate policy for relationships and sex education, which will be taught as part of the PSHE curriculum. Leaders recognise that parents

and carers will not have the right to withdraw their children from relationships education.

- Leaders do not have suitable plans to provide pupils with regular, impartial and up-to-date careers information, advice and guidance.
- The proprietor intends to appoint qualified teachers. However, leaders have not made suitable arrangements to ensure that staff who will work at the school will be able to develop the specialist knowledge and understanding they need to work in the school's particular context and curriculum arrangements.
- The independent school standards (the standards) in this part are not likely to be met if the proposed school is granted permission to open.

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

Paragraphs 5 to 5(d)(iii)

- The proposed school's intention for pupils' spiritual, moral, social and cultural (SMSC) development is appropriate. If the policy is implemented effectively, pupils will have the opportunity to explore fundamental British values, develop an understanding of right from wrong and acquire knowledge of different public institutions that exist in England.
- Respect for people with protected characteristics is threaded through the school's schemes of work. It will be taught explicitly through the PSHE programme. For example, pupils will have the opportunity to learn about disability, racism and prejudice and why this is unacceptable in society.
- The SMSC policy includes an explanation of how leaders will ensure that partisan political views are not promoted in the teaching of any subjects in the school or when there are visiting speakers.
- The standard in this part is likely to be met if the proposed school is granted permission to open.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 9 to 16(b), 34(1)(c)

- Leaders have a suitable safeguarding policy in place. They made some minor changes to the policy during the inspection to ensure that it is up to date and meets all current statutory requirements. Leaders plan to review this annually. The policy sets out the procedures leaders intend to use to safeguard pupils who will attend the proposed school. The policy sets out arrangements for safer recruitment, including the management of volunteers and contractors. It is published on the school's website.
- The behaviour policy is suitably detailed, outlining the key expectations as well as the rewards and sanctions leaders propose to use. The policy indicates that staff will be suitably trained to support pupils with challenging behaviour. The policy reflects the Equalities Act and the school's ethos and values. Leaders have set up an online system to record any behaviour incidents. They intend to monitor and analyse the behaviour records routinely in order to identify and address any trends and patterns.
- Leaders have devised a health and safety policy. The policy clearly sets out the responsibilities of leaders, members of the local advisory board and staff. The policy

also refers to the school's first-aid policy and procedures. Leaders intend that staff induction includes health and safety training.

- The premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005. An extensive fire risk assessment is in place and updated regularly with the support of an external specialist company.
- There are systems in place to record admissions and attendance. These arrangements, if implemented effectively, are likely to comply with the Education (Pupil Registration) Regulations 2006. Leaders intend to train fire wardens. They have made suitable arrangements for checking and servicing firefighting equipment and emergency lighting.
- Leaders have made suitable arrangements to ensure that staffing levels are high and will rise in line with the admission of new pupils. This means that plans to ensure that pupils are safely supervised are likely to be suitable.
- A written risk assessment policy is in place. Leaders shared a range of risk assessments that have already been carried out for the proposed school, such as those for trips off site.
- The standard in this part is likely to be met if the proposed school is granted permission to open.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(6)

- The single central record is maintained electronically and meets all statutory requirements. The proprietor body ensures that all necessary checks to confirm that staff are suitable to work with children are completed before they start at the school.
- During the inspection, the proprietor started the process to complete suitable checks on the school's governing body
- The proprietor does not intend to employ supply staff at the proposed school. However, it is aware of the checks it would need to make should this be the case in future.
- The standard in this part is likely to be met if the proposed school is granted permission to open.

Part 5. Premises of and accommodation at schools

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

- The proposed school is located in a five-acre rural setting in what was previously a school. It has its own secure entrance, office space and adequate toilet facilities. The facilities include a large hall area, three main classroom areas, breakout areas, a library, extensive outdoor areas and a further room, which will serve as the staff kitchen.
- Classrooms and teaching spaces are light, airy and well ventilated. The school is suitably equipped, including in the classrooms and shared areas. The number and size of rooms ready for use is suitable for the age range and number of pupils leaders intend to admit.

