

# Advice note for pre-registration inspections of all types of academies and free schools/studio schools/university technical colleges (UTC)

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School name	Evendons Primary School
Unique reference number (URN)	1649
Inspection number	446866
Inspection dates	19 June 2014
Reporting inspector	Susan Jackson

## 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 Evendons Primary School is to be located in Wokingham in the county of Surrey. The school will be situated in a residential centre close to the town centre and will take over the historic premises of a former independent preparatory school. The school will open in one section of the former school buildings in September 2014, once the primary phase of renovation and reconstruction, due to commence in mid-July, has taken place. There are suitable back-up plans in place if the buildings are not ready on time. Once the second phase of construction work has been completed, the whole building will provide a learning environment for up to 350 pupils. The school building project is supported by the Education Funding Agency.

The sponsors of the Free School are a diverse group of local parents. The school, which is due to open on 3 September 2013, has applied to be registered to admit up to 350 boys and girls in the 4–11 age range. The school will admit children into Reception and Years 1 and 2 in its first year. There are currently 93 pupils registered for enrolment in September 2014; both Reception and Year 2 classes are full and have waiting lists. The school will be non-selective and will admit pupils with special educational needs. One pupil joining in September 2014 has complex needs and is currently being assessed for a statement of special educational needs.

The school has robust procedures in place to support new pupils through the transition process. Home visits have, or will have, taken place for all Reception children entering the school, and carefully planned taster days have been arranged to bring pupils into the school before September 2014. There is a programme of events arranged during the summer to bring families together. Several prospective pupils and their families are already undertaking environmental improvements in the grounds on a volunteer basis.

The school aims to challenge pupils and to help them 'to exceed their own expectations' by instilling 'an understanding of the importance of self-discipline, hard work and good manners'. Children will be encouraged to explore, enquire and to take risks in an interactive, hands-on learning environment. The school will focus on 'academic excellence, creativity in the arts and camaraderie in sport'. It aims to develop 'the whole child, personally, socially and emotionally', and to nurture children who are ready to take responsibility for themselves, others and the environment.

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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)

Evendons Primary School will be non-denominational.

## **Compliance with the regulations**

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

The school is likely to meet all of the regulations, but implementation could not be seen. The school's behaviour and anti-bullying policies set out a framework within which pupils will be encouraged to demonstrate high standards of behaviour, and kindness to others. The school's vision is to develop children who are 'morally responsible with a sense of community and citizenship'. The school's motto is 'nurture, inspire, flourish'; it aims to protect and support children, and to encourage them 'to do the same for each other and members of the wider community'. The school will strive to instil values of tolerance for the beliefs and cultures of others, respect and trust in children who will be encouraged to become inquisitive, independent-minded and ambitious.

The school's plans for the spiritual, moral, social and cultural development of pupils include a vision for pupils to realise their potential and to become confident individuals who are able to work with different people to achieve shared goals. Through a house system, the school will 'recognize and reward both individual and team performance, solidifying the notion of team spirit, loyalty and acceptance of others'. A range of opportunities is planned for both inside and outside the classroom to enable pupils to engage in teamwork and to give their learning purpose. A programme of extra-curricular activities will provide access to Spanish, French and Mandarin, as well as to STEM-related activities such as Young Engineering, and to a variety of sports including fencing. Optional after-school booster classes, providing extra support or extension activities, will be run on two afternoons per week, and extra-curricular clubs will be offered daily from the end of school until early evening.

The school is aiming for pupils to be globally aware and to interact with children from other countries. Treating everyone with kindness will be a priority at the school; pupils will be encouraged to listen to and to value different opinions, beliefs and cultures. Planned provision is designed to help pupils to develop the ability to distinguish between right and wrong, to develop a basic awareness of criminal and civil law, to gain a general knowledge of local institutions and to participate in community events such as the 'Reading Food Aid' initiative. Pupils will also be involved in work with local charities.

Evendons School will ensure that the planned curriculum, including provision for pupils' personal development, is free from partisan political or religious views and that, where any political issues are discussed, a balanced view will always be presented. Specific reference is to be made to anti-extremism requirements in the information for staff.

