

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

School name	The Tiger Primary School
DfE registration number	Not yet assigned
Unique reference number (URN)	138232
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Inspection dates	13 July 2012
Reporting inspector	Helena McVeigh

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Context of the school

The Tiger Primary School plans to open in September 2012 as a mixed non-denominational primary school with 60 places for Reception-age pupils and 30 for Year 1 in its first year of operation. The school will be managed by the Future Schools Trust and will be based for the first two years in part of the two-year-old building occupied by the New Line Learning Academy, which is a secondary school operated by the same trust and located in Loose, on the outskirts of Maidstone. Part of the New Line Academy is being adapted to accommodate a total of 180 pupils in Reception, Years 1 and 2. A new building is planned to provide two forms of entry for the Tiger Primary School, which will be built alongside the New Line Academy and opened in 2014. The school plans to increase the roll each year until the school has a maximum of 420 pupils from Reception through to Year 6 when in the new building.

The school's vision is to become an outstanding school where '21st century educational theory' is applied to 'maximise every student's academic and social development'. The plan is to offer a core curriculum plus personalised support and an enrichment programme that runs before and after school. The school will be open from 7.30am until 6.00pm each day. Pupils will be taught Mandarin and given the opportunity to learn a musical instrument.

The school will have access to some of the resources and services of the New Line Academy. For example, the intention is for some of the academy's specialist teachers to teach the primary pupils subjects such as Mandarin, physical education and music. The Tiger School plans to make use of the educational psychologists and medical facilities in the academy, along with their catering services and functions such as human resources and financial management.

The headteacher, three class teachers and an administrative officer/receptionist have already been appointed for September and there are plans to recruit three teaching assistants and four part-time midday supervisors.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The school is likely to meet this standard, although implementation was not seen. The school aims to promote pupils' spiritual, moral, social and cultural development through the general ethos of the school and through its curriculum. For example, it intends to use a Cambridge Board programme for personal, social, health and citizenship education (PSHCE) that incorporates social and emotional aspects of learning. The planned curriculum will include a Thinking and Learning programme designed to develop pupils' skills in independent thinking and working as part of a team. The plans also emphasise outdoor learning, which will be regularly used to help develop pupils' social skills, self-esteem and confidence, as well as the ability to cooperate with others and take responsibility. The school's collective worship policy

makes reference to helping pupils come to a 'deeper understanding of the spiritual dimension' through a range of activities such as stories, songs, dance, prayer and music. The policy includes the aspiration to help pupils develop an awareness of themselves and others and their role in the community.

The behaviour and anti-bullying policies demonstrate the way that the school hopes to encourage pupils to respect authority and to appreciate right from wrong. The behaviour policy sets out expectations of behaviour, summarised into Golden Rules, with a focus on rewards and praise, along with a description of sanctions appropriate to the age of the pupils. The documents state that the rules will be reinforced through assemblies and during PSHCE sessions. The school plans to introduce a buddy system whereby children support their peers.

The school plans to arrange a series of visits and visitors to help children learn about public institutions and services in England and to develop cultural understanding and awareness. For example, a topic for Reception children entitled Knock Knock is planned for the spring term to involve visits to a post office and learning about all aspects of letter writing and posting. The site has its own farm and 'ecology' woodland, which the school plans to use. The PSHCE policy and collective worship policies refer to learning about religious festivals and the school hopes to draw on the available resources and personnel in the academy to teach about different cultural traditions. The school plans for all children to learn Mandarin and to encourage an appreciation of music and the arts, with all children being given a small instrument to take home, free of charge.

Welfare, health and safety of pupils

The school has prepared all of the necessary policies relating to ensuring pupils' welfare, health and safety, including safeguarding and child protection, and these meet requirements. The headteacher is the designated person for safeguarding and child protection and has had level 2 training and is booked on to level 3, which is the required level for key managers, by the start of term. There is a named governor for safeguarding. The school has arranged for two days of training for all staff in paediatric first aid at the end of August and for child protection training in early September, before term starts. The headteacher has undertaken home visits to the majority of new pupils or has met with parents and carers on the school site in order to learn about the pupils' individual needs and to help plan for their welfare, health and safety.

There is an appropriate policy on safer recruitment and on external visits with templates and guidelines for risk assessments, with examples provided. All necessary checks on staff have been made, or are in the process of being made in the case of very recent appointments. The academy school buildings are designed to meet the requirements of the Equalities Act 2010, as are the adaptations planned for the Tiger School, with lifts and disabled toilets on the access improvement plans. Evacuation procedures are outlined in the policy on disaster preparation and the school plans for

the required fire safety checks to be carried out once the building adaptations have been completed before term starts.

The school has prepared suitable behaviour and anti-bullying policies that outline responsibilities, rewards and sanctions. The admission register is in place and the school's plan to use the school information management system to record attendance and punctuality is likely to meet requirements.

This standard is likely to be met, subject to satisfactory implementation, but was not seen.

Suitability of staff, supply staff, and proprietors

All requirements are likely to be met. The single central record shows that suitable checks, including enhanced Criminal Records Bureau checks, qualifications and references, where relevant, have been carried out on all appointed staff and governors. Staff from the academy who plan to teach some specialist subject lessons to the Tiger pupils have been properly vetted. There are appropriate plans to check all the necessary details of newly appointed staff and of any volunteers. The school intends to use a known supply agency and will ensure that appropriate checks have been undertaken.

Premises of and accommodation at the school

The Tiger Primary School is to be located in part of the New Line Academy building, which was built two years ago and includes functions such as carbon dioxide sensitive ventilation, acoustic controls, hearing loops and large windows to provide adequate light. The adaptations to a wing of the building are underway and plans show that the school will convert the space into two adequately-sized rooms to be fitted out for 60 pupils in each of Reception and Year 1 (although there may be many fewer than this in Year 1 in the first year), both with free-flow access to an enclosed outside area, which will also be shared with the Year 2 classes from 2013. Two mezzanines are due to be converted into screened classrooms for up to 30 Year 2 pupils in each space. The toilet areas and wash basins are in the process of being adapted from previous ones for academy pupils, and an extra disabled toilet has been built. They will be sufficient. The plans show that the primary school will have a separate entrance and reception area, as well as its own dining area that will accommodate around 90 pupils. Access into the primary school will be via secure doors with keys for staff. The staff will wear colour-coded lanyards that clearly distinguish them from academy staff and visitors. Academy staff keys do not provide access to the primary school.

The school plans to use the academy kitchen to prepare breakfast, lunch and tea for the primary school pupils. The kitchen received an 'excellent' rating by Environmental Health when inspected in 2010.

There are plans to make use of the academy's purpose-built medical room and facilities which include disabled access and toilet for visually impaired pupils for the primary school. The headteacher confirms that primary pupils who need to use the medical room will be accompanied at all times by a member of the primary school staff.

The required building checks are due to be carried out once the adaptations have been completed. Building work for the permanent site is due to commence soon and to be completed by 2014.

All requirements are likely to be met.

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.**

Recommended number of day pupils: 180 (in initial existing temporary location)

Recommended age range: 4 to 7 years (in temporary location)

Recommended gender of pupils: Mixed.