

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

School name	Ada Lovelace Church of England High School
DfE registration number	4002
Unique reference number (URN)	145724
Inspection number	10053894
Inspection dates	14 June 2018
Reporting inspector	Amanda Carter-Fraser HMI



Information about the inspection

This inspection was conducted 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 inspector held meetings with: the executive headteacher, the headteacher designate and other school leaders and administrators. She undertook a tour of the school and reviewed plans for the construction of new school buildings. She evaluated policies and other documentation available on the school's website and provided by the school, including those relating to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1330
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

It is proposed that Ada Lovelace Church of England High School will open on 1 September 2018. The school will become the fourth school in the Twyford Church of England Academies Trust. It will admit pupils aged from 11-18.

Initially, pupils will be admitted to Year 7 and accommodated on the site of another Trust school, William Perkin Church of England High School, forming 'a school within a school'. Pupils will be fully integrated into the day-to-day routines of the host school, joining William Perkin's tutor groups and classes during morning lessons. In the afternoon, Ada Lovelace pupils will be in their own lessons. They will have full access to all of the facilities at William Perkins and will not use a separate designated area.

A consultation is underway for the construction of the new school approximately two and a half miles from the host school. Leaders anticipate that this will be ready to accommodate pupils in September 2020 when those already on roll will move to the new building.

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.

In the meantime, an additional two-storey building is to be constructed on the host school's site. This will be sufficient to accommodate additional numbers, when new Year 7 pupils join the school in September 2019.

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, provided that it addresses the regulations noted in the tables set out in parts 3 and 7.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. Pupils will follow the broad and comprehensive curriculum plan currently delivered across the Trust. Opportunities for the development of pupils' spiritual, moral, social and cultural education are integrated throughout the curriculum and are integral to the ethos of the school. The pastoral programme indicates that pupils will be encouraged to reflect on their personal achievements and boost their self-esteem. The curriculum places emphasis on what pupils can learn from each other, promoting mutual respect and understanding within a diverse profile of pupils. Plans include regular opportunities to learn about their own and others' faiths. The curriculum includes consideration of right and wrong and pays due regard to the protected characteristics across a range of subjects. Assemblies, tutor times and workshops are planned to provide many chances for pupils to learn about, and work with, those representing a wide range of public institutions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements of this part provide it addresses the regulations set out in the table below.

A wide range of policies is in place that provides appropriate guidance and reflects the school's high expectations for the welfare, health and safety of pupils. The child protection policy makes reference to the Secretary of State's latest guidance and provides clear details for staff on what they should do if they have any concerns. The behaviour policy reflects school leaders' high expectations for pupils' conduct, with clear indications of the actions that will lead to sanctions or praise. The anti-bullying policy includes charters of pupils' rights and responsibilities and the actions to be taken by the school if incidents of bullying are reported. The written policy on risk assessment is included within the health and safety policy. Appropriate processes are

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

in place for risk assessing a range of situations in order to maintain the welfare, health and safety of pupils.

In order to meet this requirement in full, the school should:

ensure that the written behaviour policy sets out how records will be kept of the sanctions imposed upon pupils for serious misbehaviour.	Paragraphs 9 and 9(c)
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Part 4. Suitability of staff, supply staff, and proprietors

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

Well-organised and well-established systems across the Trust indicate that the school makes appropriate checks of the suitability of staff, supply staff and proprietors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements in this part. The school will initially be located in the existing school premises at William Perkin Church of England High School, which opened in September 2013.

Part 6. Provision of information

The school is likely to meet all of the requirements in this part. Required information is available to parents on the school's website or via a link to the Trust's policies.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements of this part provided it addresses the regulations set out in the table below.

The complaints procedure sets out clearly how the school will handle complaints, with appropriate timescales and processes for appeal. In order to meet the requirements in full, the school should ensure:

<p>the complaints procedure provides for a written record to be kept of all formal complaints, indicating whether:</p> <ul style="list-style-type: none"> ▪ they are resolved following a formal procedure or proceed to a panel hearing ▪ any action has been taken by the school as a result of those complaints (regardless of whether they are upheld) <p>the complaints procedure provides for correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection under section 109 or the 2008 Act requests access to them.</p>	Paragraphs 33, 33(j), 33(j)(i), 33(j)(ii), and 33(k)
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Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this part. The Trust has experience of successfully opening and running a free school. Leaders are ensuring that there is close communication with all stakeholders and the best practice identified previously informs the planning for the new school. Well-organised

systems, and well-documented policy and practice in the existing school are being translated and applied effectively to the planning and establishment of the new school.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Leaders ensure policies reduce or eliminate inequality and promote diversity. An appropriate accessibility plan is in place.

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Advice note for a pre-registration inspection of an academy

School name	Armfield Academy
DfE registration number	4005
Unique reference number (URN)	145863
Inspection number	10053863
Inspection dates	17 May 2018
Reporting inspector	Ahmed Marikar



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, reviewed the architect's plans for the accommodation, scrutinised information available on the school website and reviewed a range of policies and procedures.

The inspector held discussions with the executive principal, head of school, project manager and building site manager. He also held discussions with the chief executive officer of Fylde Coast Academy Trust and the chair of the academy council.

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	1220. Initially 220 in September 2018
Age range	4-16
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

This new provision is an all-through school within the Fylde Coast Academy Trust. Armfield Academy will be located on the former site of Arnold School in the South Shore area of Blackpool. It will have separate buildings for the primary and secondary phases.

The school will open in September 2018 in a mix of refurbished buildings and purpose-built accommodation. The school is due to complete further purpose-built accommodation ready for September 2019. The school is due to welcome 60 Reception-aged children and 160 Year 7 pupils when the school opens. The final capacity for the school will be 1220.

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.

There are a number of schools within the Fylde Coast Academy Trust. As a result, pupils at Armfield Academy will have access to a broad range of facilities, resources and staff expertise from across the trust.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school's policies stress traditional values, such as respect for the rule of law, equality and democracy. Through this approach, there are ample opportunities for pupils to build understanding and skills in mutual respect and tolerance for those of other beliefs and traditions. A discrete policy on the promotion of British values is in place.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. A comprehensive range of policies is in place. These and other evidence considered on inspection, indicate that health, safety, behaviour, supervision, risk assessment, first aid and safeguarding, will be secure and comply with guidance. The fire safety order has been carried out recently and a further check will take place as soon as the buildings are ready to be handed over. The trust routinely ensures that audits and checks are carried out by professionals with the relevant expertise.

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

The school is likely to meet all of the regulations. The single central record is already in place. This details the required checks made, by whom and when, and these checks are recorded on the system, including for governors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The buildings supplied will meet all current requirements including for example, provision for first aid, medical facilities, toileting and outdoor recreational areas. The new buildings for September 2019 are under construction and leaders are committed to continuing to secure high quality provision which meets all necessary regulations.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies, including an up-to-date safeguarding policy, are in place and available to parents via the website. The safeguarding policy reflects latest guidance and meets requirements. All policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and clearly written. It contains all the necessary steps and the timelines for the efficient handling of any complaints and appears on the school's website. Copies can be made available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Fylde Coast Academy Trust already has experience of opening and running a nearby all-through academy. Leaders have a clear vision for the school and high aspirations for all pupils. Leaders have received widespread support from parents and the local community. Leaders have established a comprehensive suite of policies which provide for the welfare, health and safety of pupils. Leaders are also clear about how they will continue to monitor provision so that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities identifies groups. It is clear about how to support each group of pupils and monitor the impact on them. Plans for the new buildings show that features such as lifts and adaptations are included. The school has an accessibility plan. All of the school's policies express the importance of mutual respect for all people, regardless of difference. Equality of opportunity is at the heart of the values of the school.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. Staff have been appointed who are suitably qualified and experienced.

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

School name	Astrea Academy
DfE registration number	4014
Unique reference number (URN)	145864
Inspection number	10053901
Inspection dates	20 June 2018
Reporting inspector	Michael Reeves



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school sites, reviewed the architects' plans for the completed buildings, scrutinised information available on the school's website and reviewed a range of policies and procedures. He held discussions with the school principal.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1500 (initially 150 in September 2018)
Age range	2-18
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

It is proposed that Astrea Academy Sheffield will be an all-through school for pupils aged from 2 to 18. The school will be located in Burngreave, North-East Sheffield. It will be located in two buildings. The intention is to open the school in September 2018 in the newly refurbished Grade II listed Pye Bank Board School building. A further building currently being constructed intends to open in April 2019. The school will be part of Astrea Academy Trust.

It is anticipated that pupils will be admitted to the Reception and Year 7 classes in September 2018. There are currently 150 pupils registered to join the school. School leaders intend to expand the school, a year at a time, until full capacity of 1500 pupils is reached.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the relevant standards. Evidence in the 'Astrea Promise', associated policies and schemes of work aim to develop pupils' dispositions; for example: resilience, empathy, aspiration, contribution and happiness. Through this approach, there are ample opportunities for pupils to build skills in mutual respect and tolerance for those of other beliefs and traditions. A very clear policy promotes British values. Planned provision in this aspect is strong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant standards. Policies are already in place and these and other evidence indicate that health, safety, (including fire safety), behaviour, supervision, risk assessment, first aid and safeguarding will be secure and comply with guidance. The school's antibullying policy is detailed and includes relevant strategies for addressing any issues.

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

The school is likely to meet all of the relevant standards. The single central record is in place and is currently being completed for appointed staff. All required checks are rigorously completed and recorded on the system. There are no plans to employ staff on a supply basis as there is additional staffing capacity within the school and across the academy trust. Leaders ensure that they have received training to ensure that they follow safer recruitment procedures.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant standards. The initial building, in the refurbished Grade II listed building, aims to be opened for September 2018 in time for the Reception and Year 7 classes to start. The principal and project manager confirmed that the building completion is on track to meet this timescale. Well considered plans are in place to ensure that the building will meet the needs of pupils from these two different age ranges. For example, appropriate, separate toilet facilities for younger and older pupils; designated outdoor and play areas for Reception pupils and science laboratories for older pupils. Plans are in place for the smooth transition of Year 7 pupils to the other building due for completion March 2019.

Part 6. Provision of information

The school is likely to meet all of the relevant standards. All the required policies are in place and will be available to parents, including an up-to-date safeguarding policy.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

The website is in the course of being developed with the most recent policies and information. This will be made available prior to the school opening. At present a website is available for parents to provide information about the arrangements for admissions and for the Reception children and Year 7 pupils starting school in September. Copies of policies will also be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant standards. The complaints policy is comprehensive and clearly written. It contains all the necessary steps and the timelines for the efficient handling of any complaints. It is intended that the policy will be available on the school's website and that copies will be made available if requested. Guidance on how to access the school's complaints policy will also be provided in the school's parents' handbook, which is currently being developed.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant standards. The principal has a thorough understanding of the independent school standards. She has ensured that all the required policies are in place, started to appoint an appropriate work force to meet the school's needs and is working well with the project manager to have oversight of the building construction. The principal is working collaboratively with staff appointed for September to ensure that there are suitable resources for curriculum delivery. For example, planning for the resources and the outdoor learning areas for early years. The Trust have ensured that the principal was in post for two terms prior to the opening date. This has secured a strong platform for a successful start to the new academic year.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements of Schedule 10 of the Equality Act 2010. A detailed equalities policy, where all protected characteristics are included, is in place. The school has a suitable three-year accessibility plan, with associated detailed action plans to achieve the plan's objectives.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. When the school opens it will admit Reception age children and Year 7 pupils in the same building. The principal has carefully planned arrangements for entry and leaving the school, classroom and outside playgrounds to ensure that pupils' needs from the different age ranges are well met. Staff have been appointed who are suitably qualified and experienced. The head of pre-prep has been actively involved with the planning of the learning environment, curriculum coverage and resourcing for early years. Detailed whole-school policies consider the needs of early years and meet current requirements.

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

School name	Avanti Fields School
DfE registration number	4001
Unique reference number (URN)	143679
Inspection number	10053876
Inspection dates	17 July 2018 – 18 July 2018
Reporting inspector	Peter Stonier HMI



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of Krishna Avanti Primary School and reviewed site drawings of the proposed temporary school site on Narborough Road, Leicester. It was not possible to visit the site due to building works being undertaken. He scrutinised information available on the school's website and reviewed a range of policies and procedures. He held discussions with the principal, office manager and a director of the Avanti Schools Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	270. Initially 90 in September 2018.
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Avanti Fields School is a Hindu faith free school and is due to open in late October 2018 at a former school building on Narborough Road, Leicester. Prior to this date, pupils will be educated at Krishna Avanti Primary School. Avanti Fields School will then move to new premises in September 2021.

Avanti Fields School will open with between 75 to 90 pupils in Year 7. The school plans to admit Year 7 pupils in subsequent years rising to 270 by 2020. The proposed new premises, opening in September 2021, will be an all-through school admitting pupils from age three to 18.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The Trust's Philosophy, Religious and Ethics (PRE) curriculum incorporates frequent opportunities for pupils to learn about different faiths and cultures. There are plans to visit and build links with a local multi-faith centre. The citizenship curriculum contains opportunities for pupils to deepen their knowledge and understanding of British values, including the rule of law and democracy. There are also opportunities for pupils to learn how to keep themselves safe, including when they use the internet. The curriculum has many opportunities to promote pupils' spiritual, moral, social and cultural development in a wide range of subjects.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part. The school's safeguarding policy includes the latest government guidance and the roles and responsibilities of staff. The principal and other leaders have received appropriate safeguarding training and will train staff in areas such as, the 'Prevent' duty, spotting the signs of child sexual exploitation and female genital mutilation. Policies for anti-bullying, health and safety, risk assessments and first aid are in place and appropriate. The behaviour policy has a code of conduct with clear rewards and sanctions. The school is using an online system to ensure the admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. The school building has not yet received a fire-risk assessment or ensured compliance with the Regulatory Reform (Fire Safety) Order 2005. However, there are plans in place for this to occur before pupils start attending the Narborough Road site.

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

ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 and undertake a fire risk assessment prior to moving into the Narborough Road site.	paragraph number 12
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Part 4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the regulations in relation to this part. All relevant checks have been made on staff prior to them starting employment at the school. It is clear when the checks were made and by whom. Safer recruitment practices have been followed. The single central record meets current requirements.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part. Pupils are due to start at the Narborough Road site in late October 2018. Site plans show that there are, for example, appropriate toilet and washing facilities and available accommodation for the medical examination and treatment of pupils. It was not possible to check all of the standards in this part due to building works being undertaken on the day of the inspection. The principal is aware of these standards and will ensure that, for example, external lighting is provided for people's safety and suitable changing accommodation and showers are provided for pupils who receive physical education.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part. All the required policies including the child protection/safeguarding policy and procedures are in place and available to parents and carers through the school and Avanti Trust websites.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in relation to this part. The complaints policy is detailed and meets requirements. All the necessary steps to deal with complaints are set out, alongside the timelines of when each step should be completed by. The school has a log book to record complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in relation to this part. The experienced principal demonstrates good skills and knowledge appropriate to the role. The trust currently successfully runs seven schools and has experience in hosting pupils in temporary sites. The principal is held to account by an education director, who in turn is held to account by the chief executive. The chief executive is held to account by the board of trustees. Termly reports and frequent monitoring activities will help to ensure that all major aspects of the school are checked frequently. The trust is clear about how it will monitor the school to ensure the school will consistently meet the independent school standards.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. The trust ensures that the school's equality policy includes all the protected characteristics set out in the Equality Act 2010. The principal is well aware of her duty to promote equality. The trust's accessibility plan pays due regard to pupils who have special educational needs (SEN) and/or disabilities.

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

School name	Bolder Academy
DfE registration number	313/4007
Unique reference number (URN)	145866
Inspection number	10053858
Inspection dates	24 May 2018
Reporting inspector	Helen Matthews, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1150
Age range	11-19
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The new provision is a secondary academy and will be eventually housed in a state-of-the-art school.

The school will initially open in September 2018 in temporary accommodation with 150 Year 7 pupils. It is anticipated that a further 180 pupils will join the school in September 2019. Pupils will relocate to the new site in the academic year 2020 to 2021. The final capacity of the school will be 1150.

The new school is located next to Sky's headquarters in West London. School leaders have established a strong partnership with Sky, who are to act as a 'good neighbour', enhancing the curriculum offer and providing a volunteer programme.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school has detailed policies and plans in place to ensure that pupils have access to a range of information, opportunities and experiences. British values and careers guidance will be explicitly taught through the personal, social, health, citizenship and economic education curriculum and supported through assemblies and enrichment activities. Links with Sky will enhance the opportunities available to pupils.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations. Policies are comprehensive and indicate that health, safety (including fire safety), behaviour, safeguarding and first aid will be secure and comply with guidance. All policies include roles and responsibilities and clear guidance on the procedures to follow. The school's anti-bullying policy gives comprehensive information on identification, prevention and appropriate actions. School leaders have plans in place to check that health and safety regulations will be checked robustly, following alterations to the temporary school site.

