

Storyybrook

Malt Hill, Warfield, Bracknell, Berkshire RG42 6JQ

Unique reference number (URN): 152505

Pre-registration inspection report:

2 July 2026

Overall outcome

The school is unlikely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the independent school standards (the standards) first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor expresses a clear and ambitious vision for the school to provide education for primary-age pupils with special educational needs and/or disabilities (SEND). Pupils will have education and health care (EHC) plans with identified social, emotional and mental health (SEMH) needs. The proprietor will draw on their experience of running alternative provision for pupils with SEND.

The proprietor understands the importance of pupils receiving a curriculum of suitable breadth and ambition, aligned with the standards. They have prioritised recruitment of leaders with educational experience, including within the governing body. Members of the proprietor body, governors and school leaders have appropriate safeguarding knowledge. They receive training that allows them to implement the school's policies and procedures.

However, the proprietor does not check and implement their legal responsibilities in relation to the health and safety of pupils and in their maintenance of the school site. They have not identified and addressed aspects of the school site and its condition that would expose staff and pupils to potential hazards. The proposed school site is not currently a safe environment.

The proprietor does not demonstrate the skills, knowledge or systems required to ensure consistent compliance with the independent school standards.

The standards in this part are unlikely to be met if the school is registered.

Part 1. Quality of education provided

Curriculum

The proprietor has created an appropriate curriculum policy. It details sequenced content that matches the breadth and ambition of the national curriculum. It includes the key knowledge and skills, which pupils need to be ready for their next educational steps. Central to this offer is consideration of how the curriculum is adapted to meet pupils' SEMH needs. Pupils' previous educational experiences will be considered when determining what they need to learn next.

The curriculum content includes schemes of work for individual subjects as well as a 'project-based' approach to ignite pupils' curiosity and build on their interests. Leaders have made deliberate curriculum decisions, which allow pupils to routinely revisit and apply their previous learning. Pupils' reading, writing and mathematics learning will be prioritised. Leaders have selected a systematic phonics programme to support pupils who are early readers and for those older pupils who need help to catch up.

Pupils' personal, social and health education (PSHE) is supported through a clear curriculum. It includes age-appropriate content so that pupils can learn how to look after themselves and be safe and healthy. The relationships and sex education (RSE) programme meets the requirements outlined within statutory guidance. The associated policy includes information about how parents and carers will be informed and consulted about the RSE curriculum.

Teaching

Leaders who are already in post have experience in teaching pupils with SEND. They know how to adapt teaching to meet pupils' SEMH needs. As recruitment continues, the school's professional development programme will provide teaching staff with the skills they need to adapt the curriculum and their teaching.

The school intends to teach pupils in small classes. These classes will be formed to best meet pupils' learning and wellbeing needs in the school's 'stage rather than age' approach. Pupils' individualised learning plans will be shaped with consideration of the overarching targets within their EHC plans.

Assessment

Leaders have developed assessment procedures to capture pupils' progress from their starting points. They recognise that some pupils may have experienced disruption to their previous education experience. Any gaps in pupils' knowledge and skills will be identified. Leaders intend to measure pupils' progress and outcomes against targets within their EHC and individualised learning plans.

At the previous pre-registration inspection this standard was judged as not likely to be met. Since then, the proprietor has ensured that curriculum content is supported by appropriate schemes of work and informed by assessment information. This standard is now likely to be met.

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

PSHE is prioritised in the school's proposed provision. Pupils' experiences and needs will be considered when shaping the curriculum offer. The curriculum includes content about the protected characteristics and fundamental British values. Through the chosen texts and units of study, pupils will experience a curriculum, which allows them to learn about a wide range of faiths and cultures. The school's ethos and behaviour principles support pupils in being able to show respect and empathy towards others.

The intended curriculum is focused on preparing pupils for their next educational steps. It includes content which supports pupils' future aspirations and goals, taking into account their learning and wellbeing needs. Pupils will have access to additional opportunities through trips and extra-curricular activities.

The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor has undertaken appropriate safeguarding training and understands their statutory responsibilities. The school's safeguarding policy is published on the school's website. It reflects statutory guidance.

The school's headteacher and deputy headteacher have already been appointed and have undertaken a range of appropriate safeguarding training. The headteacher is the designated safeguarding lead. Once further appointments have been completed, staff will receive an in-depth induction programme. This will include ongoing safeguarding training, supported by contextualised information about pupils and their vulnerabilities and needs. The school's online system supports robust record-keeping and oversight of safeguarding information. The proprietor and governing body demonstrate the necessary knowledge and skills to oversee and check the effectiveness of the school's safeguarding procedures. However, the premises are not safe for pupils to attend.

Behaviour and supervision of pupils

The school's behaviour policy is published on the school website. It reflects the overall vision of the school to set high and consistent expectations. Pupils' wellbeing needs will be considered and will shape the support they receive to manage and express their emotions. There is a focus on reflection and restorative practice.

The proposed staffing structure allows for adequate supervision of pupils. This includes their arrival at, and departure from, the school site.

Anti-bullying

The anti-bullying policy defines bullying and the forms it can take. The policy outlines the school's approach in response to any incidents. The school's behaviour management principles and the PSHE curriculum support a culture of mutual respect and reflection. Pupils will learn how to express and manage their emotions and about what would constitute unacceptable behaviour.

Health and safety, fire and first aid

The proprietor has not ensured that the school site is safe and well maintained. For example, some inside flooring and outdoor paving pose trip hazards. The site has areas which do not allow for the safe supervision of pupils through appropriate lines of sight.