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

Documentary evidence indicates that all the regulations are likely to be met, but implementation could not be seen. Required policy documents have been produced, including policies for safeguarding, safe recruitment, behaviour management, anti-bullying and first aid. Senior staff have been trained in safer recruitment and the principles have been applied effectively to the recruitment process to date. The school's safe recruitment policy covers the employment of supply staff and volunteers, and there is a designated person in place to oversee their recruitment.

The Principal designate and the administrator are trained in child protection to the required level and firm arrangements are in place for training other staff before the school opens so that requirements are likely to be met. The school is firmly committed to ensuring that all pupils will be protected at all times. Sufficient resources and time have been allocated to allow the designated officer and staff to discharge their safeguarding responsibilities. The school has a written safeguarding policy and procedures are in accordance with locally agreed inter-agency procedures.

Staff on site will be trained to take responsibility for first aid and will have suitable access to first-aid kits. Guidance will be provided on the expected code of practice in first aid, and a staff training matrix is in place. The school is taking the matter of child supervision very seriously. There is carefully planned provision for the effective supervision of children on site, especially when the contractor is present.

All requirements are likely to be met in terms of policies and procedures for health and safety, and for fire safety. Health and safety issues are being prioritised through the production of detailed policies and clearly defined management systems. Fire safety risk assessments are being put in place, and the school has appointed an external provider to manage fire checks.

Admission and attendance registers will be maintained electronically and their formats will meet requirements. The school's 'Equalities Plan' will make a commitment to providing equality of access for disabled pupils and increasing accessibility as part of the required three-year plan.

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

The school's procedures for the completion of required checks on the suitability of members of the proprietorial body are likely to meet all regulations. Scrutiny of documentation demonstrated that safe recruitment procedures have been followed in practice. Required checks have been, or are being, completed for the proprietors and for staff appointed to date, and recorded on a single central register, which is kept in legible form. The register is updated as new staff are appointed. All the required checks are likely to be in place should supply staff be appointed.

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

The school buildings, which are planned to be operative from September 2014, are likely to meet all the regulations. The entire school premises are to be reworked and refitted, inside and outside, to create safe, comfortable and technology-rich spaces for teaching and learning. The first phase of building work is planned to commence in mid-July 2014, to prepare the first section of the building which will be in use from the start of the autumn term. A second phase of building work will commence in autumn 2014 in the unoccupied section of the buildings where there are structural weaknesses. Once the second phase of construction work has been completed, all the school buildings will be serviceable, providing a learning environment for up to 350 pupils. The school building project is supported by the Education Funding Agency.

The classrooms and specialist rooms are planned to be of good size and will be resourced appropriately. New equipment has been ordered in readiness for the opening of the school in September 2014, including an information and communication technology infrastructure to support the innovative and creative use of technology.

Meals will be provided by a neighbouring independent school. Dining room facilities will be made available for serving breakfast and lunch. Pupils and staff will eat together in a managed environment. Accessible, labelled drinking water stands are to be made available. Washing, toilet and medical facilities are planned to meet requirements. Care is being taken to ensure that acoustics, ventilation, sound insulation, and internal and external lighting meet requirements.

The school site incorporates a substantial green and safe outside space for recreation. The school has plans for outdoor seating areas and the community is already engaged in creating walkways composed of wood shavings through the wooded areas that edge the grounds. Tree planting will also be supported by the future school community. A range of outdoor learning activities is being designed to ensure that pupils have maximum benefit from the fresh air and the natural surroundings. The grounds will offer sufficient space for playing fields and there is a hard court which can be used for a variety of ball games. There is a well-sized gymnasium for indoor play during the lunch break. The buildings and access points to the current grounds are planned to be fully secure, and interim security arrangements for implementation when the contractors are on site are being carefully scrutinised.

## **Provision of information**

The provision is likely to meet all the regulations. The school has a website and is very committed to sharing particulars of policies and procedures with parents and carers.

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

The school is likely to meet all the regulations. There is an acceptable written complaints procedure in place which is being made available to parents and carers.

## **Recommendation to the Department for Education**

### **Registration**

Is registration recommended?

**YES. The school is likely to meet all regulations when it opens and is recommended for registration.**

Recommended number of day pupils: 350

Recommended age range: 4–11

Recommended gender of pupils: mixed

Recommended type of special educational needs: not applicable.