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

The school is likely to meet all the regulations. Checks on the suitability of staff to work at the school have been undertaken, in preparation for the school's opening in September 2018. This information is kept electronically in a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. Initially, the school will be located in temporary accommodation. These premises are currently being used as a primary school. The site is very secure, bright and modern and should meet all current requirements. Toilets and the facilities for administering first aid are appropriate. School leaders have identified that the outdoor space, while adequate for recreation and some aspects of physical education, is not large enough for team sports such as hockey, rugby or football. Therefore, they are looking to acquire use of a local sports field and sports centre. School leaders have commissioned further improvements to the temporary school site before the start of the next academic year. These include providing suitable changing facilities and showers.

Land has been acquired for the new permanent building. Architects' plans are in place and show that the new site will provide high-quality provision that meets all of the required standards. Building work is due to commence in November 2018.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. A revised school website is due to be launched imminently and will be easily accessible to pupils, parents and carers. All the required policies are in place and available on request. Admissions information for pupils and parents is published and available.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations. The complaints policy clearly sets out the procedures to follow, the different stages and expectations around the timescales. It includes examples of complaints forms and formal letters to be sent to the complainant. The policy is available on request and is published on the new website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The governing body and the headteacher are experienced and have high aspirations for the academy. They have built strong working relationships with other Hounslow headteachers and representatives from Sky. Consequently, school leaders have successfully promoted the school in the local community, ensuring that Year 7 will be at full capacity when the school opens in September 2018. All necessary policies are of a high quality and in line with current regulations. Leaders have prioritised pupils' well-being and safety when choosing the temporary site and in their plans for the new school building. They have a thorough understanding of the requirements of the independent school standards.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements. The policy identifies all groups with due regard to the protected characteristics identified in the Equalities Act 2010. The temporary school site and plans for the new school ensure that there are appropriate facilities and adaptations for disabled staff and pupils.

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

School name	Brambles Primary Academy
DfE registration number	2053
Unique reference number (URN)	145236
Inspection number	10053902
Inspection dates	15 June 2018
Reporting inspector	Jo Sharpe HMI



Information about the inspection

This inspection was conducted 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 inspector scrutinised a range of policies and procedures, including the single central register. She was able to view the accommodation that will be available to the school from September 2018 and also the site on which the new building will be built. Plans for both buildings were considered. Discussions were held with the CEO and Director of Operations of South Pennine Academies Trust and with the principal of the new school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 (initially 60 Reception-aged in September 2018)
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The new primary school will be part of the South Pennine Academies Trust. It will be sited close to Huddersfield town centre and serve a varied catchment area of both affluent and deprived housing. The school will initially be funded by the local authority to serve a need for school places within the locality.

The school will initially be located in temporary modular accommodation for up to 60 Reception-aged children from September 2018. The new school building will be situated on adjacent land with the final capacity of the school being 420. Work on the new building has not yet been started. Completion of the new building is

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.

expected by September 2019. A dispute around allotment land may mean that the new building is completed in two phases.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part.

School policies and documentation, for example, the enrichment calendar, the British values policy and the spiritual, moral, social and cultural (SMSC) development policy, provide evidence to show there will be a range of opportunities for pupils to develop knowledge and tolerance of others and of how they will become involved in their local and global community.

Policies and examples of proposed lesson plans demonstrate how pupils will be given the opportunity to learn about those with protected characteristics in an age appropriate manner. Events such as visiting musicians are planned to give pupils opportunities to learn of different cultural customs.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part.

All relevant policies are in place for example, safeguarding, medical, health and safety, risk assessment, behaviour and anti-bullying.

Key members of staff, currently being the site manager, the principal and phase leader have completed training such as safer recruitment, fire safety, first aid and designated safeguarding lead.

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

The school is likely to meet all of the regulations in relation to this part.

The single central record is already in place. It lists all of the required checks. Staff who have already been contracted to work in the school and trust members have already been subject to the appropriate checks.

The trust's human resources department are currently responsible for these checks. A business manager will shortly take over this responsibility.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part.

The school will initially be using temporary modular accommodation. The requirement to meet the needs of Reception-aged children has been carefully considered. The plans for the new building meet all the requirements, including toilets and medical facilities.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Although while in temporary accommodation outside space will be limited, the new building will have extensive outside space. Trust leaders and the principal speak to the project manager on a weekly basis to ensure that timescales for the new building are on target.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part.

The school already has a website and all required policies and information are available on the website. School leaders are aware of other requirements for example, the need to provide parents with annual pupil progress and attainment reports.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in relation to this part.

A comprehensive complaints policy is available on the school website. The school website also has the facility already ready to inform parents of the number of complaints, if any are received.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in relation to this part.

The trust leaders have very recent experience of opening a primary academy and managing outstanding schools. The new principal is an experienced headteacher and an experienced senior leader has also been employed. Trust leaders are working well with the new principal, project managers of the temporary accommodation and new building and the local authority to meet the independent school standards and projected timelines. The examples of high quality planning and policies already available support the principal vision of 'providing high quality education and opportunities for children'.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Plans for the new building show that lifts and slopes have been appropriately provided. An accessibility plan provides a three year plan of how leaders will continually monitor and risk assess how pupils can access the education provided.

The SMSC and equal opportunities policy clearly identifies how different groups of pupils will be supported.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements of the early years are likely to be met. The school will initially open as a Reception class and staff who have been appointed are well qualified. Procedures such as, for the administration of medicines follow

requirements and are clearly written in the medical policy. Other requirements such as a check list for regular risk assessments and complaints procedures are in place.

Procedures are in place so that all staff will be checked for disqualification by association and a column has been added so that this information is included in the SCR.

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

School name	Bullers Wood School for Boys
DfE registration number	4005
Unique reference number (URN)	145868
Inspection number	10053895
Inspection dates	19 June 2018
Reporting inspector	David Storrie HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	900
Age range	11-16
Gender of pupils	Boys
Type of special educational needs	Not applicable

Context of the school

This new school is a secondary school for boys within the Bullers Wood Multi-Academy Trust. It is envisaged that Bullers Wood School for Boys will open in September 2018. It is the intention that the school will initially be housed in temporary accommodation at 1 Westmoreland Road, Bromley, BR2 0TB. The plan is for school to open with 180 pupils and grow annually to a maximum capacity of 900 boys. The school is currently working with the Education and Skills Funding Agency (ESFA) to finalise plans for accommodation from September 2019 onwards.

Bullers Wood Multi Academy Trust already run Bullers Wood School. This is a girls' school that is located near to the proposed school for boys. The intention is that the new school for boys school will benefit from shared facilities, such as the sports field. The trust has plans in place to share expertise across both schools, with the aim on ensuring a consistently high-quality education for both girls and boys.

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, provided that it addresses the regulations noted in the tables set out in part 5.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Evidence shows that leaders have planned carefully to develop pupils' spiritual, moral, social and cultural development. For example, leaders have developed their curriculum to enhance pupils' tolerance, understanding of equality, democracy and the rule of law. They have considered key institutions in Britain, such as the court system. Personal, Social, Health and Economic Education are placed at the core of the school's plans to develop pupils' ability to transition successfully to their next stage of education, employment or training. Leaders are developing a careers strategy which will be honed to meet the needs of pupils as the school grows.

Part 3. Welfare, Health and Safety of Pupils

The school is likely to meet all the relevant regulations. Suitable and detailed policies are in place to ensure that health, safety, (including fire safety), the management of behaviour, supervision, risk assessment, first aid and safeguarding will be secure and comply with statutory guidance. Senior leaders have already organised for a fire risk assessment to be conducted prior to the initial building work being completed in August 2018. The school's anti-bullying policy is explicit in how leaders and staff will address issues if they arise.

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

The school is likely to meet all the relevant regulations. The single central record is already in place. Staff appointed to date have had the required statutory checks completed prior to appointment. Suitable arrangements are in place to check the suitability of supply staff prior to them undertaking work in the school. Required checks have also been carried out on leaders, members of the local governing body and trustees of the multi academy trust.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the regulations. There is a clear schedule to ensure the temporary school accommodation. The accommodation has previously been used as temporary accommodation for a new free school. Work is being conducted to ensure it meets the needs of secondary pupils and the school's curriculum. Plans indicate that the school will have suitable acoustics, lighting and hot, and cold water. The building design does not currently include a sink in the designate first aid location. This is necessary to ensure that all aspects of the independent school

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

standards are met. Leaders understand the need for a sink to be included in the building plan and are working to ensure this standard is met before the school opens in September 2018. The temporary accommodation has suitable outdoor space for the maximum number of pupils the school can educate. The school plans to use Bullers Wood School’s playing fields for physical education (PE). This is a short walk from the temporary accommodation and will meet the needs of the school’s PE curriculum.

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

Ensure the designated first aid area has a sink	24(1), 24(1)(b)
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Part 6. Provision of information

The school is likely to meet all the requirements. All required policies are in place and available on the school’s website. The safeguarding policy is in line with the most recent statutory guidance from the Secretary of State. Leaders are aware of the key changes to this guidance for September 2018 and know that this policy will need to be reviewed and updated prior to its implementation. The school’s website is accessible and contains most policies and all those required in the regulations. Leaders are updating the website regularly as the school’s opening date draws closer. Plans show this is likely to ensure the school continues to meet the required regulations.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements. The complaints policy is comprehensive and available on the school’s website and provides the necessary steps and timeframes for handling complaints. Copies can be made available on request to parents. The policy also provides a clear process for other members of the community to complain to school leaders.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements. The trust, chair of governors and school leaders, have an ambitious vision to expand education choice in this part of south London. They have a good understanding of the regulatory requirements and how they will continue to meet the independent school standards over time. The evidence scrutinised by the inspector shows that high quality policies and effective procedures are likely to ensure the welfare, health and safety of pupils. Plans are in place to ensure the accommodation is ready is on time for the first cohort of pupils.

Schedule 10 of the Equality Act 2010

The school is likely to meet all requirements. Leaders have used their existing practice to develop the new provision’s policy for equalities. Leaders demonstrate an understanding of the need to ensure equality for different groups and overcome potential discrimination. Leaders have embedded equalities into the school’s other policies. Consequently, leaders are working to ensure equalities are considered in all

the school's work with pupils and families. The buildings are being designed to meet the needs of all pupils and staff, regardless of their individual needs.

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

School name	Cheadle Hulme Primary School
DfE registration number	2013
Unique reference number (URN)	145870
Inspection number	10053865
Inspection dates	17 May 2018
Reporting inspector	Gill Pritchard



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, reviewed the architects' plans including those related to lighting, water facilities, toilets and medical provision. The inspector also scrutinised information available on the school's website and reviewed a range of policies and procedures.

The inspector held discussions with the CEO of Laurus Trust, the executive headteacher and the head of Cheadle Hulme Primary School. The inspector also held a discussion with the project manager from the Education and Skills Funding Agency.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 pupils plus 24 Nursery-aged children
Age range	3-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision, Cheadle Hulme Primary School, will be located on a new site. It is a new state-of-the-art building run as part of the Laurus Trust. The construction of the school will be completed in September 2018. It will initially accommodate 24 Nursery-aged children and 60 Reception-aged children. This will rise to 120 Reception children and Year 1 pupils in September 2019. It will continue to increase by 60 pupils each year until the school is full. The Nursery will remain as a 24 child provision. The final capacity of the school will be 444 including the Nursery.

There are a number of schools in the Laurus Trust, including Cheadle Hulme Primary School. As a consequence, pupils will have access to a range of high-quality facilities, resources and staff expertise from across the trust.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school’s policies reflect the trust’s ethos which is based on the four cornerstones of academic aspiration; culture, creativity and rhetoric; competition and physical endeavour and leadership and service. Very clear policies and a scheme of work around personal, social, health and emotional development promotes British values, and mental and emotional well-being. Proposed provision in this aspect is strong. Leaders describe how pupils will accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. Further developing the spiritual, moral, social and cultural aspects of the school is one of the trust’s equality objectives.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. A broad range of policies are in place which indicate that health, safety, (including fire safety), supervision, risk assessment, first aid and safeguarding will be secure and comply with guidance. The school’s behaviour and anti-bullying policy is detailed and sets out relevant procedures, responsibilities, actions, rewards and sanctions. Systems are in place to ensure that any concerns that staff may have in regard to the welfare of pupils are followed up immediately. Appropriate levels of supervision are planned and attendance and admission registers will be maintained in accordance with regulations.

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

The school is likely to meet all of the regulations. The single central record is already in place. This details the required checks made, by whom and when, and these checks are recorded on the system, including for trust members. Additional checks are made by the management team to ensure high levels of accountability.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school is currently being constructed and will be a state-of-the-art building with a broad range of additional

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

spaces for school performances and training opportunities. The building will meet all current requirements including, for example, provision for first aid, toileting and medical facilities. The plans for the new building show details of high-quality provision in all requirements for indoor and outdoor spaces. Lighting, provision of water and acoustic specifications are likely to meet requirements.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents and carers, including an up-to-date safeguarding policy. The website is compliant. It includes a broad range of information about the school including all relevant policies which are available for parents. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is clearly written and comprehensive. It contains all the necessary steps and the timelines for the efficient handling of any complaints. The trust has clear systems in place to record the details of any complaints made, together with actions to address them and outcomes achieved. The complaints policy appears on the school's website. Copies can be made available to parents if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. Laurus Trust already has experience of opening and running other primary and secondary schools. The trust has a strong understanding of the regulatory requirements, having already fulfilled them successfully. The leadership team has established a broad range of high-quality policies which provide strongly for the welfare, health and safety of pupils. Leadership is also clear about how it will continue to monitor provision so that the independent school standards are met consistently and they have the necessary skills and knowledge to do this. Leaders of Cheadle Hulme Primary School demonstrate high levels of commitment, knowledge and a passion to ensure that all pupils will receive high-quality provision.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Equality is a golden thread which runs through the trust's policies and procedures. The school's equality objectives link effectively to curriculum provision and pupils' personal, social, health and emotional well-being. Plans for the new building show that features such as lifts and hoists are included.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school will initially open as two Reception classes and a Nursery class. Staff are currently being appointed who are suitably qualified and experienced. Detailed policies are in place which connect well with other whole-school policies and meet current requirements.

The learning environment has been carefully designed to ensure that children have full access to both indoor and outdoor learning opportunities.

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

School name	Chilmington Green Primary School
DfE registration number	886/2093
Unique reference number (URN)	145115
Inspection number	10053914
Inspection dates	12 June 2018
Reporting inspector	Emma Sanderson, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, reviewed the architects' plans for the permanent site, scrutinised information available on the school's website, reviewed the single central record and analysed a range of policies and procedures. She held discussions with the chief education officer of the multi-academy trust (MAT), the headteacher, the premises director, the MAT's safeguarding team lead, the human resources (HR) director and one of the MAT's leads for early years.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	434. Initially 90 in September 2018
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	14-place specially resourced provision for pupils who have autistic spectrum disorder

Context of the school

Chilmington Green Primary School will be the eighth primary school in Kent within The Stour Academy Trust, an MAT. Chilmington Green has a planned capacity of 434, including provision for pupils who have special educational needs (SEN) and/or disabilities. The building work for the temporary school site is on target to be ready for September 2018. The permanent school building is due to be completed by September 2019. The new school will be a two-form-entry primary with integrated SEN and/or disabilities provision. In addition, the plan is to run a specially resourced provision for up to 14 pupils who have autistic spectrum disorder. This brand-new, purpose-built school will also provide on-site sports facilities.

In the first year of opening, the school will accommodate 90 pupils across Reception, Year 1, Year 2, Year 3 and Year 4. In each subsequent academic year, the school will expand by 30 pupils, with the addition of two additional year groups and a specialist resourced provision. The school's expansion will continue until 2025, when the school will have 60 pupils in each year group.

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.

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 2014³

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

The school is likely to meet all of the regulations in relation to this part. The MAT's and school's policies stress the core values of trust, friendship, respect and compassion. The school has a detailed policy for the promotion of pupils' spiritual, moral, social and cultural development to ensure a consistent approach to this aspect of pupils' education. Curriculum overviews emphasise the school's active promotion of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for peoples of all faiths and cultures. There is a clear commitment for all staff to use opportunities in class or in extra-curricular activities to promote these values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place to promote the welfare, health and safety of pupils and staff. There is evidence to indicate that health and safety, fire regulations, behaviour, levels of supervision, risk assessment, first aid and safeguarding will be secure when the school opens. Considerable detail is included in the school's policies, which outline specific practices, procedures and auditing arrangements. For example, the school's safeguarding policy refers to how leaders will evaluate the effectiveness of the policy.

The school's behaviour and anti-bullying policies are detailed and include relevant strategies. Sanctions and rewards are appropriate for the age range, including children in early years. Suitable adjustments are also identified for pupils who have SEN and/or disabilities.

