

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

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School name	Capella House School
DfE registration number	318/7002
Unique reference number (URN)	147188
Inspection number	10103240
Inspection dates	18 June 2019
Reporting inspector	Sarah Murphy-Dutton, HMI



## 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(1) of the Education and Skills Act 2008.<sup>1</sup>

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.<sup>2</sup>

The inspector met with the headteacher designate and the chief executive officer of the multi-academy trust. She undertook a tour of the premises and reviewed architect's plans for an additional site, which will accommodate primary-aged pupils. The inspector looked at a range of documentation and policies, including those related to safeguarding, behaviour and health and safety. The proposed website for the school was also reviewed.

## Information about the registration

The school is seeking registration as a free school:

<b>Number of day pupils</b>	72, initially 14 secondary-aged pupils in September 2019
<b>Age range</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Speech, language and communication needs

## Context of the school

Capella House is an all-through special school for pupils aged four to 19. It intends to admit pupils with complex special educational needs and/or disabilities (SEND), primarily related to difficulties with speech, language and communication. The school will be part of the Auriga Academy Trust, which has experience of providing education for pupils with SEND.

The school intends to open in September 2019 and will operate across two sites. Secondary-aged pupils will be based at purpose-built premises at Egerton Road, Twickenham, TW2. These premises will be shared with pupils from another special school within the trust and a mainstream secondary school from another trust. Primary-aged pupils will be located nearby at Amyand Park Road, Twickenham.

<sup>1</sup> [www.legislation.gov.uk/ukpga/2008/25/section/99](http://www.legislation.gov.uk/ukpga/2008/25/section/99).

<sup>2</sup> [www.legislation.gov.uk/uksi/2014/3283/schedule/made](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made). Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Leaders intend to open the primary site in September 2020, once the premises have been converted for educational use.

Initially, the school will admit 14 secondary-aged pupils, rising to 44 pupils by 2022. The primary site will open in September 2020, initially with 14 pupils aged four to 11. This will include up to four Reception children. By 2022, the school plans to admit 28 primary-aged pupils. The final capacity of the school will be 72 pupils.

## Advice to the Secretary of State for Education

<b>Overall outcome</b>	The school is likely to meet all the relevant independent school standards when it opens; provided that it addresses the regulations noted in the tables set out in parts 4 and 8.
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Explanation of inspector's recommendations where they differ from the school's application:

- Currently, the single central record (SCR) does not record all the required information related to checks on members of the trust board.

## **Compliance with The Education (Independent School Standards) Regulations 2014**

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

The school is likely to meet all of the standards in this part. Documentation indicates that pupils will benefit from a range of opportunities to support their development as responsible and respectful citizens. For instance, leaders intend that pupils will volunteer in community projects and organise fundraising events for local and national charities. Through the planned programme for personal, social, health and economic (PSHE) education, pupils will study a range of suitable topics, including healthy lifestyle choices and forming positive friendships. They will also learn about different faiths, cultures and beliefs. Emphasis will be given to helping pupils appreciate their own strengths and qualities as well as those of others. Additionally, pupils will be able to take part in a wide range of after-school activities to help them explore their interests and talents. Opportunities available in school will be complemented by a programme of external speakers and educational visits.

### **Part 3. Welfare, health and safety of pupils**

It is likely that the school will meet all the regulations in this part. The safeguarding policy provides detailed guidance on how leaders and staff will keep pupils safe from harm and abuse, in accordance with the most recent statutory guidance. Leaders and staff will have regular child protection training, including when they join the school, to promote a culture of vigilance. This includes training on specific safeguarding risks, such as those related to child sexual exploitation, county lines and extremism. Leaders have devised suitable systems to record and monitor any safeguarding concerns that arise.

Policies related to behaviour, including the anti-bullying policy, outline clear expectations for how leaders and staff will create a calm and secure learning environment. This will be underpinned by appropriate rewards and sanctions, as well as specialist training for staff, including on the use of de-escalation strategies. Pupils who struggle to manage their behaviour will receive personalised programmes of support in order to promote their well-being. Leaders intend to keep behaviour policies under constant review and adapt them, when necessary, to reflect pupils' needs.

