

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

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School name	Harris Academy Clapham
Department for Education (DfE) registration number	208/4007
Unique reference number (URN)	147543
Inspection number	10148485
Inspection dates	09/06/2020 to 16/06/2020
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 principal, executive principal (who is the safeguarding leader), the chief executive officer (CEO), the chair of the governing body and the site project manager. 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>	975 (initially 195 in the first year)
<b>Age range</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

The new provision is a mainstream school within the Harris Federation multi-academy trust. The school intends to open in September 2020. Initially, the school will open to pupils in Year 7. Leaders intend to increase the number of pupils each academic year, until the school eventually reaches its capacity.

The school is situated in Clapham where it is expected most pupils who attend the school will reside. The school building is in the process of being completed. Leaders anticipate that building work will be completed in August 2020.

<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.

## 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 in this part. Leaders speak with clarity about their plans and aims for pupils. These are also evidenced throughout the school's policies. Leaders' wide-ranging and well-thought-out plans for provision will be linked closely to the students' interests and the local social context. They aim to support pupils' well-being and their mental and physical health as well as teach pupils to understand the protected characteristics and the fundamental British values. Policies and plans include a programme of personal development linked to the school's values and to the proposed school's approach to behaviour management. Leaders' aims are demonstrated through the 'Clapham commitment' to promoting the school's values and the planned approach to supporting pupils' personal development. This aspect of the standards is likely to be strong if policies are implemented as planned.

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

The proposed school is likely to meet all the relevant standards in this part. The safeguarding policy, safer recruitment policy, whistle-blowing policy, 'Prevent' duty policy, staff conduct policy and other related policies indicate leaders' commitment to ensuring pupils' safety. These policies provide a secure framework for the workforce and aim to support an ethos where staff and students can talk about concerns. Roles, responsibilities and named members of staff are made clear. Leaders' identification of contextual safeguarding issues is strong.

The behaviour policy is complemented by a well-sequenced programme of staff training and other actions. Leaders make clear their ethos in relation to bullying, by stating that their policy is prevention rather than an 'anti' bullying policy. Leaders' intention to create a positive ethos is demonstrated through their documents and plans.

The health and safety, first-aid, risk assessment and other policies meet requirements. During the inspection, leaders were able to provide a robust schedule for checking health and safety requirements. Practices and procedures are clearly stated. A range of documents in relation to the Regulatory Reform (Fire Safety) Order 2005 were provided, including a fire safety risk assessment. There is comprehensive evidence that the school is likely to comply with guidance and requirements of this part.

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

The proposed school is likely to meet all the regulations in this part. The single central register includes all required checks for all personnel. In addition, it includes dates and the regularity of reviews that will be carried out by the principal and the

safeguarding governor. Completed checks are thorough and are signed off by named personnel. The single central register document accords with the requirements set out in the school's recruitment policy.

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

The available evidence indicates that the proposed school is likely to meet all the standards and relevant regulations in this part. However, the inspector is only able to provide limited assurance about some aspects of the premises, such as the temperature of water. Nevertheless, detailed plans and a remote site tour show that the building is likely to be completed to a high specification and will meet all requirements. This includes school medical rooms, toilet facilities, lighting and consideration of acoustics.

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

The proposed school is likely to meet all the standards in this part. Much of the information the school is required to publish is currently available on the school's website. This includes the safeguarding policy. Leaders have a clear plan for the additional information they will publish to ensure that all policies and required information will be made available to parents.

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

The proposed school is likely to meet all the standards in this part. The school has adopted the multi-academy trust's complaints policy. 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.

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

The proposed school is likely to meet all standards for this part. Leaders have a secure understanding of the independent school standards and regulatory requirements. They provide documents that give strong guidance for the welfare, health and safety of pupils. Senior leaders have relevant experience. They, and appointed staff, are appropriately qualified. Leaders have well-thought-out, strategic plans to establish the new school. The strategic improvement plan indicates leaders' vision and ambition for the school. Leaders are determined that the school will serve the local community in which its pupils live. Leaders are committed to creating an inclusive school culture that promotes pupils' personal development. Pupils' well-being is central to the vision and intent they describe. Those responsible for governance have a clear overview of their role to support and challenge leaders. Safeguarding arrangements are well planned and robust. Leaders have clear plans to monitor all aspects of the school's provision, so that the independent school standards are met consistently.

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

The proposed school is likely to meet the regulations. The accessibility plan and other documents provide a secure framework. Leaders speak convincingly of the inclusive school they aim to create, which will serve the specific needs of the local community. Leaders have a clear vision and strategy for how they will meet the needs of vulnerable pupils, pupils who speak English as an additional language and those with special educational needs and/or disabilities. The school premises are designed to be inclusive, including lifts and hoists for disabled pupils.

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