

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

School name	Ebbsfleet Green Primary School
Department for Education (DfE) registration number	886/2140
Unique reference number (URN)	147867
Inspection number	10148479
Inspection dates	21/05/2020 to 27/05/2020
Reporting inspector	Karine Hendley 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 head of school, the early years leader, the chief executive officer (CEO), the special educational needs lead for the trust, the estates lead and the chair of the board of trustees. The inspector viewed a virtual tour of the temporary 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:

Number of day pupils	420, plus a 26-place Nursery
Age range	3 to 11
Gender of pupils	Mixed
Type of special educational needs	Mainstream with a resource base for 17 pupils with autistic spectrum disorder

Context of the school

This new provision is a primary school within the Maritime Academy Trust. It is aimed at serving the new community at Ebbsfleet Garden City. Kent County Council is responsible for constructing the building and site. Construction has not yet started but the permanent school site is estimated to be ready for occupation by September 2021. The school will initially be located in temporary accommodation in a self-contained part of Bligh Primary School in Strood, which is approximately nine miles

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.

from the proposed site. Pupils will move to the new site when construction is completed.

The school is proposed to open in September 2020, when 48 pupils will be admitted: 20 into Nursery, 12 into Reception and 16 into a mixed Year 1/2 class. A further 30 pupils are planned to be admitted in September 2021. The final capacity of the school will be 420 pupils, with two forms of entry in each year group and a 26-place Nursery. It is intended that the school will contain a resourced provision for an additional 17 pupils with autistic spectrum disorder from across the local authority. This resource base is not intended to open until the school moves to the permanent school site.

The Maritime Academy Trust has been successful in delivering a good or outstanding quality of education at seven of its existing eight primary schools. It is also the sponsor for an inadequate school waiting for its first inspection. As a part of the trust, the new school will have access to the expertise of staff and leaders, as well as the centralised services. Three of the existing trust schools also have a resourced provision for pupils with special educational needs and/or disabilities (SEND). The executive headteacher, head of school and the special educational needs coordinator for the proposed school are experienced in leading the resourced provision at another trust school. The trust is planning to merge with the Barnsole Primary Trust. In the event that this is successful, this would bring a special school, and the associated expertise, into the trust.

Advice to the Secretary of State for Education

<p>Overall outcome</p>	<p>The school is likely to meet all the relevant independent school standards when it opens, provided that it addresses the regulations noted in the table set out in part 3.</p>
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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 the standards for this part. Leaders have identified appropriate values they intend to foster, including respect, freedom, unity and aspiration. They are clear that discrimination of any kind will not be accepted. Leaders have plans in place to teach pupils about fundamental British values and to promote their spiritual, moral, social and cultural development through lessons and assemblies. Leaders intend that lessons in religious education, history, geography and personal, social, health and economic education will be the main curricular vehicles for this. They plan to form a 'children's parliament' to give pupils first-hand experiences of democracy, rights and responsibilities. Leaders plan that pupils will showcase their learning in 'big outcome' events. They have found this approach impacts positively on pupils' self-esteem and self-confidence in other trust schools.

Part 3. Welfare, health and safety of pupils

The proposed school is likely to meet the standards for this part, providing the action outlined below is taken. Policies are clear and comprehensive. These and other evidence indicate that suitable procedures will be in place for behaviour, supervision, risk assessment, first aid and child protection.

Leaders have identified the building work needed to ensure that the temporary accommodation is in line with fire regulations. They are at a very early stage of remedying the issues. Designated safeguarding leads are experienced and knowledgeable. The trust has systems in place to check on the effectiveness of safeguarding and health and safety, including through the use of external reviews and audits. Leaders have plans in place to train staff and to record the school's work in all aspects of safeguarding, where relevant. Leaders have a clear approach to developing pupils' positive behaviour, which they have implemented in other trust schools. Leaders place emphasis on pupils developing the intrinsic motivation to behave well through understanding the impact of their choices on themselves and others. The school's work in managing behaviour is likely to be a strength.

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

ensure that works are completed to the temporary accommodation to bring the site in line with the requirements of the Regulatory Reform (Fire Safety) Order 2005 before the school opens.	paragraph 12
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Part 4. Suitability of staff, supply staff and proprietors

The proposed school is likely to meet all the regulations for this part. Leaders have an appropriate safer recruitment policy in place, which includes all employment checks required by the Secretary of State. The single central register is being developed and will be maintained by an executive business manager (internally appointed from within the trust) who is experienced in safer recruitment practices. The trust has systems in place to audit employment records at its existing schools. These processes will be extended to the new school.

Part 5. Premises of and accommodation at schools

A virtual tour of the temporary accommodation was carried out and plans for the permanent site were viewed. The temporary accommodation is being renovated and is likely to meet the independent school standards when works are completed. The planned works include mixer valves being fitted to taps to ensure that there is no scalding risk and new ceilings being installed with emergency lighting. Clear plans are in place to ensure that Ebbsfleet Green pupils are always separated from the host school, including in the case of an emergency evacuation.

Although the new site is not yet under construction, plans are in place for a high-specification building which is likely to meet the independent school standards. Outdoor space for recreation and physical education is planned to be extensive with a playground, courtyard, MUGA, field, forested area, wildlife area and pond. The Ebbsfleet Garden City development corporation have contributed to the plans, which include floor-to-ceiling vents to bring in natural light. The trust's estates lead will be working with Kent County Council during the planning and building phase. He will oversee the management and maintenance of the premises, alongside a full-time premises assistant, once the school is open.

Part 6. Provision of information

The proposed school is likely to meet all the requirements for this part. All required policies are written. There is space allocated on the school's website for policies to be published. Leaders are aware of the need to make policies available to parents.

Part 7. Manner in which complaints are handled

The proposed school is likely to meet the requirements for this part. The complaints policy meets all necessary criteria, including giving timescales for dealing with complaints. It is clearly written. Leaders intend to make it available on the school's website before the school opens.

Part 8. Quality of leadership in and management of schools

The proposed school is likely to meet all the requirements for this part. The trust has experience of successfully leading several primary schools. The executive headteacher and head of school have experience of leading a primary school that has a SEND resource base. Along with the trust's special educational needs lead,

they have considerable knowledge and expertise in relation to working with pupils with SEND. They are well equipped to deliver SEND provision. Trust leaders have a well-developed central team and have systems in place to ensure that their statutory duties are met. The quality assurance procedures used in existing schools will be extended to this proposed school. Leaders have plans in place to promote pupils' well-being. The curriculum used across all trust schools is aimed at developing pupils' mental strength. Leaders intend to appoint a well-being lead for the school and this follows the model set out in existing trust schools. The trust intends to monitor the impact on pupils' well-being at regular intervals. Although leaders, including trust leaders, have no previous experience of meeting the independent school standards, they have plans in place to develop their knowledge of this aspect. The trust intends to link governing board meetings to specific standards so that governors can check these are in place securely and consistently.

Schedule 10 of the Equality Act 2010

The proposed school is likely to meet all the requirements. The accessibility plan sets out leaders' intentions to ensure that sites and learning are accessible for all groups of pupils.

Statutory requirements of the early years foundation stage

All statutory requirements for the early years are likely to be met. Leaders have knowledge and experience of implementing the early years welfare requirements in other trust schools. They have plans in place to ensure that teaching staff are trained in all relevant aspects. Leaders have made provision for staff to accompany children during transportation to and from the temporary accommodation. Policies are in place that link well to whole-school policies and approaches.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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