

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

---

School name	Westvale Park Primary Academy
Department for Education (DfE) registration number	936/2052
Unique reference number (URN)	147856
Inspection number	10148530
Inspection dates	12/06/2020 to 18/06/2020
Reporting inspector	Stewart Gale 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.<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 headteacher, the chief executive officer (CEO), the chair of trustees, the trust safeguarding leader and the special educational needs coordinator. 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>	472
<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

The Aurora Trust intends to open Westvale Park Primary School in September 2020. The impact of COVID-19 has stalled the construction of the new site and premises. As a result, children in the Reception year and Nursery are due to start in newly installed temporary accommodation, located on the same site. The new school building is due to be completed in 2020/21.

In its first year, the school will accept children from the Reception year and into the Nursery, including two-year-olds. The trust intends to increase the number of pupils each academic year until the school eventually reaches capacity.

<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.

The school will be situated close to growing housing developments in Horley. It will share a local governing board with The Gatwick School while it becomes established.

## **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.
------------------------	---

## **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 requirements for this part.

Leaders, including trustees and governors, have a clear vision to build pupils' character 'from the beginning'. There is a strong emphasis on promoting spiritual, moral, social and cultural (SMSC) development from the Nursery onwards, including two-year-olds. Plans and policies reflect leaders' intentions to actively promote British values and help pupils to distinguish right from wrong. The personal, social and health education and SMSC policies are wholly inclusive and are likely to meaningfully explore pupils' views and feelings towards others in the world around them. There are clear plans for pupils to accept responsibility, show initiative and contribute to the lives of those around them. Leaders demonstrate high regard for those with protected characteristics, set out in the Equality Act 2010.

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

The proposed school is likely to meet the requirements for this part.

Arrangements for safeguarding pupils are likely to be effective. Leaders understand their safeguarding duties, which permeate the school's policies, plans and actions. Leaders already demonstrate a strong culture for safeguarding pupils. Documents, including the single central register and safeguarding training, show rigour and high expectations to fully meet the current guidance issued by the Secretary of State. Discussions with leaders show a good line of sight from the expectations of senior trust officers to those already working at Westvale Park. One of the trustees has a professional background in safeguarding and uses this effectively to provide challenge for senior trust officers and school leaders. Leaders have rigorous checks and processes in place, which already ensure that staff and governors are fully trained and accredited with suitable qualifications, including for two-year-olds and the early years foundation stage (EYFS).

The school's policies relating to pupils' welfare, health and safety comply with the requirements of the independent school standards. Some relevant policies, such as those relating to recruiting and vetting staff, are already being implemented robustly. The written behaviour policy suitably sets out the school's approach to support and care for pupils. Sanctions, including the process of exclusion, are clearly explained. The school has an appropriate anti-bullying and written behaviour policy.

Westvale Park complies fully with standards relating to the health and safety of pupils, staff, visitors and contractors. This includes the publication of required policies and documentation relating to the Regulatory Reform (Fire Safety) Order 2005. Leaders have taken extra care to ensure that the independent school standards and other regulations apply to both the temporary accommodation and the

new build. School leaders ensure that appropriate risk assessments are in place for ongoing construction, appointment of staff and identifying training needs. Risk assessments for individual pupils, including those with special educational needs and/or disabilities (SEND) or with an education, health and care plan have also been taken fully into account.

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

The proposed school is likely to meet the requirements for this part.

Leaders have robust procedures and practices for appointing staff. Practice at Westvale Park is in line with the trust's current operational model and is fit for purpose. The single central register (SCR) for those already employed meets the requirements set out by Secretary of State and is fully compliant with the independent school standards. Indeed, the trust has already started to analyse proposed future guidance. Checks for all staff, supply staff, leaders and visitors (including contractors) are already firmly in place and being implemented. The same checks, for example, on a person's identity, right to work in the UK and relevant qualifications, are completed for all individuals likely to have any contact with pupils. The trust ensures that all checks, including the counter-signatory of the Secretary of State for the chair of trustees, have been carried out. The process for continuing and checking the SCR falls to the trust board. The SCR is legible and kept in an electronic format. The chief executive officer will carry out five visits to the school. These are separate to the additional termly safeguarding audit visits from the trust's safeguarding lead to ensure that recruitment, training and induction remain paramount.

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

The proposed school is likely to meet the requirements for this part.

The accommodation is not yet in place. The temporary accommodation, comprising of portable classrooms, is due to be delivered and installed from the first week of July 2020. Plans for the temporary accommodation and the new school building are well designed to promote the school's vision. Plans for the temporary and permanent accommodation are detailed and well thought through. For example, ample toileting and washing facilities for the sole use of pupils are features of both accommodations. These are accessible to all with designated facilities for disabled individuals. Separate toileting and hygiene arrangements are suitable for children in the EYFS, including the 28 two-year-olds likely to use the facilities from September. There is also a 'sick bay', which meets the full designation of the independent school standards. Once the school has expanded and has more year groups, access to the first floor is to be achieved through using an internal lift. No areas of the school will be inaccessible to those with physical disabilities or mobility issues.

