

The Rainbow Nest

46th Rotherham Scouts Hq, Brecks Lane, Rotherham S65 3JG

Inspection date

16 October 2024

Overall outcome

The school is unlikely 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), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 3, 3(a), 3(c), 3(d), 3(e), 3(g), 4

- The proprietor has ensured that there is a written policy and statement for the curriculum. The proposed school curriculum will be supported by specific pathways from a published scheme of work.
- The proposed school intends that pupils are to follow a curriculum pathway according to their individual needs. The proposed curriculum does not undermine fundamental British values. However, the school's curriculum pathways are not supported by suitable planning or schemes of work for most curriculum subjects.
- It is not clear how the curriculum in subjects such as reading, mathematics and science will be designed and sequenced from the early years to Year 6. The proprietor has not considered how pupils are to build their knowledge and skills in these subjects during their time in school. The proprietor has not given sufficient consideration to the teaching of early reading and phonics beyond the early years.
- All pupils will have an education, health and care plan (EHC plan). The information in pupils' individual EHC plans is proposed to be used to inform their learning and support. Yet, the proprietor does not demonstrate sufficient understanding of the need for coherent curriculum planning to ensure pupils will have the opportunity to build their learning logically and achieve well. It is not clear what training, if any, is proposed for staff in this regard.
- The proprietor has not ensured that the proposed school has a suitable policy to explain how the specific needs of pupils who speak English as an additional language will be met. It is not clear how staff propose to adapt the curriculum or what extra support the proprietor intends to provide to these pupils.
- The proposed school intends to provide education for pupils with autism and speech, language and communication needs (SLCN). The proprietor intends to use a published assessment framework to check how well pupils achieve. The framework identifies for staff the small steps pupils can make in their learning and development. However, the

assessment tool is not matched to the curriculum, and without suitable curriculum plans for each subject, staff cannot check what pupils know and can remember of the curriculum effectively.

- These requirements are unlikely to be met.

Paragraphs 2A(1), 2A(1)(a), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- The proposed school does not have a suitable policy to detail its approach to relationships education. Relevant content is included in the personal, social, health and economic (PSHE) curriculum, but it is not clear whether parents and carers are to be consulted about the content of the curriculum or how.

- These requirements are unlikely to be met.

Paragraphs 2(1)(b)(ii), 2(2)(a), 2(2)(b), 2(2)(d) to 2(2)(d)(ii), 2(2)(f), 2(2)(i), 3(b), 3(f), 3(h), 3(i), 3(j)

- The proprietor has an enthusiastic desire to provide a nurturing environment for pupils with special educational needs and/or disabilities (SEND) who may not be suited to a traditional mainstream education. There is a strong focus on developing pupils' self-esteem and creating a school where pupils can 'embrace the joy of a warm, welcoming space and feel loved, accepted, and empowered to learn in their own way'.
- The proprietor aims to provide learning across a range of different subjects. She intends that pupils will enjoy outdoor education experiences to enhance their appreciation of nature and to develop their life skills.
- The proposed school has a variety of suitable resources to enhance and support pupils' learning. These include a range of equipment for sports lessons and physical education and high-quality texts to promote the joy of reading.
- The proprietor has an appropriate programme of activities for children in the early years. Careful consideration has been given to these children's personal, social, emotional and physical development and to how their early communication and language skills are to be promoted.
- The proprietor has given careful thought to the strategies that staff propose to use to help pupils manage their behaviour. These strategies are based on pertinent research and approaches that the proprietor has found successful when working with pupils with SEND in her alternative provision.
- The proprietor has ensured there is a suitable PSHE curriculum to teach pupils about life beyond school. Extra-curricular experiences such as activities in the local and wider community are proposed. It is intended that these experiences will help pupils to develop their understanding of life in modern Britain. The school's location in a scout headquarters is anticipated to support the further development of community involvement.
- These requirements are likely to be met.

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

Paragraphs 5 to 5(d)(iii)

- The proposed school's planned curriculum for PSHE education is supported by a scheme of work from the early years to Year 6. The school aims to educate pupils in a 'cosy space' where they can foster pupils' 'connection with the outside world and each other, creating a space where children can blossom'.
- The proprietor has thought carefully about how pupils can develop their knowledge and understanding of healthy relationships and British values. She intends that pupils will learn about potential risks to their safety and how to manage them. There is a suitable scheme of work to teach pupils how to develop their resilience and to be able to deal with harmful online challenges. The proposed school intends to utilise a range of online resources to support teaching. Trips and visitors are proposed to enhance pupils' understanding and help them to make connections between their learning and the wider world.
- The proposed school intends to teach pupils about the importance of respect and tolerance for other people, including those with protected characteristics. The proprietor has ensured that the importance of equality and diversity is woven through the PSHE curriculum and will be promoted through the school's ethos. The proprietor has good knowledge of this aspect of the curriculum and plans to access relevant support, staff training and community links to enrich and broaden pupils' understanding of life beyond school.
- The independent school standards (the standards) in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- The proprietor has not made suitable arrangements to safeguard pupils. The proposed safeguarding policy was revised during the inspection but does not reference current statutory guidance.
- The proprietor is aware of the need for the proposed school to have an identified member of staff who has undertaken designated safeguarding lead training. However, at the time of the inspection, the proprietor had identified herself for this role. She was not aware that this was contrary to statutory guidance and has not undertaken appropriate training for this role. There is no suitable system to record safeguarding concerns.

