

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

School name	Barton Park Primary
Department for Education (DfE) registration number	2034
Unique reference number (URN)	147865
Inspection number	10148474
Inspection dates	22/05/2020 to 04/06/2020
Reporting inspector	Stephanie Innes-Taylor HMI



Information about the inspection

This inspection was carried out 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 2008.¹

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 inspection was carried out during the COVID-19 (coronavirus) pandemic. As a result, we could not visit the school site or meet with the proposer in person. The inspector held telephone discussions with the executive headteacher, the chief executive officer (CEO) of the trust, the leader of safeguarding for the trust, the early years teacher and two members of the board of trustees, including the vice-chair. The inspector viewed a virtual tour of the permanent school site, reviewed the architects' plans for the permanent site, scrutinised information available on the school's website and reviewed a range of policies and procedures. Using the available information, the inspector is able to give sufficient assurance that the school is likely to meet the independent school standards and, if necessary, what further action is needed.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	3 to 11
Gender of pupils	Mixed
Type of special educational needs	Social, mental and emotional health

Context of the school

The new provision is a primary school within the Community Schools Alliance Trust. The school is located to serve the new housing development of Barton Park. The school intends to work closely with the two other schools within the trust to share expertise, leadership and good practice.

The school is proposed to open in September 2020. Initially, this will be with one Reception class of between 10 to 15 children and one class of key stage 1 pupils.

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

² 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.

Due to the restrictions imposed during the COVID-19 pandemic, the building of the school has been delayed and is incomplete. Leaders are hoping that the site will be ready to admit pupils from September 2020. However, appropriate plans are in place for pupils to use another primary school within the trust on a temporary basis, if there are further delays.

The new provision has been designed with careful consideration to the needs of the local community and the pupils who will attend. The school will house a community hall on the site. The extensive grounds and sports facilities will be used by the school during the school day, and by the local community during out of school hours.

When established, the school will offer additional provision for pupils with social, mental and emotional health needs.

Nursery provision is planned to be offered through an external provider located on the school site. This is proposed to open during 2021.

Advice to the Secretary of State for Education

Overall outcome	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 3 and 5.
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Compliance with The Education (Independent School Standards) Regulations 2014

Part 2. Spiritual, moral, social and cultural development of students

The proposed school is likely to meet all the regulations in relation to this part. The values and aims of the school are threaded throughout its policies and procedures. Suitable plans are in place to provide pupils with opportunities to learn about aspects of life such as diversity, spiritual awareness, appropriate relationships, respect and tolerance for others. Leaders have a planned programme to enable pupils to build their knowledge and understanding of British values and diverse social and cultural traditions.

Part 3. Welfare, health and safety of pupils

The proposed school is likely to meet all the relevant regulations, provided plans for the site are implemented fully. Relevant policies are in place. They provide sufficient evidence that the school is likely to comply with guidance. Detail within these documents indicate that health, safety, first aid, assessments of risk, supervision and behaviour are well considered and robust. Protocols and procedures are comprehensively explained. The school has an appropriate child protection and safeguarding policy which is up to date with the latest statutory guidance, including guidance regarding COVID-19. The school's behaviour and anti-bullying policies include pertinent strategies for addressing any issues. However, the inspector is only able to provide limited assurance about the implementation of health and safety policies because the site is unfinished.

Leaders understand that there is significant work to do to ensure the school is ready to admit pupils. For example, leaders were not able to demonstrate full compliance with the Regulatory Reform (Fire Safety) Order 2005. Additionally, the building does not yet have running water and no toilets or washing facilities were installed.

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

comply with relevant health and safety laws by implementing the health and safety policy effectively	paragraph 11
ensure that, when building work is complete, the school is compliant with the Regulatory Reform (Fire Safety) Order 2005.	paragraph 12

Part 4. Suitability of staff, supply staff and proprietors

The proposed school is likely to meet all the relevant regulations. A single central register is in place. This details the required checks that have been made, by whom and when. Checks are recorded on the system for all relevant staff and trustees.

Part 5. Premises of and accommodation at schools

The proposed school is likely to meet all the relevant regulations. Leaders' plans, policies and procedures are robust. However, the inspector is only able to provide limited assurance about some aspects of the premises. The virtual tour showed that there is no running water, toilet or washing facilities currently installed. Leaders are aware of what needs to be done before the school opens. The architect's plans demonstrate that requirements for this part are likely to be met if leaders implement them as intended. For example, there is provision for a medical room, ample outside space, appropriate lighting, toilet and hygiene facilities. Evidence relating to the premises, shows good-quality provision is planned, which is accessible for all pupils who will attend the school.

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

ensure that the building is maintained to a standard so that the health, safety and welfare of pupils are ensured	paragraph 25
provide suitable drinking water facilities	paragraph 28(1)(a)
provide toilets and urinals with an adequate supply of cold water	paragraph 28(1)(b)
provide washing facilities with an adequate supply of hot and cold water	paragraph 28(1)(b)
ensure that water suitable for drinking is clearly labelled as such	paragraph 28(1)(c)
ensure that the temperature of hot water at the point of use does not pose a scalding risk to users.	paragraph 28(1)(d)

Part 6. Provision of information

The proposed school is likely to meet all the relevant regulations. A website for the school is in place with relevant links to the trust's website. It is up to date and compliant with guidance for what academies should publish on their website. All mandatory policies are in place and are available to parents, including the child protection and safeguarding policy.

Part 7. Manner in which complaints are handled

The proposed school is likely to meet all the regulations. The complaints policy is suitable to the context of the school. It contains information that clearly sets out the procedure to be followed and the timescales involved. The policy is published on the school's website.

Part 8. Quality of leadership in and management of schools

The proposed school is likely to meet all the relevant regulations. Senior leaders of the school and trust have a clear vision of the school they wish to establish. This is evident in their policies including in their plans to share the school facilities with the local community. The executive headteacher is an experienced leader in primary education. Leaders of the trust have ensured that the new head of school has the relevant knowledge and skills to provide strong leadership and management to the school. Trustees have a good understanding of the regulatory requirements and of their roles and responsibilities. Leaders have ensured that school policies provide strong guidance for the welfare, health and safety of pupils.

Schedule 10 of the Equality Act 2010

The proposed school is likely to meet the regulations. The school is designed to be inclusive. It is accessible for disabled pupils and staff. The policy for equal opportunities identifies protected characteristics. It outlines expectations for staff and pupils and explains how pupils will be supported.

Statutory requirements of the early years foundation stage

All the statutory requirements for the early years are likely to be met. The school has been designed to ensure that children have sufficient space for indoor and outdoor learning. Leaders have appointed experienced staff to adequately provide for the safety, health and welfare of children. Whole-school policies and procedures consider the needs of early years children and meet requirements.

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