

Inspection of Little Kinvaston School

Little Kinvaston House, Watling Street, Gailey ST19 5PR

Inspection dates: 16 and 17 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Little Kinvaston School is a safe, warm, caring and inclusive school. Parents describe the school as 'life changing' and 'fantastic', noting that their children gain confidence and thrive here.

Pupils who attend the school have experienced disruption to their education or have not been in school for some time. Now, pupils attend well and come to school eager to learn.

The school has high expectations of pupils. It teaches them a full academic curriculum. This is underpinned by a carefully structured personal development offer. Where pupils have struggled with their studies in the past, they now achieve well, developing their skills and knowledge quickly.

Pupils behave well in school. The school actively supports them to build relationships with one another. As a result, pupils are friendly, polite and gain confidence quickly.

Pupils benefit greatly from the wider curriculum. It contributes strongly to their personal development. The school's farm gives them real responsibilities and the opportunity to learn through animal management. They build dens, cook food together outdoors, care for the environment and develop the school's beautiful outdoor space.

What does the school do well and what does it need to do better?

All pupils who attend Little Kinvaston School have special educational needs and/or disabilities (SEND). Almost all have education, health and care plans. The school quickly and accurately identifies pupils' academic and wider needs when they arrive. Staff work with parents and other professionals to make sure that pupils feel success as quickly as possible.

The curriculum for pupils who joined the school last year is suitably broad and ambitious, both in terms of academic studies and personal development. Teachers work out where there are gaps in pupils' knowledge and make sure that these gaps are filled. They use activities which help pupils make progress across subjects. They make sure that pupils practise using their knowledge so that they master the basics before moving on to more demanding work.

Many pupils have recently joined the school. The school continues to adapt its curriculum to meet the increasingly wide range of needs of pupils. While these adaptations become embedded, in some subjects the curriculum is not as well matched to pupils' needs as it could be.

The school understands that developing pupils' reading is a high priority for everyone. However, the teaching of phonics across the school has started a little

slowly because there are not enough staff with the expertise needed to teach all pupils. This impacts some pupils' ability to read words fluently.

The school's provision to develop pupils' confidence, self-esteem and social skills is exceptional. The school has built this curriculum into every school day. Leaders have designed an approach which takes every possible opportunity for pupils to learn to be kind, resilient, manage their emotions and learn about the world around them. Pupils also have plenty of opportunities to explore the world of work through this curriculum. This means that pupils develop interests and aspirations, become more resilient and achieve more.

The experiences pupils have are extensive and very carefully designed to meet pupils' specific needs. For example, pupils visit a local cycling venue, study conservation at nature reserves and visit historic houses. They go shopping, visit libraries and explore their locality. They learn animal management and quickly become expert in this. They discuss their knowledge around animal care avidly. They take pride in their unique skills. As a result of this, pupils enjoy coming to school and their attendance is extremely high. This prepares them well for their next steps.

Staff enjoy working at the school because the proprietor has created a calm and supportive work environment, where well-being is prioritised and workload taken into consideration. All staff share leaders' passion and vision that all pupils can succeed. The proprietor has ensured that all of the independent school standards are met. The school complies with Section 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The school has not fully adapted the curriculum for the wider range of pupil needs in the school. Therefore, there is uncertainty about some of the work new pupils need to carry out in order for them to learn well. The school should ensure that the curriculum is suitably adapted for all pupils so their needs are well met.
- The school has not ensured that enough staff have the knowledge and expertise to teach phonics. This means that some pupils who need phonics are not yet receiving this teaching. Consequently, some pupils do not read as fluently as they could. The school should ensure that it has enough staff trained to teach phonics according to the need in the school, so that pupils practise phonics regularly and become fluent readers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	151140
DfE registration number	860/6099
Local authority	Staffordshire
Inspection number	10406245
Type of school	Other Independent Special School
School category	Independent day school
Age range of pupils	8 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	0
Proprietor	Stuart Playford
Headteacher	Stuart Playford
Annual fees (day pupils)	£60,840
Telephone number	07777 773308
Website	littlekinvastonschool.co.uk
Email address	enquiries@littlekinvastonschool.co.uk

Information about this school

- The school operates from one site, Little Kinvaston House, Watling Street, Gailey ST19 5PR.
- This is the first standard inspection of a newly registered school. The school was registered by the Department for Education on 8 October 2024.
- The proprietor is also the school's headteacher.
- The school provides education for pupils with SEND linked to social, emotional and mental health needs. Almost all pupils have an education, health and care plan.
- The school does not use any alternative provision.
- The school has exceeded the maximum number of pupils that it is registered to admit. It has not informed the Department for Education that it is doing this.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

The school's proposed change to the maximum number of pupils

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school would meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002

- The outcome of this part of the inspection is: the school meets the independent school standards relevant to the material change. The material change has already been implemented.
- The school's arrangements to promote the welfare and safety of pupils are established and are likely to be appropriate for the number of pupils that the proprietor would like to admit. All parts of the school building are fit for the purpose intended for 35 pupils. Arrangements to ensure the suitability of supply staff and proprietors are likely to be appropriate. The proprietor has ensured that all of the independent school standards are met. Arrangements to meet Schedule 10 paragraph 3 of the Equality Act 2010 are in place.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, other staff and members of the school's advisory panel.
- Inspectors carried out deep dives in English, mathematics and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at the wider curriculum plans and spoke with pupils about their experiences.
- Inspectors reviewed a range of documents, including school policies and the school's website.
- Inspectors made checks relating to the independent school standards, including checks on the school's premises.
- Inspectors considered responses to Ofsted's survey of staff. They also considered responses to Ofsted Parent View surveys. There were no responses to Ofsted's pupil survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.'

Inspection team

Dan Owen, lead inspector

His Majesty's Inspector

Barry Yeardsley

His Majesty's Inspector

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