- The outdoor area for pupils to play and take their breaks is extensive and includes a woodland area, dedicated multi-games space, a trim trail and large green spaces. PE will be provided off site at leisure or sports amenities in the local area.
- The lighting, heating and acoustics are all suitable for the pupils likely to be at the school. Outside, there is sufficient lighting around the building to ensure safe passage in the dark. There are suitable arrangements in place for pupils to arrive and depart from the school safely.
- There are adequate toilets and washing facilities for both pupils and staff. All facilities have sufficient water supplies, and the temperature of hot water is regulated appropriately. Drinking water is available and labelled as such.
- The medical room is suitable for purpose. It includes handwashing facilities with a toilet nearby.
- A recent fire risk assessment was completed by a suitably qualified independent contractor. The proprietor body has addressed the areas identified for further work.
- The standards in this part are likely to be met if the school is granted permission to open.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- Leaders are aware of the documentation, information and policies that they must make available to parents, inspectors and local authorities on request. All documents will be made available for parents on request from the school, as well as being available on the proposed school's website.
- Leaders have prepared suitable templates for reporting to parents on how well their children are attaining and progressing. They are also aware of their duty to provide funding authorities with annual statements of income and expenditure for pupils with an EHC plan and their duty to provide reasonably required information for annual reviews.
- The proposed school is likely to meet this part of the standards if granted permission to open.

Part 7. Manner in which complaints are handled

Paragraph 33 to 33(k)

- The proposed school's complaints policy and procedures are fit for purpose. They set out clear timescales for the management of any complaints and who will consider them. The complaints policy allows for complaints to be resolved informally, wherever possible. When necessary, procedures for escalating complaints to more formal processes are clearly laid out.
- Pupils will be admitted to the school via a referral from their local authority. Leaders, therefore, anticipate working positively with the relevant local authority in the event of a complaint being received.
- The school is likely to meet the requirements in this part of the standards if it is granted permission to open.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(b)

- The proprietor has experience of operating alternative provisions. The headteacher and the assistant headteacher have experience of working in mainstream schools. The interim director of schools has experience of managing an independent special school and is providing support to school leaders.
- Leaders share a clear vision of what they want the school to be. However, collectively, they do not demonstrate the skills and knowledge to meet the independent school standards consistently.
- The proprietor has made considerable effort to ensure that the standards relating to premises and the welfare, health and safety of pupils are likely to be met. However, leaders' knowledge of the requirements of some of the standards are not strong. For example, key aspects of the curriculum thinking and some of the likely resources and texts in subjects, such as English, are not appropriate. Additionally, some minor changes to a few light fittings and adjusting the hot water temperature in the staff kitchen were carried out during the inspection and after this was brought to leaders' attention by inspectors.
- The proprietor plans to appoint an advisory board to provide external challenge and advise on the quality of education the proposed school will provide and for other aspects, such as safeguarding.
- The school is not likely to meet the requirements in this part of the standards if it is granted permission to open.

Schedule 10 of the Equality Act 2010

- The school has a suitable accessibility plan in place. Leaders intend to update the plan at appropriate intervals and as required to take into account the school's pupils and staff. The school is likely to meet paragraph 3 of schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	151521
DfE registration number	867/6008
Inspection number	10382246

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	Other independent special school
School status	Independent special school
Proprietor	Storyy AP limited
Chair	Ryan White
Headteacher	Steve Forrest
Annual fees (day pupils)	£57,500
Telephone number	01344 987877
Website	www.storyybrook.co.uk
Email address	head.storyybrook@storyy.group
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	Seven to 13	Seven to 13
Number of pupils on the school roll	Not applicable	30	30

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	30

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	30
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	30

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	12
Number of part-time teaching staff	Not applicable	1
Number of staff in the welfare provision	Not applicable	N/A

Information about this proposed school

- The proposed school is located in rural setting in Bracknell. It will have sole occupancy of the premises.
- The school will cater for pupils aged seven to thirteen. Pupils will have SEMH needs and some will have autism and/or attention deficit hyperactivity disorder.
- All pupils will have an EHC plan and their places will be funded by a local authority.
- The proposed school will not have any particular religious character.
- It is not intended that the school will use alternative provision.

Information about this inspection

- This was the proposed school's first pre-registration inspection. The purpose of this inspection was to check whether the school is likely to meet the Education (Independent School Standards) Regulations 2014. Schools must comply with the independent school standards to be registered.
- Prior to the site visit, inspectors reviewed a number of documents provided to the Department of Education as part of the school's application for registration.
- The lead inspector toured the school's premises and grounds with the chair of the proprietor body and the assistant headteacher. Inspectors held discussions with the chair of the proprietor body, the interim director of education, the headteacher and the assistant headteacher.
- Inspectors reviewed a wide range of documentation, including the single central record, policies and curriculum and assessment information.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Lucy English

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

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