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

- The proposed school has appropriate policies for managing pupils' behaviour and incidents of bullying. The context of the school and the needs of pupils are reflected in the 'trauma-informed' approach. The proprietor is clear that she intends to set high expectations for pupils' behaviour in a supportive environment. She intends to train staff in the approach. Relevant information contained in pupils' EHC plans is proposed to be used to inform behaviour support plans if necessary.
- There is a suitable system in place to report and log incidents of poor behaviour and bullying. The proprietor intends to utilise this system to track and analyse incidents effectively.

Paragraph 15

- Attendance procedures meet the requirements as set out in Department for Education's (DfE) statutory guidance. The proprietor understands the importance of regular attendance. She intends to check and follow up on any absence promptly.
- The proposed admission register does not identify the necessary information about pupils who are admitted to the school. This oversight may mean the proposed school does not have all the necessary relevant information about pupils.

Paragraphs 11, 12, 13, 14, 16, 16(a), 16(b)

- There is a comprehensive health and safety policy in place. The policy outlines the systems and procedures to ensure the safety of staff and pupils. The proprietor intends to conduct regular health and safety checks on the building and school resources, including in the outdoor provision.
- The first-aid policy states how staff intend to care for pupils who may need basic first aid and medical care while at school. Staff are to undertake relevant qualifications to administer first aid, including paediatric first aid.
- The proposed school has a suitable risk assessment policy. The proprietor completes thorough risk assessments to keep pupils safe. This includes checks of the premises before pupils come onto the school site after members of the public have used the premises the previous evening. Examples of completed risk assessments show the risks and the actions staff should take to reduce them. Pupils will be closely supervised while participating in outdoor education activities.
- The proprietor understands the requirements of the Regulatory Reform (Fire Safety) Order 2005. A fire risk assessment has recently been completed. This is proposed to be updated on a regular basis. The fire alarm system is in working order. Emergency lighting is in place. Evacuation procedures have been planned.
- Several of the standards in this part are not likely to be met.

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)

- The proprietor knows what checks need to be carried out on all staff, including governors. The proposed school does not intend to employ supply staff, but if the need should arise, the proprietor knows what to do to ensure that they are suitable to work with children.
- There is a suitable single central record in place. This details the range of necessary recruitment checks that the school intends to carry out before staff are appointed. However, the proprietor was unaware of her responsibility to report a person who is deemed unsuitable for working with children to the Disclosure and Barring Service.
- 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), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26

- The proposed school is located in the headquarters of the 46th Rotherham Scouts. The building is undergoing some renovation work to create a new kitchen. A new accessible toilet with shower facility is planned.
- The proposed school does not have suitable accommodation for the short-term care of ill or injured pupils. During the inspection, the proprietor identified a room that may be allocated for this purpose. This is suitable, but it is not yet adequately equipped.
- Hot water available poses a risk of scalding.
- The proprietor proposes that all pupils across the age range will be taught in the same large room. However, the acoustics in this room are not conducive to effective learning, particularly given that most pupils are likely to have sensory needs.
- These requirements are not likely to be met.

Paragraphs 27 to 27(b), 28(1), 28(1)(a) to 28(1)(c), 28(2), 28(2)(a), 29(1) to 29(1)(b)

- Water suitable for drinking is clearly marked. It is readily accessible at all times and in a separate area from the toilet.
- There are appropriate toilet facilities. These are lockable from the inside.
- Internal lighting is suitable and external lighting ensures that people can safely enter and leave the proposed school building.
- The proposed school benefits from a large outside grassed area which is suitable for outdoor education, sports and pupils to play at breaktimes.
- These requirements are likely to be met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 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), 32(3)(g)

- The proprietor intends to publish the necessary information about the school on its website. This is proposed to be like the existing website for the proprietor's alternative provision.
- The proprietor has not ensured that all policies and procedures, including those for safeguarding and the provision for pupils who speak English as an additional language, meet the requirements of the standards and are available to parents.
- The proposed school does not have a policy that outlines the curriculum and approach to relationships education.
- Several of the standards in this part are not likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has a written complaints policy. It sets out the process the school intends to follow to address complaints. The different stages of the complaints procedure are outlined clearly.
- The policy details the timescales and how complainants will be informed of the outcome of the school's investigation into complaints.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor is aspirational for the quality of education and care that the school will provide. She has relevant experience of working with pupils with SEND and in primary education, including in the early years. However, the proprietor has not demonstrated the knowledge and skills needed to ensure that her statutory responsibilities are fulfilled and all the standards are met. For example, there are weaknesses in the proposed school's safeguarding arrangements. Although the complaints policy and procedures are in place, the provision of information in part 6 is not sufficient to meet the standards.
- The proprietor has not ensured that the proposed school building is fit for purpose.
- The proposed school's organisation of the curriculum is poor. Its plans and schemes of work are not suitable for the entirety of the proposed age range.
- The proprietor has identified staff in addition to herself that she intends to appoint to the proposed school. However, it is not clear how the proprietor intends to ensure all staff working at the school will have sufficient professional and educational knowledge of the type of proposed school and also the standards.
- The proprietor plans to appoint a governing body to support school development and oversight. A chair of the governing body has been appointed. The chair has extensive knowledge of the local community. He brings admirable management expertise and enthusiasm to the role. However, he does not demonstrate sufficient knowledge of the requirements of the standards.
- The standards in this part are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has developed an accessibility plan and policy for the proposed school. The plan outlines how the school intends to make reasonable adjustments to ensure that pupils can access the curriculum as well as the physical environment.