The school will be fully furnished with appropriate acoustic boarding to all internal walls with classrooms. Lighting and ventilation have been carefully considered to use natural light in classrooms and corridors. Further light fittings (internally and externally) mean that the school is likely to be able to fulfil the range and functions

of the school's purpose and its curriculum. The school grounds have been well designed to accommodate the age range and particulars of the pupils, including those in the EYFS. In fact, leaders are already taking into account the needs of two pupils in the Reception year who will join the school with an education, health and care plan. The site is vast with ample room for pupils to play, relax and learn both indoors and outdoors. All practicable steps have been taken to ensure that pupils will be safe and have the facilities to learn effectively in a high-quality environment.

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

The proposed school is likely to meet the requirements for this part.

The trust and school leaders ensure that the particulars and policies required under this part are likely to be fully met. The school has a website and is continuing to upload relevant information to this. As a result, prospective parents are able to access key policies, such as those relating to admissions, SEND, safeguarding as well as the school's ethos and aims. Contact details have been updated so that the trust and headteacher may be contacted. There is a statement informing parents and carers of how to access hard copies of any information should they wish. Westvale Park is directing concerns and contact to the Gatwick School for any immediate concerns or queries that parents may have.

The particulars of arrangements for all policies, for example, behaviour, those with SEND or for whom English is an additional language, have already been adopted by the trust.

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

The proposed school is likely to meet the requirements for this part.

The complaints policy is complete and has already been uploaded to the school's website. It complies with all requirements of the independent school standards and is ready for implementation. The policy clearly states deadlines and timescales for different stages of a complaint, including formal and informal procedures. Relevant information satisfies standards relating to appeals and ensuring independence or neutrality through a panel hearing. The policy provides details of how any findings or recommendations are to be handled, including that a copy of these must go to the complainant. The inspector was unable to check how these are logged and processed as the school is not yet open.

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

The proposed school is likely to meet the requirements for this part.

Leaders, including trustees of the Aurora Trust, are well organised and prepared for the school to open. They ably demonstrate how systems and processes already existing in the trust are being incorporated into the running of Westvale Park. Leaders are fully aware of their duties and responsibilities to implement the independent school standards as a minimum expectation. Leaders demonstrate a

high regard for safeguarding policies and procedures. These are likely to be effective. There is additional expertise on the trust board, for example, in safeguarding with a social care background, which is likely to provide rigorous and timely challenge. Safeguarding arrangements are likely to be effective in actively promoting the well-being of pupils.

Similarly, leaders' understanding of the EYFS statutory framework and Equality Act 2010 are likely to ensure that all pupils benefit from a positive start. The curriculum is to be supported by key activities, including a daily systematic, synthetic phonics programme aimed at enabling pupils to have a rapid start to early reading and language development. Leaders are fully committed to equality and policies suggest an 'active' promotion of British values, through the range of curricular and extra-curricular activities. The school's strong ethos and vision is clear. Leaders seek to promote cultural capital and want their pupils to be academically, spiritually, morally and culturally prepared for the next stage in their education.

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

The design is likely to meet the range of pupils' needs, including those with SEND. Arrangements to meet requirements of paragraph 3 of schedule 10 of the Equality Act 2010 are fully considered. Direct reference to this is included in key curricular and health and safety policies. The school will be open to a diverse population without barriers or bias. It will be wholly inclusive of the range of protected characteristics and individual needs for pupils and staff.

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

The school will have a Nursery for children from the age of two as well as two Reception-aged classes. The EYFS is commonly reflected in the range of documentation to show how school policies and procedures are taken into account for children and staff in the early years. Leaders have recruited to 'over-staff' supervision and ratios for caring for the ages of the children starting in September 2020. They have taken the decision not to accept any more two-year-olds while the school is using temporary accommodation. Due regard has been given to the changing and toileting arrangements for pupils in this age range, with a bespoke hygiene room available. Toilets and washing facilities in both the temporary and new buildings are matched appropriately to the early stages of children's development. The classrooms and outdoor spaces offer much room and scope to meet the full curricular aims of the EYFS. The EYFS leaders, including the early years trust director, have a lot of previous experience of leading good EYFS provision in schools in the trust. Along with the CEO and other trustees, the early years trust director demonstrates good knowledge of the statutory requirements of the EYFS. Safeguarding and welfare requirements for those in the early years are completed as part of the wider school processes. Leaders have considered the children's learning and development requirements to meet the early learning goals, as well as to fulfil the requirements for the effective characteristics of learning.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021