The proposed school has appropriate facilities to allow staff to administer first aid and care to pupils who are unwell. Staff have received first-aid training. First-aid kits and 'grab bags' are readily available and suitably resourced.

The school's fire risk management plans meet the expectations of the Regulatory Reform (Fire Safety) Order 2005. The associated evacuation procedures and fire safety equipment are appropriate and subject to regular review.

Admissions and attendance

The admissions and attendance policies provide clear information about the school's procedures. There is an electronic system to record pupils' attendance. The proprietor understands the legal requirements in relation to recording and categorising attendance.

Risk assessment

The proprietor has not identified and addressed site risks that affect staff and pupil welfare. The school site has areas that are not wellmaintained.

Risk assessments in relation to individual pupils are appropriate and include pupil and parent voice.

The school has an appropriate policy detailing its use of restrictive intervention. This policy and the associated procedures set out the circumstances, when restrictive intervention would be used. It includes a commitment to staff training and record keeping. The proprietor understands the requirements to report any incidents involving restrictive intervention to parents.

The standards in this part are unlikely to be met.

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

The recruitment checks made on staff, supply staff and the proprietor

The proprietor ensures safer recruitment procedures are followed. All necessary checks will be completed before staff start work at the school. These checks fulfil statutory obligations, and include checks made on members of the proprietor and governing bodies. The school does not intend to use supply staff, but leaders understand the checks that would be needed if the situation arises.

The single central record of these recruitment checks

The required checks outlined in the standards and 'Keeping Children Safe in Education' are recorded in the single central record. The single central record contains all required information for appointed staff so far.

The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Toilet and washing facilities, water supply, changing accommodation and showers

The school has suitable toilets and washing facilities for pupils and staff. Drinking water is readily available and clearly marked.

Medical room and accommodation for pupils' therapy needs

The school's medical room is suitably equipped with a bed, washing facilities and access to a nearby toilet. First-aid provisions and medicines are stored appropriately.

Leaders have created a 'sensory room' to support pupils with their emotional regulation. It is equipped with sensory resources, lighting and seating areas.

Ensuring the health, safety and welfare of pupils

There are some parts of the school building and site that are not well maintained. There are aspects which pose potential risks to staff and pupil welfare. For example, some of the outdoor areas have uneven paving, overgrown vegetation and litter. The proprietor does not ensure that the site is routinely checked and that any issues are dealt with swiftly.

Lighting and acoustic conditions

Classroom spaces are airy and well lit. They have doors opening onto outdoor spaces. The acoustics within classrooms allow for effective teaching and learning. Emergency lighting within the building and around its exterior is in working order.

Outdoor space

The school site has outdoor space, which is appropriate for pupils to play and receive physical education. The adventure playground provides pupils with opportunities to climb and explore. This playground equipment is subject to regular risk assessment and safety checks.

The standards in this part are unlikely to be met.

Part 6. Provision of information

The information published on the school's website complies with the standards expected. The proprietor has plans in place to support parents, who do not speak

English as a first language or who may have difficulty in accessing the website information.

The proprietor understands the requirements in relation to reporting pupils' achievements and progress to parents. They have systems in place to review pupils' EHC plans and work with local authorities.

The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

The school's complaints policy is comprehensive and gives clear time scales. It provides information about how to raise complaints and the procedure which follows. This information is published on the school's website. Complaints records will be stored appropriately and with respect to confidentiality. Records will allow oversight to identify any themes and patterns. The proprietor has considered the arrangements for complaints panels. This includes, when needed, a person who is independent of the school's leadership and management.

The standards in this part are likely to be met.

The school's accessibility plan

The school's accessibility plan identifies how the proprietor will ensure that the site, the curriculum and documentation are accessible for pupils with SEND.

The proposed school is likely to meet this regulation.

About this inspection

Inspectors carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This was the proposed school's second pre-registration inspection. The first inspection took place on 11 February 2025.

The inspectors spoke with the proprietor, members of the governing body and the headteacher during the inspection.

The inspectors reviewed a range of documentation and policies.

The inspectors toured the school site with the proprietor, headteacher and the chair of the governing body.

The chair of the proprietor body is Robert Sherwood.

The inspectors confirmed the following information about the school:

The proposed school intends to cater for up to 36 pupils aged 5 to 11 years. Pupils will have EHC plans, which reflect their SEMH needs.

The proposed school is located at Malt Hill, Warfield, Berkshire RG42 6JQ

The school has a governing body.

The school does not intend to use any alternative provision.

Lead inspector

Kate Fripp

His Majesty's Inspector

Team inspector

Catherine Old

His Majesty's Inspector

About this proposed school

Proprietor

Storyy Education Ltd

Headteacher

Rachel Burbridge

Type of school

Other independent special school

Capacity

36

Number of full-time pupils of compulsory school age on roll
Number of part-time pupils of compulsory school age on roll

Provider's proposal: 36

Provider's proposal: 0

Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 36
Number of pupils on roll who have an education, health and care plan, or who are looked after by a local authority	Provider's proposal: 36
Age range of pupils	Provider's proposal: 5 to 11
Gender of pupils	Provider's proposal: mixed
Total hours operating as a school per week	Provider's proposal: 32.5
Total hours of teaching provided per week	Provider's proposal: 32.5
Number of full-time equivalent teaching staff	Provider's proposal: 3
Number of part-time teaching staff	Provider's proposal: 0
Annual fees for day pupils	£57,000
Email address	rob.sherwood@storyy.group

Annex. Independent school standards and national minimum standards

Independent school standards that the school is unlikely to meet

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
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

- 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 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.

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.

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