

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

School name	Waverley Junior Academy
Department for Education (DfE) registration number	258/2769
Unique reference number (URN)	147871
Inspection number	10148529
Inspection dates	12/06/2020 to 19/06/2020
Reporting inspector	Nathan Kemp 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 principal and the school's senior leadership team, the chief executive officer (CEO), the assistant CEO, the chair of trustees, the trust's human resources leader, the trust's inclusion leader and members of the trust's estates team. 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:

Number of day pupils	420
Age range	2 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Waverley Junior Academy intends to open in September 2020. The impact of COVID-19 has not affected the proposed date the site and premises will be handed over to the multi-academy trust as planned. Leaders will complete the handover, as planned, in August 2020. The school will also benefit from a specially resourced unit, with space for 10 pupils with autism spectrum disorder.

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.

The school is situated within a rapidly growing housing and commercial development in Waverley, where it is expected most pupils who attend the school will reside.

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.
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Compliance with The Education (Independent School Standards) Regulations 2014

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

The school is likely to meet all the standards in this part.

At the centre of leaders' work to develop pupils' spiritual, moral, social and cultural (SMSC) development are the school's core values of: 'Excellence and Achievement; Respect and Tolerance; and Learning for All'. Leaders aim to develop pupils' SMSC development in all areas of the school's curriculum, including the personal, social and health education (PSHE) curriculum. They also intend to promote this by way of assemblies, off-site visits and visitors to school. Plans also include opportunities for pupils to develop pupils' understanding of fundamental British values.

The school's PSHE curriculum has been taken from the PSHE association. Leaders are considering whether to re-order some of the schemes of work in light of the COVID-19 pandemic. They acknowledge that they may need to provide further opportunities to support pupils' well-being after a significant time away from their normal schooling. Leaders have also ensured that pupils have opportunities to learn about different faiths and religions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the standards in this part.

School leaders have plans in place to ensure the welfare, health and safety of pupils. The school's safeguarding policy, which considers guidance from the Secretary of State, makes clear the school's commitment to safeguarding pupils. Designated safeguarding leaders have a firm understanding of their safeguarding responsibilities. They are trained to the required level and there are enough of them to ensure that there is at least one on site at any one time. Leaders intend to keep a close eye on pupils' attendance to make sure they are safe and attending well. There are clear steps that leaders will take if non-attendance becomes a concern.

Leaders have training and induction plans in place that will enable staff to identify, record and pass on concerns about pupils' welfare. There are plans to carry out regular monitoring of concern logs and the actions that staff have taken to keep children safe.

The school's behaviour policy revolves heavily around the school's 'Fabulous Five', which consist of: 'Manners; Pride; Respect; Kindness and Resilience'. Leaders intend to promote positive behaviour by way of rewards, which include awards in the pride assembly, star badge awards and the awarding of 'DOJO' points. They also have clear sanctions when pupils' behaviour falls short of expectations. These sanctions progress step by step from asking pupils to correct their behaviour through to the use of exclusion. Leaders will monitor incidents of poor behaviour so they can

identify where further support or intervention may be needed. They aim to educate pupils about different types of bullying, so they do not confuse it for other, less serious incidents.

Leaders have an in-depth understanding of their health and safety responsibilities. The school's health and safety policy is clear and concise. The school's site manager is already employed within the trust and is carrying out this role in other schools, which avoids the need for further training and induction. There are systems in place to carry out checks on the site, including audits. Leaders have had first-aid training. They have also organised basic first-aid training for all staff. Leaders are aware of pupil supervision requirements and have a supervision risk assessment in place to avoid danger to pupils.

The school is awaiting a fire risk assessment, which will take place in July 2020. Leaders are aware of the regular checks and assurances they must carry out to make sure that they comply with the Regulatory Reform (Fire Safety) Order 2005. Evacuation routes from the premises are straightforward, providing a quick and effective route to the assembly point.

The school's risk assessment policy is in place. Leaders have produced a range of risk assessments for on-site and off-site activities. These include detailed steps to reduce the risk of harm to pupils and adults.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all the standards in this part.

Leaders have robust recruitment processes in place. The interview panel consists of leaders who have completed safer recruitment training. They have made sure vetting and recruitment checks are correctly stored on the school's single central register.