The health and safety policy identifies the responsibilities of employers and employees to ensure that the school is a safe place to work and learn. It includes references to risk assessments and is linked with the MAT's risk assessment policy.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the regulations in this part. The single central record is already in place. It adheres to statutory guidelines, showing who made the checks on the suitability of staff, and when. The MAT's HR director and the headteacher are fully aware of the checks required for different roles within the

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

school. For example, the single central record includes all relevant details for trustees, governors, volunteers and supply staff. Recruitment files demonstrate school leaders' understanding of the need to undertake the required background checks on staff in advance of employment. The headteacher has also undertaken safer-recruitment training and fully understands her responsibility to keep pupils safe.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially be located at a temporary site until the new school building is completed in September 2019. The temporary site currently requires some internal renovations to be fit for purpose. Plans suggest that these renovations will rectify all issues with the site. The building has suitable teaching areas for pupils from early years to Year 6, including those who have SEN and or/disabilities. There is plenty of space for pupils to engage in outdoor activities and physical education. The building is likely to meet all current requirements, including, for example, adequate provision for first aid, toileting and medical facilities.

The architects' plans for the new permanent building are complete and provide details of high-quality provision that is likely to meet all requirements. There are plans for extensive physical education areas, including football pitches and a multi-use games area. Drop-off and collection points for pupils have been fully considered in the construction of the new site.

Part 6. Provision of information

The school is likely to meet all the requirements. All required policies are in place and available to parents and carers and other stakeholders, including an up-to-date safeguarding policy. The website contains the most recent policies and information about the school. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The school follows the Stour Academy Trust's complaints policy. The policy is clear and explains the steps parents need to take should they wish to make a complaint. The policy specifies appropriate timescales for how the MAT will respond to a complaint at each stage of the process. Helpfully, the policy provides a template for parents to use when submitting a complaint.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Stour Academy Trust has experience of opening and running primary academies across Kent. Trustees and leaders have a sound understanding of the regulatory requirements, having already fulfilled them successfully for other schools. Leaders have established high-quality policies which ensure strong provision for the welfare, health and safety of pupils. Leaders are clear about how they will continue to monitor the school so that the independent school standards are met consistently. They have the necessary skills and knowledge to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The school's equality statement refers to the protected characteristics and adheres to statutory legislation. Leaders are clear about how to support pupils and staff and have systems in place to monitor the impact of their actions. The new building incorporates features such as lifts and other adaptations. The school has a comprehensive accessibility plan in place that refers to both physical accessibility and accessibility of the curriculum.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years are likely to be met. Early years leaders are employed across the MAT to support each school in meeting the statutory requirements. The school's key policies are already in place and the remaining actions for leaders to take have been identified.

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

School name	Chiltern Academy
DfE registration number	4001
Unique reference number (URN)	145872
Inspection number	10053855
Inspection dates	25 May 2018
Reporting inspector	Jason Howard



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1200. Initially 210 in September 2018
Age range	11-16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The new provision is a secondary school within the Chiltern Learning Trust. Initially, Chiltern Academy will be located within temporary premises with 210 Year 7 pupils. A new state-of-the-art building is under construction and is expected to be ready for use by September 2019, when it is anticipated that another 220 pupils will join the school. The final capacity of the school will be 1200.

The school will follow the national curriculum and specialise in business, engineering and physical education.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school's policies indicates a strong commitment to the promotion of British values and understanding of Britain's democratic institutions, including through weekly citizenship lessons. Pupils will develop their understanding of the democratic process through elections, including to the school council. Pupils will learn about the role of Britain's public services and the purpose of taxation, as well as personal financial management, through the school's personal, social and health education curriculum. There will be ample opportunities for pupils to develop tolerance and mutual respect for those of other beliefs and traditions, including through religious studies lessons, the assembly programme, and links with local faith groups and religious institutions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place and these and other evidence indicate that health, safety, (including fire safety, risk assessment, first aid, supervision, behaviour and safeguarding) will be secure and comply with guidance. Leaders with responsibility for safeguarding have substantial prior experience as designated safeguarding leads. Strong systems are in place for recording safeguarding concerns and responding to any issues. Links with relevant external agencies are well established. Leaders have a sound understanding of local risks and work effectively with the police to ensure any concerns about radicalisation or extremism are reported appropriately. The new school will benefit from the use of well-established and highly detailed procedures and practices already being used within other institutions that are part of the multi-academy trust. The school's anti-bullying policy is detailed and includes appropriate strategies for dealing with any issue. The behaviour policy is comprehensive and sets out clear procedures for rewarding positive conduct and addressing unacceptable behaviour.

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

The school is likely to meet all of the relevant regulations. The single central record template indicates that all of the required checks will be made, including for governors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially consist of temporary accommodation in modern premises that previously operated as an educational facility. This building will meet all current requirements including for example, provision for toileting, first aid and medical facilities. Although it was not

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

possible to visit the construction site of the new permanent building, the plans for it are complete and show evidence of high quality provision in all requirements.

Part 6. Provision of information

The school is likely to meet all the requirements. All of the required policies are in place and available to parents. The website is in the course of being updated with up-to-date policies and other information. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is clearly written and comprehensive. It contains all of the formal and informal steps and timelines for the efficient and appropriate handling of any complaints and appears on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The trust already has experience of running nearby primary, middle and secondary schools and of operating school-centred initial teacher training. Leaders have a good understanding of the regulatory requirements, having already fulfilled them successfully. Leadership has established policies that provide strongly for the health, safety and welfare of pupils. Leaders are also clear about how they will continue to monitor provision so that the independent school standards are met consistently and they have the necessary skills and knowledge to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities identifies groups and is clear about how each group of pupils will be supported. Arrangements for the monitoring of impact are clear. The temporary building provides ease of access to those who use wheelchairs. Plans for the new permanent building show that features such as lifts and adaptations are included.

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

School name	CHS South
DfE registration number	4014
Unique reference number (URN)	145873
Inspection number	10053911
Inspection dates	14 June 2018
Reporting inspector	Emma Gregory



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school's temporary accommodation, reviewed the plans for the temporary accommodation and permanent accommodation, scrutinised information available on the school website and reviewed a range of school policies and procedures.

The inspector held discussions with the executive headteacher and the headteacher of the school. The inspector also held a discussion with the project manager from the Education and Skills Funding Agency, two members of the Prospere Learning Trust and the chair of the school's local governing body.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1200. Initially 240 Y7 in September 2018.
Age range	11-16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a secondary school within the Prospere Learning Trust. CHS South will be located on a new site. The school will open in September 2018. It will initially be located in refurbished temporary accommodation for 240 Year 7 pupils. This will rise to 480 Year 7 and Year 8 pupils in September 2019.

The plan is to move into new purpose-built accommodation in September 2020. The final capacity of the school will be 1200. There are a number of schools within the Prospere Learning Trust, including Chorlton High School and Piper Hill High School. As a result, pupils at CHS South will have access to a broad range of facilities, resources and the expertise of experienced staff, leaders, governors and trustees.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Leaders have ensured that pupils are able to develop their understanding of British values through 'oracy' sessions. Pupils will have the opportunity to learn about democracy, the political system, sexual identity and the importance of diversity. The curriculum is underpinned by nine 'qualities of success'. This will enable pupils to develop skills such as empathy and resilience. Leaders of subject areas regularly reflect on how they are able to contribute to pupils' spiritual, moral, social and cultural development. As a result, these aspects of pupils' development are delivered across all subjects. The religious education curriculum will allow pupils to develop their understanding of different religions. For example, pupils learn about the differences between Islam, Christianity and Hinduism. This will help to ensure that pupils show respect and tolerance for those pupils from faiths, cultures and traditions that are different to their own.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part. Leaders' policies indicate that safeguarding, health, safety (including fire safety), behaviour, risk assessment, pupil supervision and first aid are secure and comply with guidance. Leaders' behaviour policy is clear. Behaviour systems will allow pupils to earn rewards for positive behaviour and understand the consequences of any negative behaviour. The school's anti-bullying policy is clear and detailed. For example, there is guidance for staff about the actions they must take if they suspect bullying is taking place.

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

The school is likely to meet all of the regulations. The system to check that adults at the school are safe to work with pupils is secure. All relevant checks are carried out. There is a record detailing who has made these checks and the date on which they took place. These checks include members of the local governing body and members of the trust.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The temporary accommodation is not finished: however, building work is on schedule. The building will be ready on 10 September 2018. Pupils start school on 5 September 2018. Leaders have appropriate plans in place to manage this. They have arranged alternative accommodation for pupils during this period. Plans for the temporary accommodation indicate that the refurbished buildings will meet all requirements including medical facilities for pupils. Whilst in temporary accommodation, leaders have made arrangements to ensure that pupils access physical education facilities. These are off-site. The plans for the purpose-built permanent accommodation include plenty of open spaces for pupils' physical education, as well as changing rooms and showers.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents on the school website. These include complaints policies, safeguarding policies, a behaviour policy, an admissions policy and an anti-bullying policy. Leaders ensure that the website is up to date with current policies and information. Copies of these policies can be made available to parents.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements. The complaints policy is detailed, clear and references up-to-date legislation. It includes all relevant timelines and steps for the efficient handling of any complaints. The complaints policy appears on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Prospere Learning Trust has experience of running other schools. Leaders, governors and trustees have a strong understanding of the regulatory requirements having already fulfilled them successfully in a number of other schools. There are clear and detailed policies that are of a high quality to ensure the welfare, health and safety of pupils. Leaders are clear how they will check on the provision so that the independent school standards are met consistently. They have the secure knowledge and skills to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Leaders regularly review accessibility plans to ensure that all pupils can participate fully in the curriculum.

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

School name	Churchward School
DfE registration number	7003
Unique reference number (URN)	145874
Inspection number	10053919
Inspection dates	18 June 2018
Reporting inspector	Jen Southall



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher of the proposed school, the chief executive officer (CEO) for Brunel SEN MAT, the director of education and the chair of the governing body. Accompanied by the headteacher and CEO, the inspector visited the temporary premises to be used from September 2018 to evaluate the degree to which the proposed premises comply with the regulations. In addition, a visit was made to the proposed site for the permanent school. The building work has not yet started, however; it is due to open by September 2020.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	75
Age range	11-19
Gender of pupils	Mixed
Type of special educational needs	Autistic Spectrum Disorder (ASD) and/or Social Communication Interaction Difficulties (SCID)

Context of the school

Churchward School proposes to open in September 2018. In its first year, the school plans to admit 20 pupils. The school intends to increase in size to its capacity by 2020. The school is to provide secondary and post-16 places for pupils with autism and associated social communication difficulties. The school will be part of the Brunel SEN MAT and sponsored by Uplands School.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

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

Leaders have a clear vision and ethos for the school. The school's mantra of 'recognising strengths, gaining skills and achieving success' underpins the key values exemplified by the wider multi-academy trust to which the school will belong.

Leaders are passionate and determined that the school will provide life changing opportunities for some of the most challenged and vulnerable pupils. Leaders believe the school will equip pupils with the skills to enable them to make appropriate life choices, achieve their aspirations and build and maintain social relationships to enable them to make a positive contribution to society.

The school plans to promote the spiritual, moral, social and cultural development of its pupils through the curriculum, its pastoral care system and the wide variety of extra-curricular activities and broader experiences to which pupils will have access.

Part 3. Welfare, health and safety of pupils

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

Leaders have appropriate policies and procedures in place to ensure that pupils will be safe and well looked after. The safeguarding policy is comprehensive and follows the most recent legislation and guidance. It clearly sets out for staff the procedure to follow should they have any concerns about a pupil. Staff who have designated safeguarding responsibilities are named, for clear identification. The acceptable behaviour policy covers every member of the school, staff and pupils. It is based on the belief that each individual is worthy of 'respect, tolerance, and that their contribution is valued.' The policy is closely aligned with the physical intervention and interpersonal contact guidelines policy to ensure good discipline and to protect members of the school community, members of the public or property, in line with pupils' positive handling plan. The health and safety policy is comprehensive. It outlines in detail the responsibilities of staff and governors for keeping pupils safe. These policies are easily accessible on the website.

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

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

³ www.legislation.gov.uk/uksi/2014/3283/contents/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's single central record contains all the necessary checks to ensure that staff are suitable to work with children. These include checks to establish identity, qualifications and the right to work in the United Kingdom. The record viewed meets statutory requirements and as further recruitment is undertaken, names will be added once the necessary checks have been completed.

Part 5. Premises of and accommodation at schools

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

The permanent building of the school has not yet started. It is due to be completed no later than September 2020. The reconfiguration of the temporary building is under way and on schedule to be completed for September 2018. It will provide pupils with plenty of space. The layout has been carefully considered with pupils in mind. For example, there will be wide corridors for accessibility of wheelchairs, disabled toilets and shower facilities and allocated space for medical and personal therapies. Classrooms are spacious, well-lit and meet acoustic standards. Pupils will have access to high-quality outside space, to include an all-weather pitch. Measures are in place to ensure the site will be secure. These include appropriate perimeter fencing and an electronic door entry system.

Part 6. Provision of information

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

The school's website is well-presented and is easily accessible to parents. There is a warm welcome from the chair of the board of directors of the Brunel Special Educational Needs multi-academy trust (SEN MAT) and the chair of the governing body on the homepage. The website meets the requirements for the publication of statutory information. The website links easily to the Brunel SEN MAT website, which provides further information for parents.

Part 7. Manner in which complaints are handled

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

The complaints policy is fit for purpose. It sets out clearly the procedures that parents can follow should they have a complaint, at both the informal and formal stages. The policy also sets out timescales, describes the appeal process and outlines the ways in which a solution might be achieved. It clearly states how parents can access support during the process. For example, they will be accompanied to hearings by an advocate. The process described in the policy is clear and jargon free.

Part 8. Quality of leadership in and management of schools

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

Leaders have given substantial consideration, energy and time to the opening of this new school. They have used their significant knowledge and expertise of special educational needs to ensure the school meet the needs of the pupils for whom it is designed. Consequently, leaders have ensured that the curriculum and pastoral arrangements fully support this vision. Leaders have taken appropriate action to ensure that pupils will be safe, not only in terms of safer recruitment but also risk management and site security.

Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The school's premises have been designed to be inclusive, taking account of the latest accessibility requirements. For example, space is allocated for pupils who require access to personal therapy such as a physiotherapy room. There are a number of accessible toilets and showers.

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

School name	Coombe Wood School
DfE registration number	4012
Unique reference number (URN)	145875
Inspection number	10053896
Inspection dates	7 June 2018
Reporting inspector	Janet Hallett HMI



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher, the chief executive officer and other staff. The inspector reviewed the plans for the temporary and permanent premises and the procedures for the safer recruitment of staff. The inspector scrutinised a range of policies and information available to parents about the school's ethos and the provision for pupils.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1680
Age range	11-19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Coombe Wood School will be a free school and one of four schools in the Folio Education Trust based in Croydon and Sutton. Plans are being developed for the permanent school building, which will be on the Coombe Wood playing fields. Phase 1 of this new building is planned to open in September 2019. It is proposed that the building will be completed and fully ready for occupation in January 2020.

It is planned that temporary buildings will be erected on the site ready for occupation in September 2018 and will be in use until the completion of the new building. It is anticipated that 240 pupils will be admitted to Year 7 in September 2018 and in following years. From September 2020, Year 12 students will be admitted to the sixth form.

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.

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, provided that it addresses the regulations noted in the tables set out in part 5.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations. The school's ethos is firmly rooted in the values of enjoyment, discipline, respect, sportsmanship and teamwork. Leaders have carefully planned how these values will influence pupils' personal development. For example, plans show how the details of the school's health-related fitness focus will be embedded in pupils' individual activities programme. Plans are also in place so that pupils can benefit from a rich arts curriculum and opportunities to learn about and apply fundamental British values. There are opportunities for pupils to develop leadership skills through the house system.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations. The safeguarding policy meets requirements. Induction for staff is underway, with specific training taking place during this term. Leaders are trained appropriately in safeguarding. The range of other policies such as health and safety, risk assessment and first aid are also in place. The behaviour and anti-bullying policies are comprehensive and fully in tune with the school's values. They are fully inclusive with a strong emphasis on positive behaviours and equality.

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

The school is likely to meet all of the regulations. The single central record of pre-employment checks for staff, governors and trustees is comprehensive and meets requirements. School leaders and the trust's human resources staff are knowledgeable and skilled and follow the statutory guidance on safeguarding and safer recruitment.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below. The plans for the permanent building are well advanced and are likely to meet all of the standards in this part. The school will

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

initially consist of temporary buildings on the permanent school site. The planned temporary buildings meet most of the requirements such as toilet facilities, medical room and outdoor space. However the provision for drinking water and external lighting remain unclear.

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

ensure that external lighting is provided so that people can safely enter and leave the school premises.	paragraphs 27 and 27(b)
ensure that suitable drinking water facilities are provided	paragraphs 28(1)(a), 28(2), 28(2)(a) and 28(2)(b)
ensure that the facilities are readily accessible at all times when the premises are in use and that they are in a separate area from the toilet facilities.	

Part 6. Provision of information

The school is likely to meet all of the regulations. The school’s website includes a range of information for parents about the vision and ethos of the school and school policies. Practical information is available, including admission arrangements, term dates and contact details. In addition, an induction pack has been sent to all parents with more comprehensive information for the new Year 7 pupils including, for example, transition days and details of the school’s timetable.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations. The school’s policy is detailed and clear and is available to parents.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations. The trust already runs three local schools successfully. Leaders bring with them experience in leading large secondary schools and developing their culture and ethos successfully. The school’s growth, development and future leadership capacity is being meticulously planned.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations. The school has an accessibility plan, which will be finalised when the temporary buildings are in place.

