

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

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School name	Cherry Fields Primary School
Department for Education (DfE) registration number	931/2036
Unique reference number (URN)	147909
Inspection number	10148477
Inspection dates	12/06/2020 to 18/06/2020
Reporting inspector	John Lawson



## 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.<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 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 executive head of school, chief executive officer (CEO), the chair of the interim governing board, the proposed school's safeguarding leader, the special needs coordinator and the leader for the early years. 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.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	210 (initially 13 in the first year)
<b>Age range</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

Cherry Fields Primary School intends to open in September 2020. The school is part of the GLF Schools multi-academy trust. The proposed school is located in a new housing development where it is expected most pupils who attend the school will reside. The premises are in the process of being completed. Leaders anticipate that the remaining building work will be completed by August 2020.

The school will be a one-form entry school. In its first year, the school plans to accept children in the Nursery and Reception classes. Twenty-six places will be offered in the Nursery year. Currently, 13 children are enrolled. The school roll will

<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.

also eventually include six pupils placed by the local authority. These pupils will have education, health and care plans. Leaders intend to increase the number of pupils each academic year, until the school reaches capacity.

## **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.
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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 standards for this part. The spiritual, moral social and cultural development (SMSC) policies and health and relationships policies make clear links between the teaching of political issues, the fundamental British values, the protected characteristics, the religious education curriculum and the proposed school's aims and values. Leaders' intended initiatives, such as the use of an online voting platform, aim to strengthen the planned approaches to pupils' SMSC development. Leaders have well-defined plans for how they will monitor the effectiveness of provision. In discussions, leaders speak with conviction about this aspect of the proposed school's work and how it will link to the behaviour policy, anti-bullying policy and other policies. The range of documentary evidence and discussions with leaders present a cohesive picture of how leaders plan to promote pupils' personal development. They speak with clarity of how they aim to meet the pupils' needs in the local community context and prepare them to be citizens of modern Britain.

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

The proposed school is likely to meet all the standards for this part. The safeguarding policy meets requirements. Leaders also have a policy and plans for staff induction and ongoing training. Leaders intend that this will include weekly briefings to update staff about the latest guidance on keeping children safe in education. Leaders are aware, and take account of, local area contextual issues.

Leaders' other policies, including those for health and safety and first aid, are designed to meet the needs of the new school. Leaders provide a range of checklists as well as a detailed schedule of checks they intend to carry out to ensure the welfare, health and safety of pupils.

The behaviour policy details how leaders intend to promote good behaviour. Roles and responsibilities for staff and pupils are clearly defined. Leaders state that all staff will be trained as 'Thrive' practitioners to establish a consistent approach to behaviour management.

Leaders provide an appropriate risk assessment policy and a range of examples of specific risk assessments. They provide a range of documents in relation to fire safety. Leaders do not have a current fire safety risk assessment. Leaders presented evidence to show that they have arranged a third party to inspect the premises in order to create the assessment. Leaders provide a fire safety policy and fire evacuation plan. They speak with clarity about how policies and procedures will be applied. The evidence suggests the proposed school is likely to meet the requirements of the Regulatory Reform (Fire Safety) Order 2005.

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

The proposed school is likely to meet all the standards for this part. The single central register of recruitment checks meets requirements for different personnel, including for trustees and the CEO of the trust. Leaders demonstrate a secure understanding of recruitment requirements. They describe with clarity the procedures and systems that they intend to put into place.

## **Part 5. Premises of and accommodation at schools**

A tour of the proposed school building and site, and the range of documentation, provide sufficient evidence that the provider is likely to meet the requirements for this part. However, the inspector is only able to give limited assurance about some aspect of the premises, such as the temperature of water, because the proposed school is in the process of being completed. Nevertheless, premises plans and specifications make clear leaders' intentions. The building and site appear to be being completed to a high specification and in compliance with all regulations. Premises for the early years and nursery also appear to be planned to a high standard. The proposed school appears to be spacious, be well lit and have all appropriate facilities.

## **Part 6. Provision of information**

The proposed school is likely to meet all the standards for this part. Some information is currently published on the website. This includes admission guidance and the safeguarding and behaviour policies. Leaders are aware of all the information that they are required to publish to parents and provide a clear plan for how they will do this.

## **Part 7. Manner in which complaints are handled**

The school is likely to meet all the standards in this part. The school has adopted the multi-academy trust's suggestions and complaints procedure. The procedure is comprehensive and clearly outlines the procedures that parents can follow should they have a complaint. The policy provides parents and leaders with the relevant stages of a complaint and timescales. Leaders in different contexts speak about the importance of building positive partnerships with parents.

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

Leaders' plans and policies provide sufficient evidence to conclude that the school is likely to meet the independent school standards in this part.

Leaders explain their clear intent and ambition for the pupils of the proposed school. They speak with conviction of their commitment to pupils' personal development, safety and welfare. Senior leaders are experienced and have relevant expertise. Discussions with leaders, along with their improvement plan, suggest they are clear-sighted and strategic in their thinking. Leaders are highly ambitious that the

proposed school will meet the needs of the pupils of the community in which it is located.

Trust representatives speak of the comprehensive range of support that they will provide to the school. This includes, for example, the estates and the early years teams. The trust has a clear plan to establish governance arrangements.

The wide range of documentation that leaders provided and the evidence from discussions show that they understand the requirements of the independent school standards. Leaders are committed to ensuring that safeguarding requirements, arrangements, systems and procedures will be put into place. On several occasions, leaders articulated their determination to ensure that they meet the standards 'consistently'.

## **Schedule 10 of the Equality Act 2010**

The school is likely to meet all the standards in this part. The school is being built with access arrangements in mind for pupils who are disabled, including a lift to support access to the upper floor. Leaders speak with conviction of the inclusive and supportive school ethos they wish to create. The staff conduct policy states that 'Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity'. Leaders speak often of the importance of meeting the needs of vulnerable pupils, including pupils who speak English as an additional language, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Leaders have considerable relevant expertise in setting up and establishing provision for pupils with SEND. Leaders have negotiated with the local authority to create a well-thought-out strategy for integrating into the school pupils who have an education, health and care plan.

## **Statutory requirements of the early years foundation stage**

The provider is likely to meet the requirements for this part. Leaders provide an early years policy document, which details their vision and ambitions for the early years. This links to the statutory framework for the early years. The early years leader and other leaders have relevant experience gained by working across different trust schools. The early years leader plans work alongside and trains staff in the Nursery and Reception classes. Leaders' plans for the early years are appropriate to the opening of the proposed school. Work is already being carried out to support transition arrangements and establishing partnerships with parents. Documentation and discussions with leaders indicate that safeguarding and welfare arrangements for the early years are likely to be met.

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