The single central register contains the employment checks for staff, supply staff, governors, trustees and other centrally employed staff. The trust manages the processes for hiring support staff, requesting the pre-employment checks direct from the supply agency before they commence their term of employment.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the standards in this part.

Construction of the site and premises was paused for some time. Despite this, leaders anticipate the date for completion to be unaffected.

The site and premises closely reflect the finish applied to the new housing development, which it sits at the heart of. The trust's estates team have carefully presided over proceedings. Building plans are detailed. Leaders have given careful consideration to the layout of the school, ensuring that it is fully compliant with the independent school standards.

Leaders have also considered how the opening of the school, potentially during the COVID-19 pandemic, will impact their day-to-day running and hygiene arrangements.

The building is well lit throughout. There is an abundance of natural light, by way of large windows and light tunnels. The acoustic conditions and sound insulation of each classroom are suitable, with decibel readings taken for each room. This is also the case for communal spaces such as the corridors, the main hall and dance studio.

Separate toilet facilities are available for all pupils and washing facilities are readily available. For younger children, supervised facilities are in place. Due to effective water-mixing measures, water will not pose a risk of scalding. The school's medical room has washing facilities and is close to toileting facilities. There are accessible toilets for those that require it. Drinking water is available throughout the site.

Externally, the site is large with plenty of space for pupils to engage in physical activity. There are external lights to ensure safe access to/from the school site. The perimeter of the site will be secure by time of opening.

Leaders have one year to raise site and premises issues with the construction company, which will take responsibility for making good, where needed. After this, they have service-level agreements in place to make sure that the site and premises continue to comply with health and safety standards.

Part 6. Provision of information

The school is likely to meet all the standards in this part.

Leaders will make information available to parents through the school's website. The website is accessible but still under construction. The website has a specific page for the school's vision and values. Policies will be accessible for parents through the dedicated policies page, which can be found under the 'our academy' tab of the website.

The school's website contains contact information, including the name of the principal, the school's address and telephone number. There is also information and contact details for the chair of governors. Information about the trust, including the board of trustees and members, can be found on the multi-academy trust website.

Part 7. Manner in which complaints are handled

The school is likely to meet all the standards in this part.

The school intends to adopt the multi-academy trust's complaints policy and procedure. The policy clearly outlines how parents can initially make a complaint on an informal basis. Should a parent remain dissatisfied, there is clear guidance how they can formally escalate their complaint. Each stage of the complaints procedure is clear and easy to follow, providing clear timescales throughout.

The policy provides parents with what they should expect at each stage and key timescales, including where a panel hearing is required. It makes clear how three representatives of the panel hearing will not be directly involved in the complaint, including one person who is independent of the day-to-day running of the school. The policy makes clear that complaints, and their outcome, will be recorded and that the local governing body will monitor these on a regular basis.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the standards in this part. There is an established leadership team in place that has experience working with one another at another school in the trust. At all levels, leaders know their responsibilities. They have put clear systems and processes in place to ensure that the school gets off to a flying start and maintains these high standards.

Leaders have a clear understanding of the independent school standards and are well placed to ensure that these are met. There are plans for detailed reporting and sharing of information, including the curriculum, health and safety, behaviour and bullying, and safeguarding. This will enable leaders to have an accurate view of how well the school is meeting the objectives set out in improvement plans, as well as its statutory duties.

Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility plan in place. This policy meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

The school's equality policy makes clear reference to the protected characteristics and outlines the school's approach to meeting the requirements as set out in the Equality Act 2010.

Statutory requirements of the early years foundation stage

The school is likely to meet all the standards in this part.

Leaders are aware of the learning and developmental, and safeguarding and welfare, requirements for the early years. They have clear plans in place to fulfil these. Leaders are already considering how the impact of the COVID-19 pandemic could impact on children's development and have plan to work with families and childcare providers to help aid children's transition to the nursery and reception classes. They intend to use robust assessment information to inform their decision-making behind the curriculum they will provide. Leaders plan to put early reading and phonics at the centre of these plans.

Leaders have an astute understanding of safeguarding and welfare requirements, they have ensured that staff have the required training to keep children safe,

including paediatric first-aid training and providing intimate care. Leaders are aware of the staff-to-children ratio they must follow in the Nursery and Reception classes.

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