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

School name	Derby Cathedral School
DfE registration number	4004
Unique reference number (URN)	143734
Inspection number	10053880
Inspection dates	24 July 2018
Reporting inspector	David Young



Information about the inspection

This inspection was conducted 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 inspector held discussions with the headteacher designate, the trust's project manager and chief executive officer. He reviewed a range of policies and procedures and discussed plans for the school's website. He scrutinised plans for the school premises and toured the site where refurbishment work is in progress.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1260. Initially 180.
Age range	11 to 19. Initially Year 7 only.
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a secondary school within the Derbyshire Diocesan Academy Trust. It will be located in temporary accommodation for two years while work on the permanent premises and accommodation is completed.

The temporary accommodation has previously been used as a school. The building is currently being refurbished to meet the requirements of the new school. The school will open in September 2018 with up to 180 pupils in Year 7. This will rise to a maximum of 360 pupils in Years 7 and 8 in September 2019. The plan is to relocate to a new purpose-built building on a new site in 2020. The final capacity of the school will be 1260.

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.

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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Explanation of inspector's recommendations where they differ from the school's application:

- The judgements above relate to the school's application for the first two years of operation when the school will operate in temporary premises.
- The construction of the permanent premises and accommodation, for occupation in 2020, has not yet commenced.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in this part. The school's 'aims and ethos statement' demonstrates a clear commitment to inclusivity in all aspects of its work. Policy documents, including that for spiritual, moral, social and cultural development emphasise the centrality of British values, including democracy, the rule of law and tolerance. The policy for personal and social education includes themes that encourage pupils to reflect on current affairs, and develop personal values and a moral conscience. Several planned activities in the school calendar address international cultural and religious festivals. The school's citizenship passport requires pupils to take on responsibility within the school and wider community

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations in this part. School policies for behaviour management, the prevention of bullying, first aid and the assessment of risk provide rigorous guidance and procedures for implementation. The safeguarding policy has regard to the latest government guidance. The policy provides clear guidance for the management of any safeguarding and welfare concerns, including details of links with appropriate external agencies. Arrangements for health and safety, including fire safety are thorough and detailed. The school's policies for all aspects of welfare, health and safety include clear requirements for recording and monitoring incidents, actions and implementation

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

The school is likely to meet all of the regulations in this part. The staff recruitment policy includes suitable arrangements for conducting, and recording on a central

³ www.legislation.gov.uk/uk/si/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

register, all the required checks on the suitability of staff, proprietors and governors. The single central record is already in place.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in this part. The temporary building is being refurbished to a good standard. There are sufficient classrooms, catering and dining facilities, and administrative spaces to meet the needs of the planned intake for the first two years. Facilities for toilets, washrooms, and medical facilities meet requirements. The school will make use of facilities at a local sports centre to supplement the sports hall and external play areas on the school site. The premises and external areas are fully fenced, and entry is managed through secure reception arrangements. The contractors have agreed a handover date for the new premises and accommodation on 17 August 2018.

Part 6. Provision of information

The school is likely to meet all of the requirements in this part. The school has produced all the required policies and these, including the safeguarding policy, are available to parents through the school's website and on request. School leaders are aware of their responsibility to provide additional information, including copies of any Ofsted inspection reports, and details of academic performance as these become available during the life of the school.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements in this part. The complaints policy includes informal, formal and appeals panel stages for the management of any complaints, together with arrangements for recording all required information. The policy is available to parents through the website and on request.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this part. The trust already has suitable governance arrangements to support and hold to account school leaders and staff. The trust and school leaders have demonstrated a good understanding of the independent school standards in their preparation for this new school. The trust is clear about how it will work with leaders to ensure the full implementation of the independent school standards, including arrangements for monitoring and evaluation of all aspects of the school's work.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. It is evident in plans and the premises to date that thoughtful consideration has been given to appropriate access to the premises, the curriculum and information.

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

School name	Discovery Special Academy
DfE registration number	7002
Unique reference number (URN)	145877
Inspection number	10053904
Inspection dates	21 June 2018
Reporting inspector	Michael Wardle HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	84
Age range	5-11
Gender of pupils	Mixed
Type of special educational needs	Severe Learning Difficulties

Context of the school

Tees Valley Education (TVED) is a multi-academy trust (MAT) that currently consists of three primary schools: Pennyman Primary Academy and Brambles Primary Academy (located within Middlesbrough local authority), and Dormanstown Primary Academy (located within Redcar and Cleveland local authority). The MAT also runs a teaching school alliance.

Schools within the MAT have extensive experience of educating pupils who have special educational needs (SEN) and/or disabilities. Pennyman Primary Academy runs a large SEN resource base for pupils who have complex physical, medical and health needs. There are currently 55 pupils attached to the resource base, places having been commissioned mainly by Middlesbrough local authority. Dormanstown Primary Academy also runs an SEN resource base. This provision is mainly for pupils who have communication difficulties, or whose language development is weak. There are currently 36 places in this resource base, commissioned primarily by Redcar and Cleveland local authority. The teaching school alliance works with a school centred initial teacher training provider, and in addition, specialises in leadership development, and commissioned support linked to SEN and/or disabilities.

Officers from both Middlesbrough, and Redcar and Cleveland local authorities are aware that there are insufficient places for pupils with severe learning difficulties in the area. Some pupils need to travel long distances in order to access appropriate provision. TVED has worked with these local authorities to propose the opening of an additional special school in the locality. The Discovery Special Academy (DSA) will

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.

cater for pupils who have severe learning difficulties, specifically, those who have complex medical and/or physical conditions, and associated learning and communication needs.

The proposal is for a special school of 84 places in total, with 12 pupils in each year group, from Reception through to Year 6. A phased approach is planned for the opening of the school. 36 pupils will join the school in September 2018, and the school roll will increase to a maximum of 48 in 2019, 72 in 2020 and 84 in 2021.

In September 2018, the school would operate in temporary accommodation, housed on the two primary academy sites in Middlesbrough local authority, Pennyman Primary Academy, and Brambles Primary Academy. Plans are in place for a new building, which members of the trust hope will be completed by September 2020.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

Standards in part 2 are likely to be met.

Members of the trust, together with school leaders, have ensured that curriculum plans and associated policies for DSA focus on the spiritual, moral, social and cultural development of pupils. For example, themes for collective worship will include a focus on relationships with others, and an exposure to different beliefs and traditions from across the world. This will include both key Christian festivals, in addition to those from other cultures, including Eid, Diwali, Ramadan. The aim of collective worship will be to develop feelings such as humility, awe, wonder, appreciation and thankfulness.

Similarly, plans for the delivery of personal, social, and health education also focus on developing pupils' understanding of what it is to be a good citizen. The overriding objective of the policy is to develop good relationships in all areas of life, including with peers when in the classroom and on the playground. Leaders want to strategically promote a positive ethos at school.

The curriculum and its delivery are designed with the needs and age of pupils in mind. Through circle time, working with others, role-play, and times of reflection pupils will develop self-esteem and self-confidence. Some will work with a psychologist to develop resilience, and strong mental health.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Other policies are equally inclusive and seek to promote fundamental British values. For example, the relationships and sex education policy outlines a very sensible approach, which celebrates the different cultures and backgrounds of the pupils. It recognises that pupils come from different backgrounds. Policies are already prepared for religious education, equal opportunities, and child protection. All of these sensitively consider individual pupils' needs and aim to develop their understanding of themselves and other people.

Leaders understand how to assure the spiritual, moral, social and cultural development of the pupils in their care.

Part 3. Welfare, health and safety of pupils

Standards in part 3 are likely to be met.

Preparations to assure the welfare, and health and safety of pupils at school are strong. The trust rightly places a high priority on these areas. Policies and procedures in place are comprehensive.

The anti-bullying policy, for example, identifies the different types of bullying that exist and explicitly mentions protected characteristics as highlighted under schedule 10 of the Equality Act 2010. It highlights that all members of the school community have a role in dealing with bullying. Procedures to be used if a case of bullying is brought to the attention of a member of staff are explained in the document. The policy outlines possible teaching strategies to use if the issue of bullying is mentioned in lessons. Links to external guidance are given, and additional resources are signposted.

The behaviour policy is based on a simple behaviour code, 'steps to success'. This is written in language that pupils can easily understand. The system is simple, streamlined and likely to be effective. Roles and responsibilities are outlined to ensure that the application of the policy is consistent.

In a similar way, the SEN policy, medical emergency plans, the health and safety policy, risk assessment templates, and the child protection and safeguarding policy, are clear and precise. They are all ready for use in September. Training programmes for staff at all levels are in place. Where policies need to be compliant with legislation, the trust has ensured that this is the case.

As an established MAT, systems and structures to promote and assure the safety of pupils are likely to be robust and effective, as they are based on those already in operation at other schools.

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

Standards in part 4 are likely to be met.

The chief executive officer, together with other leaders of the trust, have a detailed understanding of the legislation governing the vetting of staff. As a result, recruitment and vetting procedures are systematic and comprehensive.

In preparation for the school's opening in September 2018, the headteacher, deputy headteacher, members of the teaching staff and teaching assistants have been appointed. Members of the trust have ensured that the recruitment policy was

adhered to during this process. This policy outlines the recruitment and selection procedure, and includes information about the short-listing procedure, the interview process, and how appointments are offered. Issues linked to safeguarding are threaded through these procedures. The policy also describes how pre-employment checks are made, procedures around the single central record, and explains the induction procedure for new staff. It also gives information as to how adults working with the school, but not employed directly by the trust, are vetted.

Leaders are maintaining a single central record which meets statutory requirements, and it is likely that any outstanding checks will be completed by the time the school is planned to open.

Other systems to make sure that all adults working with pupils are suitable are also in place. For example, in as far as vetting procedures are concerned, each member of staff's personnel file will include a checklist of actions to ensure no steps in the appointment process are omitted. This will include checks on application forms and references. Interview panels will ask suitable questions about each member of staff's suitability to work with children. The chief executive officer, the headteacher and some other members of interview panels have undertaken safer recruitment training.

Part 5. Premises of and accommodation at schools

Standards in part 5 are likely to be met.

At the time of the inspection, preparations were underway to refurbish temporary accommodation whilst plans for the new building are finalised. School leaders expect that the school will operate in this accommodation for two academic years, and that pupils will move into the new building by September 2020.

Until the new building is completed, the school will be based on two separate sites, located on the same housing estate in Middlesbrough. One of the sites consists of a mobile classroom that is already in operation for pupils on roll at Priory Woods special school, another local school based on the estate. This, together with due consideration of 'Compliance with The Education (Independent School Standards) Regulations 2014' means that this site is likely to meet standards in part 5.

The second site is essentially part of one of the primary schools in the trust, which has spare, unused classrooms. Plans are underway to convert three classrooms at this school so that they meet the needs of pupils who will attend DSA. Pupils on roll are likely to have severe learning difficulties, specifically complex physical and health conditions, and associated communication needs. Plans include the conversion of a kitchen into a bathroom and hygiene area, and the development of an outdoor learning zone. Due consideration has been given to site access, specifically for mini-buses and taxis transporting pupils to and from school.

The trust has ensured that plans are in place so that all standards in part 5 are likely to be met on this second site. Acoustics and sound insulation have been considered, as have lighting and ventilation. There will be access to unisex toilet facilities, and facilities within the hygiene area can also be used by pupils. Toilets will have an adequate supply of cold water and washing facilities will be fitted with hot and cold water. Suitable external lighting is planned, and due attention has been given to ensuring entry to the building will be secure.

Part 6. Provision of information

Standards in part 6 are likely to be met.

The school mission statement 'through discovery we grow' is at the centre of communication throughout the school. This mission statement, together with the school's aims and objectives, has been made explicit to potential pupils and parents.

A policy is in place which outlines the processes that the school will use to communicate with parents and other stakeholders. It explains at what time parents can visit the school, how they can make contact with the school by phone, and the importance of the use of 'home-academy communication books'. The policy lists which methods will be used to provide information to families, including letters, newsletters and text messaging. It also gives information as to how parents will be involved in the education of their children, including through attendance at annual review meetings and consultation meetings. 'Stay and share' events, where parents will meet new class teachers at the beginning of the academic year and learn about the curriculum and any additional therapies being accessed, are also planned.

Templates for reporting the rates of progress that pupils are making to parents, are sensible and closely aligned to the curriculum that is planned.

A website, although not yet live, is under construction and near completion. Leaders of the trust know what statutory information is required on a school website, and a member of the trust leadership team is responsible for ensuring that the websites of all of the schools in the MAT are both compliant, and useful for parents and other stakeholders. Policy management is likely to be strong, as evidenced through this inspection.

Part 7. Manner in which complaints are handled

Standards in part 7 are likely to be met.

The trust has an established complaints policy which will be adopted at DSA. This policy now covers all of the standards in part 7. For example, the policy allows for complaints to be dealt with informally and formally, and it sets out reasonable timelines for dealing with complaints. Some additional references needed to be added to the policy during the inspection in order to ensure that the policy fully complies with standard 33(c). In addition, suitable arrangements are in place for complaints to be heard by a panel appointed by the chair of trustees, and this will include a panel member who is fully independent. The policy makes it clear that the complainant may be accompanied to a hearing by a friend or advocate. The policy also states that a confidential record will be kept of all complaints and that the outcome of the complaint will be communicated in writing, as required.

Part 8. Quality of leadership in and management of schools

Standards in part 8 are likely to be met.

During the inspection a meeting was held with the chief executive officer of TVED, and several senior leaders from the trust, including the headteacher of the DSA. In addition, a telephone conversation took place with the project manager, who is

liaising with the Department for Education and other agencies to ensure that the school is fully operational in September 2018.

The trust has extensive experience of running and supporting primary schools and managing settings for pupils who have SEN and/or disabilities. Through the teaching school alliance, trust leaders support and train teachers, teaching assistants and other school leaders in issues linked to SEN education. Members of the trust also have experience of managing building projects. The project manager has successfully set up new free schools in the past. As such, both school leaders and members of the trust have ensured that appropriate policies and plans are in place so that the new school is likely to open successfully and offer a high-quality provision for the pupils in its care. They have a good understanding of the independent school standards and are likely to meet these standards.

Schedule 10 of the Equality Act 2010

Arrangements to fulfil duties under schedule 10 of the Equality Act 2010 are likely to be met.

TVED has an appropriate equalities statement in place that sets out how discrimination will be tackled. The policy makes appropriate reference to groups with protected characteristics, as described in the Equalities Act 2010. Several other policies make reference to groups with protected characteristics, including the anti-bullying policy, and the relationships and sex education policy. The vision of the trust is one of inclusion.

As the proposed school is a special school, and many of the pupils will have physical disabilities, building plans clearly ensure that the site is accessible. An accessibility plan is in place. The trust has outlined what will be done to ensure that physically disabled pupils can participate in the curriculum.

In line with duties under schedule 10 of the Equalities Act 2010, the trust is likely to ensure that information is published which demonstrates how the school is complying with the Public Sector Equality Duty. The trust is also likely to ensure that equality objectives are published.

Statutory requirements of the Early Years Foundation Stage

Statutory requirements of the early years foundation stage are likely to be met.

As an established MAT, with all of its schools offering a good standard of education or better in each of its early years' settings, these requirements are likely to be met. Trust and school leaders are aware of the expectations as set out in the 'statutory framework for the early years foundation stage'. They are aware of child protection legislation and associated training requirements, the qualifications that staff working within early years settings need, and requirements around key persons and staff-child ratios. Leaders have policies in place to ensure that children are healthy, including those concerning the management of medicines and food.

Policies, procedures and curriculum plans are complete and ready to support a cohort of children in September 2018.

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

School name	Eden Boys' Leadership Academy
DfE registration number	330/4032
Unique reference number (URN)	145878
Inspection number	10053874
Inspection dates	16 May 2018
Reporting inspector	Dan Owen HMI

Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, scrutinised information that the trust had sent to the Department for Education and reviewed a range of policies and procedures. He held discussions with the members of the trust's executive team including the chief executive officer, and the headteacher of the proposed new school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	800. Initially 184 in September 2018.
Age range	11-18
Gender of pupils	Boys
Type of special educational needs	NA

Context of the school

This new provision is a secondary free school, a part of the Tauheedul Education Trust. Eden Boys' Leadership Academy will be located on the site of a previous school which was a part of the trust. In past times, the site has been a studio school premises. There are three school buildings on this site.

The school will open in September 2018. It will initially be located in building two and three with 184 Year 7 and Year 8 pupils. This will rise to 800 pupils aged 11 to 18 when the school is full. Once the renovations to building one are complete, this building will also be brought into use. The plan is to relocate into a new building on a different site in 2020.

Tauheedul Education Trust is a multi-academy trust that runs both faith based and non-faith primary and secondary schools, in five clusters across the UK.

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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¹ www.legislation.gov.uk/ukpga/2008/25/section/99

² <http://www.legislation.gov.uk/ukxi/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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. The school's policies reflect its core values of service, teamwork, ambition and respect, strongly. Leaders have outlined articulately in information for parents and the content of their website how these values and the school's work will develop pupils' knowledge of fundamental British values. The equal opportunities policy covers all of the protected characteristics. Leaders have carefully and diligently mapped the ways in which their vision statement, policies and curriculum actively promote fundamental British values, develop pupils' self-knowledge, self-esteem and self-confidence, enable pupils to distinguish right from wrong, and encourage respect for other people.