Statutory requirements of the early years foundation stage

- Suitably qualified and experienced staff have been identified to be appointed to work in the school with children in the early years.
- The curriculum for the early years encompasses the necessary areas of learning and is supported by suitable curriculum plans. Children will learn and play through carefully

considered activities. The joy of reading is to be actively promoted. There is an appropriate focus on developing children's language and communication skills.

- The learning and development requirements are likely to be met.
- The proprietor has an appropriate understanding of the welfare requirements for the early years, but safeguarding arrangements are not secure.
- The safeguarding and welfare requirements are unlikely to be met.

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	151317
DfE registration number	372/6006
Inspection number	10362913

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 day school
Proprietor	Vicky Williams
Headteacher	Vicky Williams
Annual fees (day pupils)	£30,000
Telephone number	07838 463366
Website	https://therainbownest.co.uk
Email address	therainbownest1@gmail.com

Provider already operating

Number of pupils of compulsory school age	4
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	4
Total hours operating as a school per week	0
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 9	4 to 11	4 to 11
Number of pupils on the school roll	4	20	10

Reason for inspector's recommendations

- The proprietor proposes for all pupils to be mostly educated in the same room. Acoustics in this room are not conducive to an effective learning environment for the proposed number of pupils of different ages to be accessing various learning activities at the same time. Most pupils for the proposed school are likely to have additional sensory needs. The inspector's recommendation is likely to make the acoustic environment less challenging for pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	20
Number of part-time pupils	4	0
Number of pupils with special educational needs and/or disabilities	4	20
Of which, number of pupils with an education, health and care plan	4	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	4	20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	2
Number of part-time teaching staff	2	2

Information about this proposed school

- The proposed school is located in a scout headquarters. The site is maintained by the 46th Rotherham Scouts charitable trust. Members of the public will use the proposed school during out of school hours.
- Currently, the proprietor's unregistered alternative provision uses the same site. The

name of this provider is The Rainbow Nest.

- The school intends to open on 1 January 2025.
- The proprietor proposes to admit pupils with SEND who have an EHC plan, including pupils with SLCN, autism and associated sensory processing needs.
- The school is not likely to use the services of alternative provision.

Information about this inspection

- The DfE commissioned the inspection to check whether the proposed school is likely to meet the standards if it is given permission to open.
- This was the school's first pre-registration inspection.
- The proprietor currently operates an alternative provision from the same site as the proposed school. There are four pupils who attend part-time. They are dual registered with their mainstream schools. The date of the first admission was May 2024. All pupils have an EHC plan. No teaching was observed during the inspection.
- The inspector met with the proprietor and spoke on the telephone with the chair of the proposed governing body.
- The inspector toured the school site to check the suitability of the premises.
- The inspector scrutinised a range of documentation, including curriculum planning overviews, policies and procedures related to safeguarding, health and safety, risk assessment, administration of first aid, complaints and fire safety.
- The inspector checked the arrangements for staff recruitment, scrutinised various risk assessments, viewed the single central record and discussed the school's arrangements for the safeguarding of pupils.

Inspection team

Stephanie Innes-Taylor, lead inspector

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)(h) that all pupils have the opportunity to learn and make progress; and
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 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(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(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;
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 26 The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

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
 - 34(1)(c) actively promote the well-being of pupils.

Early Years Foundation Stage

- The safeguarding and welfare requirements are not met. These relate to Section 3, paragraphs 3.1 to 3.20 of the Early Years Statutory Framework.
 - The proprietor has not made suitable arrangements to safeguard children. The proposed safeguarding policy was revised during the inspection but does not reference current statutory guidance.
 - The proprietor is aware of the need for the proposed school to have an identified member of staff who has undertaken designated safeguarding leader training. However, at the time of the inspection, the proprietor had identified herself for this role. She was not aware that this was contrary to statutory guidance and has not undertaken appropriate training for this role. There is no suitable system to record safeguarding concerns.
 - The proprietor has not ensured that hot water available for children does not pose a risk from scalding.
 - The proprietor was not aware of her responsibility to report a person deemed unsuitable for working with children to the Disclosure and Barring Service.

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