

Advice note for pre-registration inspections of free schools

School name	IES Breckland
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Unique reference number (URN)	1265
Inspection number	403984
Inspection dates	19 July 2012
Reporting inspector	Fatiha Maitland

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Context of the school

The proposed 'IES Breckland' free school is situated in Brandon, in Suffolk. The school is not yet open but intends to do so on 10 September 2012. The school will operate from a large building, which is currently known as Breckland Middle School. The latter will close by the end of July 2012. It is expected that the free school will be handed over by Suffolk local authority on 1 August 2012. The premises are owned by IES (UK) Ltd, which consists of four trustees.

The school plans to admit up to 500 boys and girls, aged between 11 and 16 years. Disabled students and those who have special educational needs will be admitted if the school judges that their specific learning needs can be met. The school plans to make provision for students who speak English as an additional language.

One of the school's aims is 'to provide a secure learning environment for teaching and learning, where teachers can teach and students can learn'.

The school has no specific religious affiliation. The inspector visited the Free School Trust in their temporary office at Brandon House, High Street, Brandon, Suffolk, IP27 0AX where she carried out a scrutiny of documentation and had discussions with the management team of the school.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The school leaders provided sufficient evidence to indicate that the planned provision for spiritual, moral, social and cultural development (SMSC) is likely to meet all the regulations, but implementation could not be checked. The provision clearly encompasses the development of self-knowledge and the acceptance of responsibility for one's behaviour and actions. Planned activities in personal, social, health and citizenship education (PSHCE), religious education, assemblies and tutorial support will enhance students' spiritual, moral and social development. Students will be helped to differentiate right from wrong, empathise with people who are different from themselves, identify possible risks associated with certain relationships and consider the boundaries they set for themselves.

Learning about different religions, cultures and traditions, taking part in interfaith dialogue and visits to places of worship will provide students with opportunities to develop an appreciation and respect for other faiths and cultures around them. Visits to Brandon Heritage Centre and museums and support from visitors to school including the school nurse and the local community support officer, alongside the PSHCE programme, will provide students with adequate opportunities to gain

sufficient knowledge and understanding of public institutions and services in England.

Welfare, health and safety of pupils

Five regulations are not likely to be met. Implementation could not be checked, as the school was not operating. The school has produced a detailed safeguarding policy with clear roles and responsibilities outlined, and procedures for dealing with allegations against staff. This is well supported by the safer recruitment policy and procedures. Not all members of staff have received the relevant child protection training. Staff, including the designated child protection officer and the deputy officer, are now firmly booked to attend the relevant child protection training on 4 September 2012. The school has prepared written policies to promote good behaviour among students with clear codes of conduct and a set of rewards and sanctions, and information about the prevention of bullying. These will be supported by the school's ethos, which is based on the three Rs, 'Respect, Right and Responsibilities', ensuring that students adhere to the school's code of conduct and are able to work together in harmony. The school has also devised detailed procedures to assess and manage safety risks related to educational visits.

The school has prepared a health and safety policy, but has yet to carry out the risk assessment on the premises. Fire evacuation policy and procedures are in place. However, the school has yet to assure itself that there is a satisfactory level of fire safety for the premises, identified by its risk assessment under the Regulatory Reform (Fire Safety) Order 2005. The management of the school has established relationships with the local fire brigade who will inspect the building in the near future.

A suitable first aid policy is in place. However, there are currently no certified first aiders. The school has now planned to provide first aid training for a number of staff on 3 September 2012. The school has an admission register and attendance registers ready for use. The school has yet to complete a three-year plan to improve access to the premises, curriculum and information in accordance with the requirements of the Equality Act 2010.