Leaders have prepared an external speaker and charities policy to ensure that individuals and organisations that the school links with share the school's values. The staff code of conduct makes it clear to staff that the school is committed to the preclusion of the promotion of partisan political views.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Policies are in place to cover safeguarding, child protection, behaviour, bullying, first aid, pupils' attendance, supervision, admissions, health and safety and risk assessments. All of these policies comply with the relevant guidance.

The safeguarding policy is clear and sufficiently detailed. It outlines the roles and responsibilities of staff, highlights key local concerns and is adapted to the school's specific context with local contacts for different agencies. Leaders have completed safeguarding training so they are sufficiently trained in readiness for the opening of the school. Safeguarding training has already been booked for other staff as relevant. Leaders have also undertaken fire safety training.

The behaviour and anti-bullying policies are sufficiently clear and detailed. They show who is responsible for dealing with issues, how staff can escalate concerns and how pupils will be supported.

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

The school is likely to meet all of the standards in this part. The single central record is in place for all staff who have been appointed. All of the relevant checks on staff, trustees and members have been completed. Strong systems are in place to undertake these checks for new employees.

Part 5. Premises of and accommodation at schools

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

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

There are three buildings on the campus, building one is the largest building. Building two is a dining facility and building three is a recently refurbished, self-contained school.

There is much work that needs to be done on building one to make it ready for pupils. For example, during the building's disuse, there have been roof leaks. These have caused damp in some parts of the school. In some places, roof tiles have fallen in, plaster has come away from the walls and mould is beginning to grow. Areas of the building are not going to be accessible to those involved with the proposed school because they are not needed or not suitable for use. These areas are not currently partitioned with physical barriers. There are some broken windows. The contractors appointed to complete this work have not yet delivered their feasibility study. As such, there are no firm timelines for the completion of works. Leaders will not be using any other part of building one except the gym and changing areas. A partition will be installed along the library grid line of the lower ground floor to prevent access to the rest of this building. I strongly recommend that when the feasibility study is completed and works are underway, the Department for Education commissions a check of building one before it is used for pupils.

Building two is likely to meet the standards in this part. While there are some renovations required for this building, and access for pupils to the lower ground floor needs to be prohibited with a physical barrier, leaders have credible plans in place to do this.

Building three is likely to meet all of the standards for this part. There is some work that needs to be done in terms of repairing broken windows and some ceiling tiles. Leaders know about this and have credible plans in place to undertake this work.

The external walls of the site are crumbling and sharp in places. Some of the playground and walkway areas are currently overgrown and the playground contains debris that poses a risk to pupils. Leaders know about this and have credible plans in place to undertake this work.

Part 6. Provision of information

The school is likely to meet all the standards in this part. Leaders have looked closely at the standards and all of the required policies are already in place including a complaint safeguarding policy. All policies will be available in hard copy if a parent requests them.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the independent school standards in this part. The complaints policy will be available on the school's website. On induction, parents will be advised that paper copies are also available via the parents' handbook. Leaders have already drafted the parents' handbook which mentions the complaints policy. They have also designed and populated their new website, making it clear that the complaints policy will be made available. The complaints policy meets all current requirements. It is clearly written and provides reasonable timeframes within which complaints will be handled.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the standards in this part. The trust already has experience of opening and running free schools and academies. They have a full understanding of the regulatory requirements of such a venture and are almost complete in their planning for the opening of the school. The trust has a central team who are assisting with the management of the project. As a result, school leaders are well prepared for opening.

Leaders have carefully considered all of the independent school standards and have shown through their planning of operations that they are likely to meet them by the time of opening. Systems are in place for securing pupils' health and safety and their spiritual, moral, social and cultural development.

Schedule 10 of the Equality Act 2010

The school is likely to meet the requirement of this part. The equal opportunities policy shows the school's clear commitment to equalities and that the organisation is committed to not discriminating against staff or pupils on the basis of any of the protected characteristics. The equality and accessibility plan contains clear equalities objectives, shows exactly how pupils' knowledge of equalities will be developed through the curriculum, and how access to the site, learning and information will be improved for those who have disabilities.

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

School name	Elements Primary Free School
DfE registration number	2024
Unique reference number (URN)	145879
Inspection number	10053905
Inspection dates	14 June 2018
Reporting inspector	Michele Costello



Information about the inspection

This inspection was conducted 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 inspector reviewed the architect's plans for the permanent site and the temporary accommodation, scrutinised information available on the school's marketing website and reviewed a range of policies and procedures. The inspector met with the executive principal, the chief executive officer of the trust, a governor, the trust project manager, and the health and safety officer from the trust. The inspector also met with the assistant principal responsible for the early years foundation stage. The inspector held a telephone conversation with the project manager from the Education and Skills Funding Agency (ESFA) and the assistant project manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

Elements Primary School is part of the Wellspring Academy Trust. There are 14 primary schools and one secondary school within the trust. Elements Primary School will be located on a site in South Leeds. The temporary accommodation will be located on the same site as the new building.

The free school was initially proposed in order to meet the demand for school places in Leeds. A public consultation has taken place.

Wellspring Academy Trust has experience of developing new school buildings. The most recent school building opened in April 2018, and was the venue for the pre-registration inspection.

The school is due to open in September 2018. Initially the school will be located in temporary accommodation. It is planned that 22 children will join the Reception

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.

class. The new school building will be open in September 2019. Pupil numbers are due to reach capacity by 2024. The final capacity of the school will be 420 pupils.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

Standards in part 2 are likely to be met. The school has a clear fundamental British values statement. This covers, for example, respect for the rule of law and respect and tolerance of those with different faiths and beliefs. The policy makes it clear that pupils will celebrate different faiths and religions. The school plans to create a 'proud to be from Middleton' project, celebrating the local community. It is planned that the school will follow the Leeds agreed syllabus for the teaching of religious education. The school's key events calendar covers topics such as black history month and Diwali. The early years foundation stage long-term curriculum plan includes topics such as, respect, courage and equality. Planned circle time covers topics such as honesty and Eid. The school's trips and visits policy includes visits to local places of worship.

The school will develop pupils' self-esteem and self-confidence through a project called 'leaders in me'. Enabling pupils to distinguish between right and wrong is reflected in the school's British values policy and within the school's behaviour policy. Training for staff has been planned for this term to ensure there is clarity around pupils accepting responsibility for their own behaviour.

The protected characteristics described in the Equalities Act 2010 feature in the school's equality policy. It is planned that equality, respect and tolerance will be covered within the school's social and emotional aspects of learning curriculum. Central to the vision of the trust is to ensure much of the work around the curriculum will nurture pupils and raise their self-esteem, resilience and self-confidence.

Part 3. Welfare, health and safety of pupils

Standards in part 3 are likely to be met. The school will follow the trust's safeguarding and child protection policy. The child protection policy was available on the school's website by the end of this inspection. The policy refers to the latest guidance; Keeping Children Safe in Education (2016) and the 'Prevent' duty. All members of staff have read part one of Keeping Children Safe in Education (2018). Within the

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

child protection policy there are helpful checklists and flow charts on procedures for safer recruitment, children missing in education, peer on peer abuse and radicalisation and extremism.

The school will use a system to safeguard pupils when using information and communication technology. The Leeds Learning Network will supply the school's firewall to ensure pupils do not access inappropriate content online.

Training has been scheduled for staff before the school opens. The programme of training includes designated senior leader training for child protection for the executive principal and the assistant principal, paediatric first aid training and training in de-escalation and restraint techniques for all staff.

The executive principal completed the safer recruitment training in 2015 and has plans in place to re-refresh this training. The assistant principal completed the designated senior leader for child protection training in 2017. A suitable induction programme is planned for all staff before the school opens in September 2018.

The school has an appropriate behaviour policy in place. This covers both rewards, sanctions and the use of exclusions in exceptional circumstances. The school has a physical restraint policy. This policy contains strategies for staff to use when dealing with challenging behaviour. Staff authorised by the executive principal only, and who have completed team teach training, can use physical restraint. The behaviour policy was available on the school's website by the end of this inspection.

The school has in place a suitable anti-bullying policy. The policy refers to different types of bullying, including racist and homophobic bullying. The signs and symptoms of bullying are also noted in the policy. The anti-bullying policy was available on the school's website by the end of this inspection.

The school has a health and safety policy, a risk assessment policy and emergency planning policy in place. The health and safety policy also contains audits of the school's emergency systems, including checks on the emergency lighting and records of fire drills. The early years foundation stage long-term plan, includes opportunities for the emergency services to visit school to work with Reception children on topics such as water and fire safety.

The first aid policy makes clear how incidents will be recorded. The health and safety policy includes guidance on the use and storage of medication; there is to be a first aid box in the temporary premises. In addition, all staff will have a first aid small waist bag for use outside. A procedure exists for a written record of injuries, including head bumps.

All staff must sign to confirm that they have read the school's information and communication technology (ICT) and communication systems policy. This policy has a section on adult use of mobile phones and cameras, which are not permitted when staff are with pupils.

The health and safety policy notes that pupils will be supervised at all times; there is an appropriate trips and visits policy. The school will use an electronic system for recording risk assessments for trips and visits.

The school is in the process of compiling the admissions register. The school is currently gathering information about who will join the school in September 2018. The school will use a management information system, to record details about each pupil. This system will also be used for the electronic registration of pupils. These records include the pupil's name, date of birth and two emergency contacts. Pre-school and nursery information is being gathered. Home visits are currently taking place.

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

Standards in part 4 are likely to be met. The school has already appointed a full cohort of staff in readiness for opening in September 2018. This includes two teachers, an assistant principal, an executive principal and an office manager. All necessary checks have been carried out on these individuals and recorded on the single central record. A site manager from the trust will open and close the school. His details are on Springwell School's single central record (a trust school). Staff were given conditional offers of employment until all checks were confirmed.

At the time of this inspection the school had recruited six governors. Full checks for three of the governors are on the single central record. The remaining checks are underway. Section 128 checks have been completed for leaders and three governors.

The personnel file of a teacher was checked during this inspection. This file includes a thorough checklist of actions to ensure all checks have been completed. Two references are obtained for all staff. Reference forms and interview panels cover questions on the suitability of staff to work with children. The executive principal completed the safer recruitment training in 2015. She has plans in place to renew this before September 2018.

Leaders do not intend to use supply staff. The trust runs its own supply agency. However, the executive principal is aware of the checks that need to be carried out should supply staff be used. There is a section on the single central record indicating the checks that need to be carried out should supply staff be used in the future.

The single central record meets statutory requirements.

Part 5. Premises of and accommodation at schools

Standards in part 5 are likely to be met. At the time of this inspection the site is in the hands of the contractors and the ESFA.

The initial accommodation will be temporary for one year. The construction of the temporary accommodation will begin on 6 July 2018. The proposed handover is 24 August 2018. The temporary accommodation will be located on the same site as the new school. Both the temporary accommodation and the new school site will be separate and secured by a perimeter fence. At the time of this inspection plans were available for both the temporary accommodation and the new school building.

Construction on the site has not commenced. Discussion with the project managers during this inspection confirmed that the plans for both buildings are in line with the most recent building regulations. Site inspections will occur throughout construction to ensure compliance with building regulations before the buildings are signed off.

Regular meetings are held between Wellspring Academy Trust, the ESFA and the contractors.

During this inspection, the inspector visited the site for the temporary accommodation and the new school building. The temporary accommodation will cater for five staff and up to 30 children in Reception.

The plans include appropriate toilet facilities for both the temporary accommodation and new school. There are two disabled toilets within the classroom block of the temporary accommodation and a disabled toilet on each of the two floors of the new school. The plans for the new school include 25 toilets for pupils. Toilets in both the temporary accommodation and the new school will be unisex and can be secured from the inside. The toilets are intended for one pupil to use at a time.

The size of the temporary classrooms meets the requirements stipulated in the statutory framework for the early years foundation stage. There is enough floor space for 30 children in each of the two classrooms. The assistant principal has plans in place for the layout of the rooms to ensure they meet the needs of children.

In the new school there will be a lift to access the second floor. In the temporary accommodation children who have a disability can access the classrooms via a ramp. Consideration has been given to ensure that the canopy area in the temporary accommodation does not present a barrier to children who have a disability.

Sinks within the two classrooms and the administration block of the temporary accommodation will have potable water. The executive principal is aware of the need to clearly mark drinking water.

The architects have considered acoustics and sound insulation for both the temporary accommodation and the new school. Acoustic ratings have been considered so that they are in line with building standards.

Emergency escape lighting will be situated in the administrative block and in the classroom block of the temporary accommodation. Plans for the new school and the temporary accommodation include external lighting.

In both the temporary accommodation and the new school, controlled thermostats will be fixed to incoming water sources to ensure the water is not scalding.

Both the temporary accommodation and the new build have outside space. In the temporary accommodation plans show a hard and soft play area. Pupils will also have access to sports facilities at Springwell School.

The new school plans show a hygiene room, including showers, a special educational needs (SEN) and/or disability therapy room and an area for pupils who are unwell. One of the disabled toilets will be used as a medical room in the temporary accommodation. However, if this proves to be unsuitable a space will be created in the administration block.

The executive principal has orders in place for fixtures and fittings and loose classroom furniture. These orders were seen during this inspection.

The most recent fire regulations have been considered for both the temporary accommodation and the new school. Plans for both buildings include: a fire alarm

and security system; fire break glass units and smoke detectors; external lighting; fire resistant doors; smoke seals on doors; and escape signage. These will be checked for compliance with the Regulatory Reform (Fire Safety) Order 2005 during construction. The trust will be responsible for ordering fire extinguishers. The contractors will secure the fittings for the fire extinguishers.

Part 6. Provision of information

Standards in part 6 are likely to be met. Elements Primary School has a marketing website. A school website is currently in development. This will go live when the school opens in September 2018. During this inspection the executive principal made sure that all required policies are now available on the marketing website. Information about the chair of governors, including contact details, were also added to the marketing website during this inspection.

A software programme for recording assessment information, will be used by teachers to record pupils' assessments. This will enable staff to regularly review the progress of pupils. Parents will also be able to access this software and view their child's learning journal. Leaders have plans in place for an annual written report on each child's progress to parents.

There are no pupils on roll currently who have an education, health and care plan. The assistant principal is currently working with the director of SEN from the trust. As the school grows the executive principal intends to appoint a special educational needs coordinator.

Leaders have produced a Reception information booklet for parents. This includes details of how parents can access the early years foundation stage curriculum. This also includes how parents will be updated about their child's progress through learning journals and discussions with their child's key worker. The school also has a school app where parents can access information.

Part 7. Manner in which complaints are handled

Standards in part 7 are likely to be met. The school will follow the trust's comprehensive complaints policy. During this inspection the complaints policy was made available on the school's website. The policy allows for complaints to be dealt with both formally and informally. A panel has been identified to deal with appeals. Parents will be notified in writing about the outcome of the complaints process. Initially standards 33(j) and 33(k) were not included in the policy. This was resolved by the end of this inspection. The policy now states that a confidential written record will be kept of all complaints.

Part 8. Quality of leadership in and management of schools

Standards in part 8 are likely to be met. During this inspection a meeting was held with the chief executive officer of Wellspring Academy Trust and a representative from the board of trustees. The trust currently runs 15 schools. The majority of schools are primary schools. The trust also has experience of project managing a new school building. School leaders, and the trust, have ensured appropriate policies are in place to support the welfare and safety of pupils.

Leaders and trustees have a good understanding of the independent school standards. Therefore, the independent school standards (part 2 to 8) are likely to be met.

Schedule 10 of the Equality Act 2010

The school has a suitable equalities policy in place. The policy includes reference to the protected characteristic, as described in the Equalities Act 2010.

Plans for both the temporary accommodation and the new school show that disability access has been considered. The new school includes a lift. The temporary accommodation includes a ramp to the classrooms. The school has an accessibility policy in place.

Statutory requirements of the Early Years Foundation Stage

Statutory requirements for the early years foundation stage are likely to be met.

The school will initially open with a Reception class of no more than 30 children. The assistant principal is a specialist leader of education for the early years. Long-term curriculum plans are underway. Plans include how the classrooms and outside space will be used.

Leaders have considered how children's personal, social and emotional development will be met. Each child will have a key worker. Paediatric first aid training has been scheduled for all staff before the school opens in September 2018. Leaders have considered arrangements for ensuring there is a two-way flow of information between teachers and parents. The school has a system in place to ensure the safe handover of children at the end of the school day.

