

Advice note for a pre-registration inspection of a free school

School name	Abbey View Primary Academy
DfE registration number	2042
Unique reference number (URN)	147062
Inspection number	10103140
Inspection dates	27 June 2019
Reporting inspector	Catherine Old



Information about the inspection

This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.²

The inspector met with the executive headteacher, the headteacher, the chair of trustees and the business manager. She scrutinised information available on the school's website and reviewed a range of policies, including those relating to safeguarding. The inspector also visited the site of the new school building, reviewed architects' plans and met with the building site manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	472
Age range	3 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

It is proposed that Abbey View Primary Academy will be a non-selective primary school with nursery for pupils aged from three to 11. It will be part of Inspiring Futures Partnership Trust, which runs one other primary school.

A purpose-built school building is currently under construction. It is due to be completed at the start of August, in time to be kitted out ready to open in September. It is located on a new housing estate and is being built to meet the likely demand for school places that the new housing in the area will necessitate. It is anticipated that 90 pupils will be admitted into the Reception Year, Year 1 and Year 2 in September 2019. The school will admit 30 further children into the Reception Year in each following year until it reaches an initial capacity of 210 pupils in primary education. It also plans to admit 26 children into a nursery from September 2020. There are further plans in place to increase the size of the school to be two-form entry in all years should there be a need for more school places. This will be facilitated by building onto the side of the current building. Suitable architects' plans are in place for this expansion.

¹ www.legislation.gov.uk/ukpga/2008/25/section/99.

² www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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Recommended number of day pupils	472
Recommended age range	3 to 11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

Compliance with The Education (Independent School Standards) Regulations 2014

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

The school is likely to meet all of the regulations in this part. School curriculum planning shows that pupils' SMSC development is at the heart of the curriculum. A 'forest school' on the school site will support social and moral development. The planned personal, social, health and economic (PSHE) education package will promote British values. For example, already planned are assemblies and visits from people of different cultures and the police. An elected school council will support an understanding of democracy. Reading books have been chosen to represent people of different and varied cultures. Staff will eat with pupils at lunchtimes and teach children how to play games at breaktimes. This aspect of provision is very strong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the requirements in this part. The safeguarding policy is comprehensive and written in line with the latest guidance from the Secretary of State. The headteacher is the designated safeguarding lead (DSL) in her current school and is knowledgeable about child protection procedures. First-aid training is planned for all staff and will include paediatric first-aid training. The 'assertive discipline' policy promotes positive behaviour and is written in an age-appropriate way. It contains appropriate sanctions for misbehaviour, including reflection time and support for pupils with very challenging behaviour. The anti-bullying policy sets out clearly what bullying is and why it is wrong. This will be reinforced through assemblies, PSHE and e-safety lessons. The health and safety policy is fully comprehensive, containing details of staff roles in monitoring health and safety, managing risk, first aid and fire procedures. Trustees and leaders understand the importance of all these aspects. Leaders plan to arrange annual site inspections using a qualified external company. They plan to report regularly to trustees on health and safety. Risk assessments for visits use a local authority electronic system. Leaders are knowledgeable about local risks to children, including the risk from drowning in the river Thames, 'county lines', online grooming and radicalisation. Risk assessments are in place to reduce these risks. This aspect of provision is also very strong.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the regulations. The single central record is in place, and details of the necessary staff checks are recorded thoroughly. Staff files contain appropriate records. The executive headteacher and chair of trustees have had safer recruitment training and demonstrated how they successfully used the knowledge they gained from this training in their recruitment practice. For example, they check for gaps in employment and at interview ask questions about how adults intend to deal with disclosures. The headteacher has booked to undertake safer recruitment training.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements of this part. The school building is purpose built. It is well proportioned with bright airy classroom spaces and high ceilings. It is likely that the acoustics will be suitable for a school. Suitable indoor and outdoor lighting is in place. There is space for pupils to play in the playground, forest school and on a MUGA (multi-use games area) surface. In the Reception Year and in the Nursery, there will be suitable outdoor space for children consisting of rubber flooring. There is provision for separate toilets for girls and boys, and furniture and fittings are of the right proportion for young children. There is accommodation for the short-term care of sick and injured pupils. There are additional facilities, including a hoist system in a medical room, should any pupils have significant special educational needs and/or disabilities (SEND). Care has been taken to ensure that the site includes safe spaces for parents to drop off and pick up pupils. The site will be secured using fencing and electronic gating.

Architect's plans to extend the size of the school are in place should there be a need for the school to increase to two-form entry.

Part 6. Provision of information

The school is likely to meet all of the requirements in this part. The school's website is already populated with helpful information for parents, including access to school policies. Leaders have thought about how school reports will be written to inform parents of their children's learning. Copies of school policies are available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is thorough and contains all the necessary steps and appropriate timelines for the efficient handling of complaints. Leaders are knowledgeable about the purpose of the policy.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. Leaders demonstrate a good understanding of leadership and management of a school as well as the regulatory requirements. The trust already runs an outstanding primary school, which is a national support school and a teaching school. The executive headteacher has supported several other schools as part of his role in leading the national support school. Leaders articulated a strong understanding of the local community, including its multi-cultural nature. Plans and policies are well organised and of high quality. Leaders are clear about how to continue to monitor provision so that the independent school standards are met consistently. They have the necessary skills and knowledge to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities demonstrates a clear understanding of equalities and the protected characteristics. Leaders are to develop their objectives based on the make-up of the pupils when they arrive; they know that equality objectives need to be pupil centred and aimed at reducing inequality. The accessibility plan includes provision for inclusivity for pupils with SEND. There are lifts in the new building so that disabled pupils can access all parts of the school.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet these requirements. Staff will have to be trained in paediatric first aid. Inside and outside spaces for children are planned to be well-matched to the curriculum. Furniture and fittings are of the right proportions for young children, for example, low toilets and wash basins. Leaders have a good understanding of the early years curriculum.

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