Leaders have suitable policies and systems to identify and reduce any risks to pupils' welfare around the sites, including making sure that the premises comply with the requirements of the Regulatory Reform (Fire Safety) Order 2005. Pupils' medical and first-aid needs are likely to be catered for effectively. In this respect, procedures and record-keeping are detailed and well thought through.

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

The school is likely to meet the regulations in this part provided that it addresses the regulations set out in the table below. The SCR records the checks relating to recently appointed staff. Appropriate arrangements are in place to make sure that any supply staff will also undergo the relevant checks. Procedures for the safer recruitment of staff reflect the most recent statutory guidance in all respects. However, the SCR does not record the required checks relating to trustees. Leaders were unable to demonstrate that all the checks for board members had been completed. Leaders are aware of the need for these checks to be carried out and for these to be recorded on the SCR.

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

Ensure that relevant checks relating to members of the trust board are carried out.	20(6), 20(6)(a), 20(6)(a)(i), 26(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii) and 20(6)(b)(iii)
Ensure that the relevant checks relating to members of the trust board are recorded on the single central record.	21(6), 21(7), 21(7)(a) and 21(7)(b)

## Part 5. Premises of and accommodation at schools

The school is likely to meet the regulations in this part. The purpose-built premises for secondary-aged pupils contain bright, spacious and airy classrooms. In addition, pupils will access classrooms specifically equipped for therapy provision as well as the teaching of science, technology and the performing arts. There is plenty of outdoor space, including areas allocated for physical education and activities such as gardening. Suitable toilet facilities, as well as rooms to accommodate pupils' medical and welfare needs, are available. Leaders have appropriate arrangements in place to manage any risks that may arise from sharing the premises with other schools. The plans for the primary site indicate that the premises are likely to meet all of the requirements when it opens in 2020. Alongside suitable classrooms and outdoor space, the site will include a purpose-built library and sensory room.

## Part 6. Provision of information

The school is likely to meet the regulations in this part. The website is ready to be operational. It contains all the required information, including the safeguarding policy and complaints policy. Leaders intend to update the website regularly to ensure that parents and carers have a range of information about school life. Hard copies of any policies will be available on request from the school office. Leaders plan to provide parents with regular written updates on their children's learning, on a termly and annual basis.

## Part 7. Manner in which complaints are handled

The school is likely to meet the standards in this part. The complaints policy provides clear information for parents on how they can raise concerns, both informally and formally. The policy contains detailed guidance on how leaders will respond to and record any complaints that arise.

## Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements provided that it addresses the regulations set out in the table below.

Leaders have used their knowledge and experience to ensure that pupils are likely to benefit from secure and well-maintained premises. Policies and documentation indicate leaders have given careful thought to how best to promote pupils' well-being, personal development and behaviour. However, leaders will need to address the shortcomings in the SCR, in order for the school to comply with the regulations in this part.

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

Ensure that the standards in part 4 are likely to be met consistently.	Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)
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## Schedule 10 of the Equality Act 2010

The school's accessibility plan, together with the equalities policy, contains clear information on how leaders aim to promote an inclusive and welcoming environment for all pupils and adults. This includes detailed objectives related to improving pupils' access to the curriculum and premises, for instance through adaptations to furniture and the provision of suitable lighting and acoustics. The secondary-school site includes facilities for pupils or adults with SEND, including a lift and suitable toilet facilities. These facilities are also included on the plans for the primary site.

## Statutory requirements of the Early Years Foundation Stage

The school intends to admit Reception-aged children when the primary site opens in 2020. Documentation seen indicates that the school is likely to meet all the requirements of the early years foundation stage. Leaders plan to appoint suitably qualified staff and ensure that children are taught and assessed in all areas of the early years curriculum.

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