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Advice note for a pre-registration inspection of an academy

School name	Gorton Primary School
DfE registration number	2044
Unique reference number (URN)	143763
Inspection number	10053866
Inspection dates	22 May 2018
Reporting inspector	Tim Vaughan HMI



Information about the inspection

This inspection was conducted 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 inspector met with the executive principal and the chief executive of the academy trust. With the business manager he reviewed the school's central record of checks on the suitability of staff to work with pupils. He undertook a tour of the school site, reviewed architects' plans for the conversion of existing premises and for the construction of a new building, scrutinised information available on the school's website and reviewed a range of policies, including those relating to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	300
Age range	3-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The new provision is a primary school in the Vantage Academy Trust. The school will open in September 2018 with up to 60 children admitted to Reception classes housed in temporary accommodation. On a neighbouring site, an existing premises will be demolished and replaced with a new building. This is due for completion in 2019. Pupils already on roll will move to the new premises. Admissions will then expand. The final capacity of the school will be 300 with the school providing places from Nursery to Year 6. Work to convert the temporary accommodation is fully underway and due to completed during summer 2018.

Leaders have established strong links in management, staffing and staff development with the nearby St James' Church of England Primary School Gorton, which is already part of the trust. That school was inspected by Ofsted in February 2018 and judged to have outstanding leadership and management and outstanding

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.

provision in the early years. The headteacher from St James' is moving role to be the principal of Gorton Primary School.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. The new school will focus explicitly on developing pupils' values including resilience and respect. Leaders have considered carefully how they will provide opportunities for pupils to understand life in modern Britain. For example, leaders plan that pupils will understand the working of the local law courts and institutions such as the National Health Service. Leaders' plans give a strong emphasis to developing pupils' awareness of their own culture as citizens of Gorton and of the city of Manchester. Leaders' plans to help pupils to respect the culture and beliefs of other people are detailed. Leaders are determined to help pupils understand their place as global citizens. Leaders have purchased books for pupils that include topics such as anti-bullying and disability.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations. Leaders' arrangements to protect and care for pupils are well considered. Policies and procedures are specific to the new school and also link well to practice in other schools in the trust. Leaders know the main safeguarding risks to pupils in the local area and how the school plans to address these. The safeguarding and child protection policy contains all required information, including about the use of mobile phones and cameras in the early years. Leaders' plans to keep pupils safe include a wide range of checks, risk assessments and relevant policies such as pupil behaviour and first aid.

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

The school is likely to meet all of the regulations. Leaders' arrangements to record checks on the suitability of staff and governors are detailed and use the same systems that in place across the academy trust. Leaders and the trust administrator responsible for maintaining the single central record have a comprehensive knowledge of the safe recruitment of adults to work with pupils.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially consist of two Reception classes housed in accommodation that formerly was a private nursery provided by a different organisation. The building will meet all the required legislation for example toileting, first aid and external lighting. There is ample, secure space for educational activities for children both indoors and outdoors.

The plans for the permanent new building show appropriate provision in all requirements. It may be advisable for a further site visit to review the new building when it is completed in 2019. The academy trust are aware of this possibility.

Part 6. Provision of information

The school is likely to meet all of the regulations. All the required policies are in place, including those relating to safeguarding and child protection. The school website includes useful information for parents about the school and the academy trust.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations. Leaders are adapting an existing policy and procedures from another school in the trust to suit the needs of the new school.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations. Leaders of the school and the academy trust have proven expertise in providing pupils with a good and better standard of education in other schools. They have a precise vision of what they aim to achieve in the new school. They know how to develop the skills of staff and how to work successfully with pupils and their families. Leaders are very clear what they will do to make sure that the new school learns with and from other schools in the trust as well as developing a unique identity of its own. It is evident that leaders have the necessary skills and expertise to make the new school a success.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations. For example, leaders are making sure that the temporary and permanent premises will be fully accessible for wheelchair users. Their plans for the school include a thorough emphasis on making sure all pupils access the education to which they are entitled.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the regulations. Leaders have an appropriate understanding of successfully establishing and operating provision for children aged three- to five-years. Leaders know the relevant statutory requirements, for example about ratios of staff to children, qualifications for staff in paediatric first aid and giving support to staff through supervision sessions.

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Advice note for a pre-registration inspection of an academy

School name	Great Western Academy
DfE registration number	4006
Unique reference number (URN)	145883
Inspection number	10053873
Inspection dates	23 May 2018
Reporting inspector	Jonathan Dyer HMI



Information about the inspection

This inspection was conducted 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 inspector met with the principal and assistant principal of the proposed school. He also met with the chair of trustees. Accompanied by the principal, he visited the school site to evaluate the degree to which the proposed premises comply with the regulations. The inspector evaluated a range of documentation both before and during the inspection.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1210
Age range	11 to 18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Great Western Academy proposes to open in September 2018. The school is being built to cater for children from the Tadpole Garden Village, an expanding housing development in north Swindon. The school's planned admission number will be 150 in Years 7 to 11, and 80 in Years 12 and 13. In its first year, the school plans to only admit pupils into Year 7. The maximum capacity will be 1210.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens provided that it addresses the regulations noted in the tables set out in parts 3, 4, 7 and 8.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

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

School leaders have put together a comprehensive strategy for the promotion of pupils' spiritual, moral, social and cultural development. This strategy is underpinned by the school's core aims of ACE: achievement, care and excellence. Leaders describe their vision for the school as 'developing young people to be active citizens of the 21st century, ready to face the challenges presented by an increasingly complicated world well equipped with the skills necessary to lead successful lives with a humble confidence'. The school plans to promote the spiritual, moral, social and cultural development of its pupils through its curriculum, its pastoral care system and a comprehensive range of extra curriculum activities.

A core part of the school's spiritual, moral, social and cultural education programme is 'furthering tolerance and harmony between different cultural traditions'. Additionally, leaders will develop pupils' understanding of British values such as democracy, rule of law and individual liberty.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

While leaders have ensured that pupils' welfare will be at the heart of its work, at the time of this inspection, not all of the required pre-employment checks were in place. The school's single central record states that additional checks for members of staff who have previously lived outside of the UK have been made. However, this is not the case.

At the time of the inspection, leaders had not yet drawn up a risk assessment policy or established procedures for assessing and managing identified risks.

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

ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State.	Paragraphs 7, 7(a), 7(b)
ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified.	16, 16(a), 16(b)

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

The school's single central record is in place and covers all of the checks required by statutory guidance. A scrutiny of the single central record and a sample of personnel files, shows that the majority of checks have been made in line with requirements. However, at the time of the inspection, additional checks for members of staff who have previously lived outside of the UK had not been made.

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

ensure that in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate [DBS] is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.	Paragraphs 18(2), 18(2)(e)
ensure that the checks referred to in sub-paragraph 18(2)(e) must be completed before a person's appointment.	18(3)
ensure that it keeps a register which shows that, for each member of staff ("S") appointed on or after 1st May 2007, checks were made pursuant to paragraph 18(2)(e).	21(1), 21(3), 21(3)(a), 21(3)(a)(viii)

Part 5. Premises of and accommodation at schools

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

The school will occupy a spacious purpose-built premises, situated in large grounds. These will provide plenty of space for pupils to play and undertake physical education (PE) lessons. The building has been designed with the regulations in mind, and is on schedule to be completed in time for the school's proposed opening in September 2018. Classrooms and other spaces in the school are being completed to a high standard. The premises will be suitable for the school's proposed maximum number of pupils.

Part 6. Provision of information

The school is likely to meet all of the regulations. All the required policies are in place, including those relating to safeguarding and child protection. The school website includes useful information for parents about the school and the academy trust.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

The school's complaints policy is comprehensive and clearly outlines the procedures that parents can follow should they have a complaint. However, the policy does not make it clear how formal complaints will be recorded. Additionally, although the

policy states that complaints will be kept confidential, it does not make it clear that the details of complaints will be made available to the Secretary of State or any inspection body that requests them.

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

<p>ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:</p> <ul style="list-style-type: none"> - provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and whether they are resolved following a formal procedure, or proceed to a panel hearing; and action taken by the school as a result of those complaints (regardless of whether they are upheld) - provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them. 	<p>paragraphs 33, 33(j), 33(j)(i), 33(j)(ii), 33(k)</p>
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Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

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

<p>ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils.</p>	<p>Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)</p>
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Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

The school's new premises have been designed in line with the latest accessibility requirements. For example, a lift has been installed and there are a number of accessible toilets and showers.

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Advice note for a pre-registration inspection of an academy

School name	Harris Academy Sutton
DfE registration number	4005
Unique reference number (URN)	143706
Inspection number	10053859
Inspection dates	20 June 2018
Reporting inspector	Brian Oppenheim



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1275
Age range	11 to 18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Harris Academy Sutton is sponsored by the Harris Federation. It is a school for pupils aged 11-18. When it opens in September 2018, Year 7 pupils will be housed in a temporary building that is currently being converted. A new building is currently under construction and due to be completed by June 2018.

The school will open with 195 Year 7 pupils in September 2018. In September 2019, the Year 7 pupils will transition to Year 8 and move to the new building along with 195 new Year 7 pupils.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the relevant requirements in relation to this part. Documentation shows clearly the experiences that pupils will have to promote their spiritual, moral, social and cultural understanding effectively. There is a detailed programme of work for the personal, social, health and economic (PSHE) education programme. This includes a unit on global citizenship and follows the recommendations from the PSHE Association of which the school is a member. This is also a 'Rights Respecting School' having signed up with Unicef. Together with the schedule for assemblies, this covers all aspects of British values well. Comprehensive reference is made to the protected characteristics as defined by the Equality Act 2010. Pupil leadership is a strong part of the school's proposed ethos. There are clear proposals to ensure that pupil leadership is built into the school's systems and structures. School leaders have ensured that standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

The school is likely to meet the relevant requirements in relation to pupils' welfare, health and safety. All the required policies and procedures are available on the school's website, including those related to health and safety, first aid and safeguarding.

The London Fire Brigade is due to carry out a fire safety audit on the 11 July 2018 as part of the sign-off of the building to be used from September 2018. Fire evacuation procedures are appropriately comprehensive. Leaders have established a well-thought-out fire evacuation plan that identifies routes to assembly points clearly.

The school has suitable behaviour and anti-bullying policies that set out clear expectations for staff, parents and pupils. Procedures for managing bullying, including cyber bullying, are clear.

The school's PSHE documents provide comprehensive evidence of the promotion of safe practices. For example, they include themes about bullying and cyber bullying, body image, social media, sex and relationships.

The safeguarding and child protection policy meets current requirements. It provides a thorough range of guidance about the procedures for raising concerns, recognising the signs of abuse and what actions to take if there is a concern. The policy includes procedures to ensure that staff read and understand Part 1 of 'Keeping children safe in education' (from September 2018). The school understands the local safeguarding issues well.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 adopting many of the policies and systems already used at Harris Federation schools elsewhere. This ensures that admission and attendance registers are likely to be maintained in accordance with requirements.

Leaders have devised a clear supervision policy. For example, pupils will be escorted to and from the school premises at the start and end of each day. School leaders have ensured that standards are likely to be met.

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

The school is likely to meet all the relevant requirements in relation to this part. All the required checks related to the suitability of staff to work with children have been carried out for those staff already appointed. Checks for federation and board members are held centrally. The single central record of recruitment checks meets current requirements. It is detailed and includes the full of range of checks in relation to staff's medical fitness, right to work in the United Kingdom, qualifications, criminal records, disqualification by association and section 128 disqualification.

Procedures for the safe recruitment of staff are comprehensive and in line with federation-wide systems. The check includes all the documents required before a member of staff can take up their appointment. The school's procedures provide for two references before an appointment can be confirmed. In addition, checks are made of referees' identity to ensure the veracity of references.

There are well-defined systems to ensure that the single central record is completed thoroughly. For example, records are checked at least once a term by the safeguarding governor and, separately, by federation personnel. School leaders have ensured that standards are likely to be met.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant requirements in relation to the premises and accommodation. A temporary building, available from September 2018, provides suitable accommodation for Year 7 pupils. The temporary accommodation is a whole-scale conversion from an existing hospital building and designed to house pupils until the new, purpose-built school is available in June 2019. It meets all the current building regulations, including those for lighting, drinking water, and an adequate supply of hot and cold water for washing.

The new buildings have suitable facilities for lavatories, washing and first aid. For example, there is a first-aid room which is adjacent to the reception area and toilet facilities. Pupils' welfare, health and safety is likely to be promoted effectively.

The accommodation provides sufficient space for learning across the Year 7 curriculum. The playground space is limited but suitable. Some physical education (PE) is to be taught off-site. The playing fields are close-by and include changing and showering facilities. There is specialist provision for science, art, music and computer studies. School leaders have ensured that the standards in this part are likely to be met.

Part 6. Provision of information

All the required policies are published on the school's website, including the safeguarding policy. All policies are available in hard copy from the school. School leaders have ensured that standards are likely to be met in relation to the provision of information.

Part 7. Manner in which complaints are handled

The written complaints policy sets out clearly the stages of the formal complaints procedure. These are suitable and provide clear guidance for complainants. The right of a complainant to a formal resolution if the complaint cannot be resolved informally is clearly documented. The policy provides for the right of complainants to have a formal hearing by a panel of three people if not satisfied with outcomes of the first and second stages of the procedures. The policy meets the requirements for confidentiality and makes clear that findings and recommendations are provided to the complainant. School leaders have ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Senior leaders, governors and trustees have a thorough understanding of their roles and responsibilities. They have established suitable procedures to ensure that the school actively promotes pupils' well-being. School leaders have ensured that standards are likely to be met.

Schedule 10 of the Equality Act 2010

The school has a full range of policies and procedures to ensure that it fulfils its duties under the Equality Act 2010. These include an equality statement and written policies for safeguarding and special educational needs. These are all available on the school's website.

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Advice note for a pre-registration inspection of an academy

School name	Harris Academy Wimbledon
DfE registration number	4001
Unique reference number (URN)	145860
Inspection number	10053860
Inspection dates	21 June 2018
Reporting inspector	Brian Oppenheim



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1150
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Harris Academy Wimbledon is sponsored by the Harris Federation ('the Federation'). It is a school for pupils aged 11 to 18. When it opens in September 2018, Year 7 pupils will be housed in a Victorian school building that is currently being refurbished. A new building is under construction and due to be completed by September 2020.

The school will open with 150 Year 7 pupils in September 2018. In September 2019, the Year 7 pupils will transition to Year 8 and a new cohort of Year 7 pupils will join the school in the temporary building.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school's documentation identifies clearly how it will promote pupils' spiritual, moral, social and cultural understanding. The range and scope of the programmes and experiences are suitable.

The school's human and life skills curriculum, part of the wider curriculum policy, provides well-organised coverage of a wide range of topics related to life in modern Britain. So-called 'drop-down' days cover all elements of the personal, social, health and economic (PSHE) education curriculum. In addition, the school has developed a resilience curriculum which pupils will experience each day. The yearly plan for assemblies covers all the main religions including religious festivals.

The relationships and sex education policy, available on the school's website, sets out the moral values and framework in which the curriculum will be taught. This also provides information about pedagogy.

Student leadership is a central part of the school's approach to developing pupils' spiritual, moral, social and cultural awareness. There are well-developed plans to use the house system to elect five pupils from each house to represent pupils' views. In addition, there are plans for pupil leadership roles in areas such as sports and well-being. School leaders have ensured that standards are likely to be met.

Part 3. Welfare, health and safety of pupils

The safeguarding policy meets current requirements. It provides a thorough range of guidance about the procedures for raising concerns, recognising the signs of abuse and what actions to take if there is a concern. This is supported by a separate extremism and radicalisation policy that is linked clearly to the overall safeguarding policy. Reference is made to 'Keeping children safe in education' (for September 2018). There are clear arrangements for staff to sign that they have received a copy of this document and that they have read and understood it.

All the required policies and procedures are available on the school's website, including those related to health and safety, first aid, drugs, e-safety and safeguarding. Furthermore, there are comprehensive documents showing how the school intends to promote safe practices to counter bullying and cyber-bullying.

The school is adopting many of the policies already used by the Federation. This ensures that admission and attendance registers are likely to be maintained in accordance with requirements.

The London Fire Brigade is due to carry out a fire safety audit on the 1 July 2018, once the building has been handed over to the Federation.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

All the required checks related to the suitability of staff to work with children have been carried out for those staff already appointed. Checks for Federation and board members are held centrally. The single central record of recruitment checks meets current requirements. It is detailed and includes the full if range of checks in relation to staff's medical fitness, right to work in the UK, qualifications, criminal records, disqualification by association and section 128 disqualification.

Procedures for the safe recruitment of staff are comprehensive and in line with Federation-wide systems. The check includes all the documents required before a member of staff can take up their appointment. The school's procedures provide for two references before an appointment can be confirmed. In addition, checks are made of referees' identity to ensure the veracity of references.

There are well-defined systems to ensure that the single central record is completed thoroughly. For example, records are checked at least once a term by the safeguarding governor and, separately, by Federation personnel. School leaders have ensured that standards are likely to be met.

Part 5. Premises of and accommodation at schools

The temporary building, available from September 2018, provides suitable accommodation for the proposed numbers of Year 7 and 8 pupils. The temporary accommodation is a refurbishment of a Victorian school building and is designed to house pupils until the new, purpose-built school is available in September 2020. As a previous school, the accommodation meets all current regulations, including those for lighting, drinking water, and an adequate supply of hot and cold water for washing.

The new buildings will have suitable facilities for lavatories, washing and first aid. The first aid room is adjacent to the reception area and toilet and washing facilities are close by. Pupils' welfare, health and safety are likely to be promoted effectively.

