

# Advice note for a pre-registration inspection of an academy/free school/studio school/university technical college (UTC)

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School name	Judith Kerr Primary School
DfE registration number	n/a
Unique reference number (URN)	1487
Inspection number	422397
Inspection dates	23 July 2013
Reporting inspector	Bill Stoneham

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## Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.<sup>1</sup>

## Context of the school

The proposed Judith Kerr Primary Free School is to be located in the premises of a previous university building in Herne Hill, south London. The school is sponsored by CfBT Schools Trust. It is due to open on 9 September 2013. The school has applied to be registered to admit up to 350 pupils in the age range 4–11. In its first year, it will admit 100 boys and girls aged 4 to 6. There are close to 100 pupils registered for enrolment at present. None of those enrolled is known to have a statement of special educational needs. The school will be non-selective and will admit pupils with special educational needs. The school aims to offer an education that is 'distinctive and demanding' and prepares its pupils to be 'citizens of the world'. The aim is to offer a primary curriculum, but with an emphasis on encouraging pupils to develop their language skills, especially in German. A number of pupils registered for enrolment have an aptitude in German.

## Compliance with the regulations

### Spiritual, moral, social and cultural development of pupils

The school is likely to meet all of the regulations. Though implementation could not be seen, many policies, including those relating to safeguarding, behaviour and anti-bullying were scrutinised. All policies set out a framework within which pupils will be encouraged to develop an understanding of right and wrong and the consequences of personal decisions. The school's policy for the spiritual, moral, social and cultural development of its pupils sets out a vision for them to be equipped to take their place in society as valued, economically viable and responsible citizens. The curriculum places an emphasis on international understanding, friendship, kindness and trust, and aims to develop independence, tolerance, understanding and community spirit.

The policy adequately defines various elements of personal development and links these to environmental education, language development and to the key religious festivals of major faiths, including Christianity, Islam, Judaism and Buddhism, for example. Planning includes relevant references to community contribution by the pupils, through proposed charitable work for example. An emphasis on international awareness is designed to encourage pupils to respect diversity, develop an ability to distinguish between right and wrong and develop respect for others. Planned themes

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2008/25/section/99](http://www.legislation.gov.uk/ukpga/2008/25/section/99)

in the personal, social and health education programme will provide pupils with an understanding of citizenship and the roles of individuals in the wider community. The themes include tolerance of other views and faiths, and the workings of English public institutions, including the civil and criminal justice system. The proprietors have ensured that the planned curriculum is free from partisan political or religious views and that where any political issues are discussed, a balanced view is always presented.

## **Welfare, health and safety of pupils**

Documentary evidence suggests that the majority of regulations are likely to be met. All required policy documents have been produced, including appropriate policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. Senior staff have been trained in safe recruitment and the principles have been properly applied to all staff recruitment to date. Arrangements are in place for the training of all staff in child protection. This will take place in September before the pupils start at the school so that requirements are likely to be met. The designated person for child protection has been trained to the required level, and plans have been made to ensure a second person is trained to the same level. Staff have not yet been identified and trained to take responsibility for first aid. Suitable policies have been prepared for all required aspects of health and safety and for fire protection. However, premises and fire safety risk assessments, including checks on the existence of asbestos (currently believed to be present, if only as a minor risk in practical terms), have not yet been completed. A fire authority report is not yet available. Admission and attendance registers will be maintained electronically and their formats meet requirements. The school's equality planning makes a clear commitment to providing equality of access for disabled pupils. The school has a three-year access improvement plan.

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

- ensure that there is a full assessment of the risks for the premises, including risks from asbestos (paragraph 11)
- comply with the Regulatory Reform (Fire Safety) Order 2005 by producing a fire risk assessment and a fire authority report (paragraph 13)
- ensure that an appropriate number of staff are trained in first aid (paragraph 14).

## **Suitability of staff, supply staff, and proprietors**

The school's planning for the completion of all required checks on the suitability of staff and implementation to date indicates that all regulations are likely to be met. All required checks have been completed for the governors and for staff appointed to date. These are recorded on a suitable electronic single central register. Checks are completed and records updated as new staff are appointed. The school intends to

employ a permanent supply teacher, and is fully aware of its responsibilities relating to the checking and engagement of this member of staff, with systems in place to make and record the checks.

## **Premises of and accommodation at the school**

The school is likely to meet all the regulations. It is to be located in the premises of a former university building in south London. The premises are currently unoccupied. The premises have extensive grounds, part of which are to be made available for the school to use. Considerable refurbishment work needs to be undertaken in order to bring the property up to the required standard. This will be done in various phases. The first phase is due to start imminently. Once the school has started operating, further works will be undertaken. Detailed plans were scrutinised during the visit and a discussion was held with the sponsors, who are confident that the work scheduled for phase one will be completed in time for the school to open in September 2013. This appears reasonable.

Initially pupils aged 4–6 will be admitted, with a school providing for pupils aged 4–11 being fully established by the start of the 2014–15 academic year. Plans indicate that classrooms are of an adequate size and sufficient in number for the proposed September 2013 intake. Plans further indicate that specialist facilities for information and communication technology and physical education, for example, will be in place for the start of the 2013–14 academic year. Specialist indoor and outdoor play areas are planned.

New furniture is being ordered (orders seen). There are sufficient washroom facilities for the number being admitted. Provision has been made for a suitable medical room where first aid might be administered, or where pupils who are taken ill can retire to. Drinking water will be provided and appropriately labelled. Appropriate facilities for food preparation will be provided. A safe external area for play and recreation is planned. This will include a grassed playing area. The buildings and access points to the grounds are fully secure. Provision has also been made for a safe and secure compound for building contractors to use when further refurbishment work is undertaken while the school is actually in session.

## **Provision of information**

The provision is likely to meet all the regulations.

## **Manner in which complaints are to be handled**

The provision is likely to meet all the regulations.

## Recommendation to the Department for Education

### Registration

- **YES. The school can be registered and allowed to open on receipt by DfE of evidence of improvement in relation to the following matters:**
  - ensure that there is a full assessment of the risks for the premises, including risks from asbestos (paragraph 11)
  - comply with the Regulatory Reform (Fire Safety) Order 2005 by producing a fire risk assessment and a report from the fire authority (paragraph 13)
  - ensure that an appropriate number of staff are trained in first aid (paragraph 14).

*If registration is recommended, please state:*

Recommended number of day pupils: 100 (350 when refurbishment is complete)

Recommended number of boarders: 0

Recommended age range: 4–11

Recommended gender of pupils: Mixed

Recommended type of special educational needs: Not applicable.

The recommended number of 100 pupils represents the school's starting point in September 2013.

Note: The Department should obtain confirmation from the school before it opens (and later expands) that the planned building works have been completed.