In order to meet the requirements in full, the school should:

- ensure that all members of staff including the designated child protection officer and the deputy officer have undertaken the relevant child protection training before the school opens (paragraph 7)
- carry out risk assessments on the school building to ensure students' health and safety which have regard to the DfES guidance (paragraph 11)
- ensure that there is a satisfactory level of fire safety for the premises, identified by risk assessments under the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)

- ensure that sufficient members of staff have received first aid training before the school opens (paragraph 14)
- complete a three-year plan to increase access to the premises, curriculum and information in accordance with the requirements of the Equality Act 2010.

Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the regulations related to the suitability of the proprietor and staff. Scrutiny of documentation and discussion with the management of the school indicates that they are aware of all safeguarding requirements. The school has made all of the required vetting checks on all members of staff to ensure their suitability to work with children. Suitable recruitment procedures are in place in the event that additional staff are employed. The required checks have also been made on all members of the proprietorial body.

The school has also established a single central register and recorded all of the required information on checks on members of staff and the proprietorial body.

Premises of and accommodation at the school

The school has firm plans to ensure that the building is likely to meet all of the regulations. A scrutiny of the school's floor plans and discussions with the management of the school confirm that the premises are likely to be fit for purpose. The premises consist of several classrooms and benefit from specialist accommodation, including two science laboratories, an art workshop and a graphics and design room. Students will have access to ample outdoor space to play safely including facilities for rugby, football and hockey.

The management team has ensured that there is a suitable designated area for students who might become unwell. The provision of toilets and washbasins is suitable for staff and the proposed number of students, including those with disabilities.

The school plans to accommodate students in Key Stage 3 from September 2012. Once the external extension work is completed, the school will admit students in Key Stage 4 in September 2013. The Education Funding Agency, which is the Department Delivery Agency, is managing the process of acquiring the premises on behalf of the Trust. The Department will wish to continue to monitor the progress of the premises directly with the Agency.

Provision of information

The provision of information is likely to meet some, but not all, of the regulations. The school maintains a website on which information is available. Some, but not all,

of the policies available to parents and carers of students and prospective students and others, are signposted on the website. Omissions are detailed below.

In order to meet the requirements in full, the school should:

- make the following information available to parents and carers of students and prospective students and to others as required.
 - particulars of the school's policy on and arrangements for admissions, discipline and exclusions
 - particulars of educational and welfare provision for students with statements of special educational needs and for students for whom English is an additional language
 - particulars of the curriculum policy of the school as required under part 1, paragraph 2
 - particulars of policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of students misbehaving as required under part 3, paragraph 9
 - particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10, 11 and 12
 - particulars of academic performance during the preceding school year, including the results of any public examinations
 - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year
 - the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 24(1)(b)).

Manner in which complaints are to be handled

The school's complaints policy and procedures are likely to meet all the regulations.

Recommendation to the Department for Education

Registration

Is registration recommended?

YES. The school can be registered and allowed to open on receipt by the DfE of evidence of improvement in relation to the following matters:

- ensure that all members of staff including the designated child protection officer and the deputy officer have undertaken the relevant child protection training prior to the school opening (paragraph 7)

- carry out the risk assessment on the school premises to ensure students' health and safety which have regard to the DfES guidance (paragraph 11)
- ensure that there is a satisfactory level of fire safety for the premises, identified by its risk assessment under the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- ensure that the identified members of staff have received first aid training prior to the school opening (paragraph 14)
- complete a three-year plan to increase access to the premises, curriculum and information in accordance with the requirements of the Equality Act 2010.
- make the following information available to parents and carers of students and prospective students and to others as required.
 - particulars of the school's policy on and arrangements for admissions, discipline and exclusions
 - particulars of educational and welfare provision for students with statements of special educational needs and for students for whom English is an additional language
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 - particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10, 11 and 12
 - particulars of academic performance during the preceding school year, including the results of any public examinations
 - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year
 - the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 24(1)(b)).

Recommended number of day pupils: 500 students

Recommended number of boarders or residential pupils (if applicable): N/A

Recommended age range: 11-16 years

Recommended gender of pupils: Mixed

Recommended type of special educational needs: N/A.