The accommodation provides sufficient space for learning across the Year 7 and 8 curriculum. The playground space is limited but suitable. Physical education (PE) is to be taught off-site. The playing fields are close-by and include changing and showering facilities. There is specialist provision for science, art, dance, drama and computer studies. School leaders have ensured that standards are likely to be met.

Part 6. Provision of information

All the required policies are published on the school's website, including the safeguarding, anti-bullying and equality policies. All policies are available in hard copy from the school. School leaders have ensured that standards are likely to be met in relation to the provision of information.

Part 7. Manner in which complaints are handled

The written complaints policy sets out clearly the stages of the formal complaints procedure. This is suitable and provides clear guidance for complainants. The right of a complainant to a formal resolution if the complaint cannot be resolved informally is clearly documented. The policy also provides for the right of complainants to have a

formal hearing by a panel of three people if not satisfied with outcomes of the first and second stages of the procedures. The policy meets the requirements for confidentiality and makes clear that findings and recommendations are provided to the complainant. School leaders have ensured that standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Senior leaders, governors and trustees have a thorough understanding of their roles and responsibilities. They have established suitable procedures to ensure that the school actively promotes pupils' well-being. School leaders have ensured that standards are likely to be met.

Schedule 10 of the Equality Act 2010

The school has a full range of policies and procedures to ensure that it fulfils its duties under the Equality Act 2010. These include an equality statement and written policies for safeguarding and special educational needs. All policies are available on the school's website.

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

School name	Hatchlands Primary School
DfE registration number	2040
Unique reference number (URN)	145887
Inspection number	10053870
Inspection dates	22 May 2018
Reporting inspector	Clive Close, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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 inspector reviewed plans for the permanent site, scrutinised information available on the school's website and reviewed a range of policies, documents and procedures. He held discussions with the headteacher and the school's accounting officer, who is also a director of the Everychild Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Hatchlands Primary School is scheduled to open in September 2018. Initially, the school will open with up to 60 children in the Reception Year. It is proposed that the school will expand year on year to become a two-form-entry primary school. There are also plans to open a nursery on the same site as accommodation becomes available.

In the first instance, the school will operate from a refurbished building on the site of the previous law courts in Redhill, Surrey. At the time of the pre-registration inspection, this refurbishment work had not yet started, but detailed plans were available for the inspector to review. Work to build an entirely new school is due to begin on the same site in the autumn of 2018, with a projected phased opening of the new-build school from April 2020.

Hatchlands Primary School will be part of the Everychild Trust. The trust currently consists of one other academy, Sandcross Primary School, Reigate, Surrey. There are proposals for four other primary schools to join the trust in the near future.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the relevant standards in this part. The newly-appointed headteacher articulates a clear vision for the ethos and values of the proposed school. Pupils will benefit from experiences generated through the school's planned curriculum, which is designed to provide opportunities for pupils to learn about the cultures, faiths and beliefs of others, as well as promoting values such as tolerance and respect. Other aspects of this part have been carefully thought through, so that building pupils' sense of self-respect and self-esteem will be a constant focus as they move through the school.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant standards in this part. Appropriate policies are already in place. The safeguarding of pupils is considered the highest priority by leaders. Plans are in place for staff to be trained at a level commensurate to their levels of responsibility. This includes appropriate first aid training for teaching and support staff and safer recruitment training for leaders and members of the management committee.

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

The school is likely to meet all of the relevant standards in this part. All relevant checks have been carried out on staff already employed by the school. This includes the headteacher, as well as members of the trust board. The single central record of staff checks is fully in place, is maintained well and complies with current guidance. A comprehensive policy underpins the process for the recruitment of staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant standards in this part. At the time of the pre-registration inspection, it was not possible to view the school's proposed premises. Refurbishment work is about to begin on the building which will house the school for the first two years, until the main school building is ready. Plans show rooms of appropriate size, with adequate office space and storage. The outside learning environment has been carefully considered. All refurbishment work will be finished to a high standard, including communal areas, medical and toilet facilities.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Careful consideration has been given to how the premises will expand over the next two years during the construction of the main school building. This includes access to the site and ensuring the safety of pupils, staff and visitors

Part 6. Provision of information

The school is likely to meet all of the relevant standards in this part. The school's website is in place and contains appropriate information, including a safeguarding policy which takes into account current guidance. Other documentation, including ratified policies or information about the work of the local management committee, will be added prior to the school opening.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant standards in this part. A suitable complaints policy is already in place and published on the school's website. Leaders fully understand all requirements of this part.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant standards in this part. Leaders and managers, including members of the trust, have appropriate experience in school leadership. Although the proposed new school will stand alone, much of the documentation, systems and processes are based on the trust's other successful primary school. Consequently, leaders have an excellent understanding of the requirements considered during the pre-registration inspection and the inspector had no concerns at any stage.

Schedule 10 of the Equality Act 2010

The proposed school is likely to meet the requirements of schedule 10. Relevant policies are in place. An accessibility plan is evolving. Leaders are aware that this will need further refinement when the refurbishment is complete and prior to the first phase of the school opening in September 2018.

Statutory requirements of the Early Years Foundation Stage

The proposed school is likely to meet all of the statutory requirements for the early years foundation stage. An experienced teacher has already been recruited to lead the early years. There are plans to recruit suitably qualified and experienced staff in the coming weeks. Systems and procedures are being developed to ensure that children will be safe and thrive in the early years.

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

School name	Reach2 Henhurst Ridge Primary Academy
DfE registration number	2023
Unique reference number (URN)	143663
Inspection number	10053926
Inspection dates	4 July 2018
Reporting inspector	Sandy Hayes



Information about the inspection

This inspection was conducted 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

Information about the registration

Number of day pupils	420, plus 40 children part time in the Nursery
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Explanation of inspector's recommendations where they vary to the school's application

The new premises will not be completed in time for the start of the new term. Pupils will be accommodated in a spare classroom in a nearby REAch2 academy in the interim. This is an appropriate short-term solution but is not sustainable as numbers are expected to grow during the first year.

The state of completion of the new building was such that it was impossible to check its compliance with the requirements for Part 5 during the pre-registration inspection. Therefore, the inspector is unable to confirm whether the accommodation is suitable for the requested number and ages of pupils.

Context of the school

The school is seeking registration as a free school for pupils aged two to 11. It will be run by REAch2 Academy Trust, a private limited company.

The school will be sited at Henhurst Ridge, an area on the outskirts of Burton-upon-Trent in Staffordshire. It is near to an established area of housing and two new housing developments. It will serve the local population. It will be housed in purpose-built accommodation, built by a contractor on behalf of the trust and the local authority.

Ten children are registered to join the school, in the Reception class, in September 2018. The proprietors anticipate others will join the class during the year, up to a maximum of 30. From September 2019, a maximum of 60 children will be admitted each year into the Reception Year. Up to 40 children will attend part time in the

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.

Nursery. By 2024, the school will cater for up to 420 pupils aged four to 11 years and up to 40 children in the Nursery.

Advice to the Secretary of State for Education

Overall outcome	<p>The school is likely to meet all the independent school standards when it opens, provided that it addresses the regulations noted in the tables set out in parts 3, 5, 6, and 8.</p> <p>It should be noted that the school is a long way from meeting the requirements for Part 5. This is because the new building is not near enough to completion at this stage. It is not likely to be in a fit and proper state to be safe to admit pupils in September. The proprietor’s contingency plan is appropriate in the short-term. A further visit may be necessary to check the premises before pupils transfer from the temporary accommodation into the new building.</p>
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. Curriculum plans for personal, social and health education (PSHE) and religious education (RE) cover a wide range of themes intended to promote pupils’ self-awareness, self-confidence, empathy, tolerance, respect and resilience. Pupils will be taught to be reflective. Plans are in place to provide a range of cultural and social opportunities that will broaden pupils’ horizons. The school intends to promote an understanding of democracy through the establishment of a pupil parliament and to take opportunities to show democracy in action in society. In RE, pupils will be taught about different faiths and cultural practices.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below. The safeguarding policy is comprehensive. Leaders have plans to amend it in line with the latest statutory guidance due to be in effect from September 2018.

The proposed new building is a long way from completion. The architect’s plans show appropriate installation of fire equipment, fire exits and signage. However, building work is not currently at a stage where these elements have been fitted.

A draft fire risk assessment has been carried out. However, it is currently theoretical only and does not cover the specific risks related to the new building. Leaders plan

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

to repeat and refresh the risk assessment once the new building is handed over by the contractor.

Fire marshals have been identified. These staff are not due to take up their posts in the school until September. Therefore, they are not yet trained for the role.

The trust has a comprehensive health and safety policy which includes fire safety. The regional health and safety officer will oversee the implementation of the trust's health and safety policy.

A sufficient number of staff are identified to be trained in paediatric first aid. The training is not yet completed. It is booked for the end of July. Currently, only one staff member is trained to a suitable level in first aid at work. Therefore, the school is not currently able to ensure one trained first-aider will always be on site, or will be available for off-site visits. The headteacher is booked onto appropriate training at the end of July.

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

<p>ensure fire safety equipment is fitted in the new school building as per the fire legend in the architect's specification before pupils are admitted</p> <p>renew the fire risk assessment when the new building is completed</p> <p>ensure fire marshals are suitably trained</p> <p>ensure the trust's fire safety policy is implemented effectively</p>	paragraph 12
<p>ensure named staff attend training in paediatric first aid booked for 30 and 31 July</p>	paragraph 13
<p>ensure sufficient numbers of staff are fully trained so that a qualified first-aider is always present on the school site and in attendance on visits away from the school.</p>	

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

The school is likely to meet all of the standards in this part. Leaders have made all required pre-employment checks for the staff appointed so far. The single central record is populated with all information received to date. The results of some checks are awaited, but it is anticipated that they will be received before the end of July.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below.

The proposed new building is a long way from completion. The site is still not safe for visitors without them wearing substantial protective clothing. No confirmed handover date has been set and is unlikely to occur until mid-September at the earliest. In its current state, the building does not meet any of the requirements for the standards for the premises and accommodation.

The proprietors have put in place a contingency plan in the event that the building is not ready to use when the 10 children start at the school. They have arranged for the use of a spare classroom in the nearby Scientia Academy for a period of time, as

needed, while the new building is completed to an acceptable standard. This classroom and the accommodation within Scientia Academy meet the requirements for Part 5 of the independent school standards. The proprietors say they will keep parents fully informed of developments and that any subsequent transition to the new premises will be well managed to the benefit of the children.

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

ensure that the building works at the new school premises are completed to the standard set out in the specification before pupils are admitted to the school	paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 29(1), 29(1)(a), 29(1)(b)
ensure that the plan to place pupils in a classroom at Scientia Academy is implemented for such time as is necessary	
ensure pupils are not admitted to the Henhurst Ridge site until it is safe and fit for purpose.	

Part 6. Provision of information

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below.

The school's website is very new. Some, but not all, of the information that must be provided to parents is currently available to view. All of this information exists. However, because the school is not yet operating, it is not readily available to prospective parents.

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

ensure that the name and address for correspondence of the chair of the governing body appears on the school's website, or is otherwise provided to parents	paragraphs 32(1) 32(1)(a) 32(1)(b) 32(1)(c)
ensure the website contains all the information specified in subparagraph 3, in particular: the policy on behaviour and exclusions; the anti-bullying policy; the health and safety policy; and the school's policy on first aid	
ensure the safeguarding policy is available on the website.	

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part. The trust has a comprehensive policy that sets out clearly the procedures and timescales for dealing with complaints. The arrangements set out in the policy meet the requirements for all paragraphs.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below.

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

ensure that standards in the preceding parts are likely to be met consistently.	34(1) 34(1)(a) 34(1)(b)
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Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy that sets out how accessibility will be assured as the school population grows in number.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the statutory requirements of the Early Years Foundation Stage.

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

School name	John Keats Primary School
DfE registration number	210/2009
Unique reference number (URN)	145888
Inspection number	10053897
Inspection dates	25 June 2018
Reporting inspector	Noeman Anwar, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	To be decided

Context of the school

The new provision is a primary school within the Communitas Education trust. John Keats Primary School will be located on the current site, which is a state-of-the-art new build school.

The school will open in September 2018. It will initially be starting with 30 Reception-aged children. This will rise to 60 Reception children and 30 Year 1 pupils in September 2019. final capacity of the school will be 420.

Communitas Education trust already leads a successful primary school judged as outstanding in 2011 and has recently taken over an East Dulwich primary school in September 2017.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations. The school has detailed policies and plans in place to ensure that pupils have access to a range of information, opportunities and experiences. British values are taught through opportunities in the wider curriculum, including the personal, social, health and economic curriculum.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations. Policies, including those for safeguarding, behaviour, health and safety, fire risk assessments and first aid, are comprehensive. These include roles and responsibilities and clear guidance on procedures to follow. The school has a detailed risk assessment policy that covers how to identify hazards and monitor these regularly.

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

The school is likely to meet all the regulations. Checks on the suitability of staff appointed by the school for September 2018 have been undertaken. The single central record is kept electronically and follows the local authority guidance for mandatory checks.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The current premises is a state-of-the-art modern facility. There is a medical 'day room' that has nearby toilet facilities and is appropriate for administering first aid. There are separate toilet and washing facilities for boys, girls and staff. Drinking water is available in all classrooms. However, these don't have signs as these have been ordered and will be added accordingly. The site perimeter is secure with clear access areas for visitors and parents. The outdoor areas are welcoming with artificial turf, some play equipment and a covered multi-use games area (MUGA), which provides an all-weather play facility. The indoor hall is expansive and suitable as an additional play area, if required.

Part 6. Provision of information

The school is likely to meet all the requirements. There is a fully-functioning website that has all the required policies, including safeguarding and complaints policies. All policies are available on request.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations. The complaints policy has clear timescales and stages to follow. It includes details on informal resolution of complaints and precise details on how formal procedures are followed.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The headteacher is highly experienced and has successfully led an outstanding school over a number of years. There are clear policies and procedures with well-thought-out plans on how best to utilise the newly-built school. Staff have been appointed for September 2018, and the school benefits from utilising expertise from within the trust.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements. A clear policy pays due regard to the protected characteristics. The school has a detailed accessibility plan with ease of access for disabled staff and pupils.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all requirements.

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

School name	John Taylor Free School
DfE registration number	4017
Unique reference number (URN)	145889
Inspection number	10053875
Inspection dates	25 May 2018
Reporting inspector	Simon Mosley HMI



Information about the inspection

This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 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 inspector undertook a tour of the school site, scrutinised a range of policies and procedures, looked at the single central record of recruitment and vetting checks and considered the school's recruitment processes. He held discussions with the chief executive officer (CEO), the head of school, the chair of the local governing body and members of the building contractor's team.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	210 initially, 1550 when the school is full.
Age range	11-19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The school will open in September 2018 as part of John Taylor Multi-Academy Trust. The proposal for this new provision is supported by local schools, Staffordshire county council, the education funding agency and the regional schools commissioner. It is planned to meet increasing need for secondary school places in the locality.

The school will initially educate 210 pupils in Year 7. It will eventually accommodate 240 pupils in each year group from Years 7-11. The sixth form is planned to open in September 2023. The school will grow year on year until it reaches its capacity of 1550 in 2024.

The head of school has been in post since January 2018 and all required teachers have been appointed. The local governing body, which is accountable to the trust board, is in place.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations related to pupils' spiritual, moral, social and cultural (SMSC) development. The school's policies reflect leaders' core vision that 'education improves lives - and the world.' Leaders plan to give pupils a wide range of opportunities to enhance their personal development by embedding SMSC and fundamental British values within the curriculum. They have detailed plans to ensure that pupils learn about British culture, democracy and the rule of law as well as cultures that are different to their own. Leaders plan to help pupils develop their own confidence and self-esteem while nurturing tolerance, respect and acceptance of differences. Plans that are in place will help pupils to be well prepared for life in modern Britain.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Leaders have developed robust procedures to safeguard pupils and promote their welfare. Appropriate policies, which are bespoke to the school, have been drawn up. These include behaviour; anti-bullying; safeguarding; health and safety; first aid and risk assessment policies.

These policies are detailed and demonstrate that leaders have carefully considered how to maintain the welfare, health and safety of the pupils who will attend the school. Plans for fire safety and evacuation are prepared and a fire safety check will take place before the school opens. Leaders have clear plans to ensure that the admission and attendance register is maintained in accordance with established regulations.

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

The school is likely to meet all of the regulations. An appropriate single central record is in place and all the required checks have been completed for the head of school and the governors. Safer recruitment procedures have been followed and all the safeguarding checks on teachers will be completed imminently. The procedures for recruiting suitable staff are secure.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of these regulations. The buildings and site are nearing completion. They have been designed to enhance pupils' learning and to meet all the relevant standards. Suitable washing, toilet, drinking water and medical facilities are in place. There are also appropriate changing rooms, showers and outdoor play areas. The school has a large sports hall, an activity studio and extensive playing fields.

