

Advice note for pre-registration inspections of all types of academies and free schools/studio schools/university technical colleges (UTC)

School name	Derby Pride Academy
DfE registration number	999/1247
Unique reference number (URN)	1247
Inspection number	403966
Inspection dates	20 July 2012
Reporting inspector	David Young

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Context of the school

The Derby Pride Academy, an alternative provision free school, is to be located in converted commercial premises near to the Derby County football ground in the Pride Park area of Derby. It is sponsored by the Derby Pride Academy Trust. There are contingency arrangements in place to occupy suitable temporary accommodation should there be any unforeseen delay in the opening of the new premises. The academy will be registered to admit up to 50 male and female students in the age range 11 to 16 years. The academy proposes to open with an anticipated intake of at least 8 students on 4 September 2012. Students will typically have experienced behavioural, emotional and social difficulties in their previous education and a number are likely to have statements of special educational needs. The academy aims to 'give students a second chance while they prepare to regain a place in a mainstream school; find alternative placements or prepare for employment or apprenticeship.' The academy will work closely with the 'Derby County (Football Club) in the Community' programme 'to provide a real chance for students to engage, retain and improve attainment, behaviour, attendance, self-esteem and confidence'.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

Documentary evidence indicates that all regulations are likely to be met but implementation could not be seen. The academy's stated principles include a commitment to enabling students to reflect on their experience and gain insight, emotional literacy, resilience and empathy with others so their future can be different and happier. The behaviour policy states that students will be held accountable for their actions and enabled to make restoration when their behaviour has been unhelpful. There is a commitment to ensuring that students understand the difference between right and wrong, and develop self-esteem, interpersonal and social skills.

The policy for spiritual, moral, social and cultural development (SMSC) identifies links with the academy's approach to the curriculum and to the management of behaviour. Each strand of SMSC is identified together with strategies to ensure that students are provided with appropriate experiences and opportunities. There are clear commitments within the policy to: students taking responsibility; developing cultural awareness and tolerance and an appreciation of diversity and to students developing an understanding of society's institutions, structures and characteristics. Student voice, including the use of structured questionnaires, is given a high priority. There are planned opportunities for volunteering in a wide range of contexts. Themes within the planned programme for personal development include, for example, beliefs and festivals; being a good neighbour – improving the local neighbourhood; citizenship – Britain's government; supporting a charity and

combating racism, prejudice and discrimination. These elements form part of a comprehensive scheme of work which addresses all the regulatory requirements for SMSC.

Welfare, health and safety of pupils

Documentary evidence indicates that all regulations are likely to be met but implementation could not be seen. The safeguarding policy includes comprehensive guidance on managing disclosures; referral; allegations against a member of staff; relationships with the local authority and external agencies and requirements for recording. A senior member of staff has been trained to the required level for the role of designated person for child protection, and the headteacher is booked on to a course to complete training to this level. Firm arrangements are in place to provide training in child protection for all staff during induction before the academy opens so that requirements will be met. Written procedures for the appointment of staff cover all the required checks on suitability. The behaviour policy sets out the academy's expectations and identifies suitable rewards and sanctions for managing behaviour. Procedures for recording incidents and the academy's response are attached to the policy. The anti-bullying policy is integrated with this and provides clear guidelines for staff and parents to assist with the identification of bullying and suitable strategies for response and management. The off-site visits policy sets out the academy's expectations, together with clear requirements for risk assessment. Comprehensive guidelines for procedures and the associated proforma are provided. There is an appropriate first aid policy and a member of the academy's administrative staff has received recent training as a first aider. The management of health and safety is documented in a policy which defines staff responsibilities, risk assessments and training requirements. This is coordinated with a policy for fire safety and prevention. Written correspondence indicates that firm arrangements are in place for the production of a fire risk assessment once the building refurbishment work is completed; a template has been produced, together with a fire safety logbook for recording details of all regular, routine fire safety checks. Templates have been prepared for the admission and attendance registers; details will be stored on the academy's management information system once this has been installed. The academy fulfils its responsibilities under the Equality Act 2010.

Suitability of staff, supply staff, and proprietors

The academy's planning for the completion of all required checks on the suitability of staff, and implementation to date, indicate that all regulations are likely to be met. A single central register has been created and all details of staff and governors appointed to date have been entered. The register is updated continuously as new information is received. The academy may employ supply staff but there are none appointed at present.

Premises of and accommodation at the school

The academy is likely to meet all the requirements for registration. The academy is to be located in a building on a modern business estate adjacent to Derby County

Football Club. The premises were constructed as office spaces but have never been occupied. Refurbishment work is underway at present to convert the building to a suitable configuration for a school. The Department's delivery agent, the Funding Agency for Schools (FAS), is managing the refurbishment project. The FAS has identified suitable alternative premises for temporary occupation in the event of any unforeseen delay in completion of the refurbishment. Continuous feedback on the progress with the refurbishment will be provided by the Department's delivery agent. The plans and drawings demonstrate that the facilities will be suitable for occupation by the academy and that the premises will meet all the regulatory requirements. The refurbishment is proceeding to the planned timescale. There are sufficient planned classrooms of appropriate size, including specialist spaces for science, information technology, art and design, and a specialist gym. There is adequate outside space for play and recreation and the academy has access to extensive sporting facilities at the neighbouring football stadium. The site will be securely fenced with appropriate separation between pedestrian and vehicular access.

Provision of information

The provision is likely to meet all the regulations.

Manner in which complaints are to be handled

The provision is likely to meet all the regulations.

Recommendation to the Department for Education

Registration

Is registration recommended?

YES. This school is likely to meet all regulations when it opens and is recommended for registration.

If registration is recommended, please state:

Recommended number of day pupils: 50

Recommended number of boarders or residential pupils (if applicable): n/a

Recommended age range: 11–16

Recommended gender of pupils: Mixed

Recommended type of special educational needs: Behavioural, emotional and social difficulties.