Part 6. Provision of information

The school is likely to meet all the requirements. All of the required policies are prepared, including a comprehensive safeguarding policy. Leaders are developing a new website to hold all policies so that parents will have access to them. Printed copies of policies and information will be available on request. The website is being designed to be user-friendly and to meet all of the Department for Education's requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all of these regulations. The complaints policy allows for informal and formal resolution of complaints. It makes provision for a complainant to be accompanied at appeal panel stage and for a member of that panel to be independent of the school's leadership and management. The policy is easily understandable and lays out reasonable time-frames for the complaints process. The policy will be on the school's new website and copies will be available on request.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The multi-academy trust has a wide range of experience of running successful schools. Leaders and trustees have a full understanding of the regulatory requirements of opening a free school. All the relevant plans, policies and risk assessments are in place to promote pupils' learning and well-being. Leaders are thoroughly prepared for the opening of the school.

Members of the local governing body have a range of skills, experience and knowledge that they will be able to use to hold leaders to close account. Governors, the CEO, trustees and the head of school have a clear, shared view of the purpose of the school, and how it will meet its vision. Leaders have collaborated with other stakeholders in a strategic way.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The school's accessibility plan clearly outlines the ways in which provision, information and the premises will be reasonably adjusted for all groups of pupils. Leaders have been careful to ensure that the building is compliant with current accessibility legislation.

The school's equality policy shows a clear commitment to inclusion. Leaders will not tolerate any discrimination against staff or pupils on the basis of any of the protected characteristics. The trust consistently upholds the principles of the Act.

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

School name	Kents Hill Park all-through school
DfE registration number	826/4004
Unique reference number (URN)	145063
Inspection number	10053871
Inspection dates	12 June 2018
Reporting inspector	Lucy English, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1080 (initially 150 in September 2018)
Age range	4–16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Kents Hill Park School will be an all-through school (nursery to Year 11) in Milton Keynes, within the Kingsbridge Educational Trust multi-academy trust. It has a planned capacity of up to 1080 pupils which will include pupils who have special educational needs (SEN) and/or disabilities. The building work has been completed and leaders are now preparing the school buildings for the first cohort of pupils in September 2018. This brand new, purpose-built school will also provide on-site sports for pupils.

In the first year of opening the school will accommodate 30 Year 3 pupils and 120 Year 7 pupils. It is proposed to add early years provision from September 2019.

The school will expand in each academic year with the addition of three extra year groups: one in each of Reception Year, Year 3 and Year 7. The expansion will continue until 2022, when the school will have pupils in all year groups from Reception to Year 11. This will consist one-form entry in Reception Year and key stage 1, two-form in key stage 2 and five-form in key stages 3 and 4.

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.

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 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school's policies promote equality and fundamental British values. These values are threaded through curriculum plans in order to fulfil the school's aims to develop pupils who are confident, independent and forward-thinking so that they can contribute positively to their community and wider life in modern Britain. The planned curriculum also includes a timetable that should support pupils' personal, social and health education well.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Draft policies and discussions with leaders indicate that behaviour, health, safety, first aid, supervision, risk assessment, and safeguarding will be secure and comply with guidance. There is considerable detail included with safeguarding policies and planned procedures along with training and monitoring arrangements. This documentation, along with discussions with leaders, indicates their determination to keep this aspect of their work high profile so that all staff 'think the unthinkable'. The school's behaviour policy is detailed and includes relevant strategies for addressing any issues at age-appropriate levels. Leaders have appointed a catering company that will provide meals and snacks catering for a range of dietary needs and provide pupils with a healthy, balanced diet.

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

The school is likely to meet all of the regulations. The required pre-employment checks on staff appointed to the school have all been undertaken according to national guidelines. The single central record which records these checks is already in place. This information is also recorded for governors. Leaders have a secure understanding of how they will continue this work, including for other adults and any supply staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The purpose-built primary and secondary school buildings are attractive and meet all current requirements. The premises include, for example, specialist science and technology teaching rooms,

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

purpose-built indoor and outdoor sports and fitness spaces, sound-proofed music rooms and early years rooms that include safe outdoor areas. Leaders are currently working to complete preparations for the first cohort, for example by labelling the drinking water. These are on track to be completed before September.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are either published or due for approval by the trust in the coming weeks. As policies are approved they are uploaded to the school's website. Copies of these policies can be made available on request. The safeguarding policy takes into account the new requirements from September 2018, as this is when the school will open.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is detailed and clearly written. It contains all the necessary steps and timelines for responding to any complaints. For example, it allows for a complaint to be considered initially on an informal basis. Copies can be made available if requested. Leaders are well prepared to analyse any complaints received so that they can learn from them.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The trust already has experience of opening and running schools, including an all-through school. Leaders have a comprehensive understanding of the regulatory requirements and are on track to have all documentation ratified and published in a timely fashion. Published and draft policies provide well for the welfare, health and safety of pupils. Leaders are clear about how they will continue to monitor provision so that the independent school standards are met consistently. They have the necessary skills and knowledge to do this effectively.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Leaders have prepared an equality policy alongside an accessibility strategy and plan. The buildings have been designed to meet regulations and be accessible to different groups of users. For example, they include lifts and wider doorways so that all parts of the school are accessible for wheelchair users. The policy indicates the desire to make those reasonable adjustments that may be required in future to include staff and pupils in the full life of the school. Leaders are clear about how to support each group of pupils and monitor provision so that adjustments may be made as necessary.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school will initially open with pupils from Years 3 and 7 only, with the intention to add early years in September 2019. Leaders are fully trained and use their expertise from

running other early years provision to identify and plan actions that are likely to meet the statutory requirements when this part of the school opens.

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Advice note for a pre-registration inspection of an academy

School name	King's Academy Binfield
DfE registration number	4001
Unique reference number (URN)	145892
Inspection number	10053872
Inspection dates	23 May 2018
Reporting inspector	Elizabeth Farr HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1877 (initially 120 in September 2018)
Age range	3-19
Gender of pupils	Mixed
Type of special educational needs	In addition to the mainstream classes, a 40 place resource provision for pupils with autistic spectrum conditions.

Context of the school

King's Academy Binfield will be the first all-through school (nursery to post-16) in Bracknell Forest, within the King's Group Academies multi-academy trust. It has a planned capacity of up to 1877 pupils which will include pupils who have special educational needs (SEN) and/or disabilities. The building work is on target for a completion date of June 2018. The new school will include a two-form entry primary provision with two nursery classes and a seven-form entry secondary provision both with integrated SEN and/or disabilities provision. There are also plans, set out in the funding agreement, to run a specialist resource provision for up to 40 pupils (25 secondary-aged and 15 primary-aged pupils) specialising in the autistic spectrum disorder. This brand new, purpose-built school will also provide on-site sports and community facilities.

In the first year of opening the school will accommodate 120 Year 7 pupils. In January 2019 the school will then admit a maximum of 26 nursery-aged pupils on either a full or part-time basis. Each academic year thereon, the school will expand with the addition of a two additional year groups, one in early years/primary and one in secondary. The expansion will continue until 2025, when the school will have pupils in all year groups from Nursery to Year 13. The school expects to achieve its maximum number of pupils by 2028.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens, provided that it addresses the regulations noted in the tables as set out in parts 3 and part 6.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school has a detailed policy for spiritual, moral, social and cultural (SMSC) education. Evidence in the school's policy emphasises the its active promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for peoples of all faiths, cultures and lifestyle across the curriculum. There is a clear commitment for staff to make the most of opportunities which arise in class or in extra-curricular activities, to promote fundamental British values. Roles, including those of governors in monitoring these aspects are clearly defined.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies, including health and safety, administration of medicines, first aid and safeguarding, are already in place; they all adhere to the latest, relevant statutory guidance. For example, the school's safeguarding policy follows the DfE document Keeping Children Safe in Education 2016 closely and refers to the correct training requirements for staff. The school's behaviour for learning policy requires further refinement so that the sanctions and rewards are appropriate for the full age range of pupils, including children in the early years and primary-aged pupils. The school's first aid policy also needs some adaptation to reflect early years' requirements. Although the health and safety policy makes a nominal reference to risk assessments and there is also an off-site visit policy, the school does not yet have a bespoke risk assessment policy. The headteacher understands the requirement to manage the risks associated with letting facilities for community use.

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

check carefully that the rewards and sanctions set out in the written behaviour policy are appropriate to the different age groups of the pupils	Paragraph 9 and 9(a)
ensure that the school's first aid policy contains reference to the	Paragraph 13

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

particular requirements needed for children in the early years	
draw up and implement effectively a risk assessment policy so that appropriate action is taken to reduce risks that are identified, particularly those that may arise from sharing some facilities with the community.	Paragraph 16, 16(a), 16(b)

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

The school is likely to meet all of the regulations. The single central record is already in place. It is comprehensive and shows when, and by whom, the required checks are made. The school business manager and headteacher are fully aware of the level and depth of checks required, for different roles within the school. For example the single central record includes all the relevant details for newly appointed staff and trustees. Recruitment files demonstrate school leaders' understanding of the need to undertake the required checks in advance of employment. The headteacher has also undertaken safer recruitment training and fully understands her responsibility to keep pupils safe.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school is located in an attractive, open location, occupying the previous site of a municipal golf course. The building has suitable teaching areas for pupils from early years through to sixth form, including those who have SEN and or/disabilities. The building includes specialist, well-equipped classrooms, such as those intended for the teaching of science and music. There are extensive physical education areas including a sports hall, tennis courts and football pitches. Emergency vehicle access has been fully considered in the construction of the extensive campus. The buildings supplied will meet all current requirements including, for example, provision for first aid, toileting and medical facilities.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents, including an up-to-date safeguarding policy. The website is currently being updated with the most recent policies and information. Copies of these policies can be made available on request.

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

In order to meet the requirements in full, the school should publish its complaints policy on the school's website.	Paragraph 32 (1) and 32(1)(c)
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Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and explains the steps parents need to take, should they wish to make a complaint. The policy gives clear timescales on how the school will respond at each stage. It contains all the necessary steps and the timelines for the proficient handling of any complaints. Copies can be made available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The trust already has experience of running several other schools. Leaders have established excellent policies which provide strongly for the welfare, health and safety of pupils. Leaders are also clear about how they will continue to monitor provision; they have the necessary skills and knowledge to do this. The headteacher, for example, has appropriate and extensive leadership experience in a variety of settings.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The school's policy for equalities identifies key groups. It is clear about how to support each group of pupils and monitor the impact of support strategies in place. The new building incorporates features such as lifts, hearing impaired loops and other adaptations. The school has an appropriate and comprehensive accessibility plan.

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

School name	Laurus Cheadle Hulme
DfE registration number	4005
Unique reference number (URN)	145893
Inspection number	10053867
Inspection dates	23 May 2018
Reporting inspector	Ahmed Marikar



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, reviewed the architect's plans for the accommodation, scrutinised information available on the school website and reviewed a range of policies and procedures. The inspector held discussions with the head of school, chief executive officer of the Laurus Trust, building site manager and project manager from the Education and Skills Funding Agency.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1050. Initially 210 in September 2018
Age range	11-16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is an 11-16 secondary school within the Laurus Trust. Laurus Cheadle Hulme will be located on a new site.

Laurus Cheadle Hulme will open in September 2018. The school is due to welcome 210 Year 7 pupils in September 2018. The school will initially be located in the new purpose built accommodation of Cheadle Hulme Primary School, which is also part of the Laurus Trust and is scheduled to open in September 2018. The plan is to relocate Laurus Cheadle Hulme into a new state-of-the-art building on the same site in March 2019. The final capacity for the school will be 1050.

There are a number of schools within the Laurus Trust, including Cheadle Hulme High School which is a successful and outstanding 11-18 secondary school. As part of the trust, Laurus Cheadle Hulme will have access to a range of high-quality facilities and expertise, both in leadership and teaching.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school's policies are explicit about how core values are incorporated. The school's 'values and beliefs' curriculum promotes the development of pupils' spiritual, moral, social and cultural skills, knowledge and understanding. Through this approach, there are ample opportunities for pupils to build understanding and skills in mutual respect and tolerance for those of other beliefs and traditions. A discrete policy on the promotion of British values is in place.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. A comprehensive range of policies is in place. These and other evidence considered on inspection, indicate that health, safety, behaviour, risk assessment, first aid and safeguarding, will be secure and comply with guidance. The trust has experienced staff to assist in keeping pupils safe. Although the fire-safety order cannot be issued until the site is ready, it is scheduled to take place as soon as possible after building completion and before pupils arrive.

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

The school is likely to meet all of the regulations. The single central record is already in place. This details the required checks made, by whom and when, and these checks are recorded on the system, including for governors. Leaders have prepared a comprehensive set of policies relating to the safeguarding of the school's pupils, including a staff code of conduct. Several leaders and governors have undertaken additional training to ensure the safety of the school's pupils.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The buildings supplied will meet all current requirements including, for example, provision for first aid, medical facilities, toileting and outdoor recreational areas. The school building is planned to allow classrooms to be bright and airy. Leaders are committed to continuing to secure high quality provision which meets all necessary regulations.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies, including an up-to-date safeguarding policy, are in place and available to parents via the website. Policies are clear, detailed and provide comprehensive information for pupils and parents. The safeguarding policy reflects latest guidance and meets requirements. All policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and sets out clear steps for each stage of the procedure. Due attention is paid to appropriate timelines for responses to complaints. The policy is available to parents via the school's website. Copies can be made available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. Leaders have a proven track record in running an outstanding secondary school and will bring with them a wealth of expertise and local knowledge. They have a crystal clear vision for Laurus Cheadle Hulme and high expectations for all pupils. Leaders have established a comprehensive suite of policies which provide for the welfare, health and safety of pupils. Leaders are also clear about how they will continue to monitor provision so that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities recognises and outlines support for a range of groups. Plans for the new buildings show that features such as lifts and adaptations are included. The school has an accessibility plan which will be reviewed again before pupils arrive. Equality of opportunity is at the heart of the values of the school.

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

School name	Laurus Ryecroft
DfE registration number	4002
Unique reference number (URN)	145894
Inspection number	10053868
Inspection dates	15 May 2018
Reporting inspector	Emma Gregory



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school site, reviewed the architects' plans for the temporary and permanent accommodation, scrutinised information available on the school website and reviewed a range of policies and procedures.

The inspector held discussions with the executive headteacher and the headteacher of the school. The inspector also held a discussion with the project manager from the Education and Skills Funding Agency.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1350. Initially 150 in September 2018
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a secondary school within the Laurus Trust. Laurus Ryecroft will be located on a new site. The school will open in September 2018. Initially, the school will be located in temporary accommodation with 150 Year 7 pupils. This will rise to 300 Year 7 and Year 8 pupils in September 2019.

The plan is to move into a new state-of-the-art building in January 2020. The final capacity of the school will be 1350. There are a number of schools within the Laurus Trust, including Cheadle Hulme High School. As a result, pupils at Laurus Ryecroft will have access to a broad range of facilities, resources and staff expertise from across the trust.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Four cornerstones underpin the school's policies: academic aspiration; leadership and service; competition and physical endeavour; and culture, creativity and rhetoric. These four cornerstones will allow pupils to develop their self-confidence and self-esteem. Leaders of subject areas reflect on how they can contribute towards pupils' spiritual, moral, social and cultural development. As a result, these aspects of pupils' development are a 'golden thread' across the curriculum. The 'beliefs and values' curriculum will allow pupils to build their skills in mutual respect and tolerance for those of other beliefs and traditions. The provision leaders have planned to promote fundamental British values is strong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant regulations. Policies are already in place and these and other evidence indicate that health, safety, (including fire safety), behaviour, supervision, risk assessment, first aid and safeguarding are secure and comply with national guidance. Leaders' behaviour policy, which is based around the theme of 'actions bring consequences' written clearly for pupils and parents. Behaviour systems will allow pupils to earn rewards for positive behaviour and understand the consequences of any negative behaviour that they may exhibit. The school's anti-bullying policy is written clearly, is detailed and includes relevant strategies for addressing issues.

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

The school is likely to meet all the regulations. The system to check that adults at the school are safe to work with pupils is in place and procedures are secure. This includes details about what checks are made, by whom and when. Information is recorded accurately on the school's system. Members of the trust are also subject to scrutiny.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the regulations. Although the premises are currently unfinished, the building work is currently on schedule. The school will initially consist of temporary accommodation that includes outdoor spaces. Plans for the temporary accommodation indicate that buildings supplied will meet all current requirements including toileting and medical facilities. The plans for the permanent building show details of high-quality provision to meet all requirements, including extensive outside spaces for pupils.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents on the school website. These include, up-to-date safeguarding policies, a behaviour policy and an anti-bullying policy. Leaders ensure that the website remains up to date with the most recent policies and information. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all relevant regulations. The complaints policy is clearly written and detailed. It contains all relevant steps and timelines for the efficient handling of any complaints. The complaints policy appears on the school's website. Parents can request a copy of the policy, if they wish, from school leaders.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements. The Laurus Trust has experience of running other schools such as Cheadle Hulme High School. They have a strong understanding of the regulatory requirements having already fulfilled them successfully. Leaders have established clear and detailed policies that are of a high quality to ensure the welfare, health and safety of pupils. Leaders are also clear how they will check on the provision so that the independent school standards are met consistently as the school continues to grow. Leaders have secure knowledge, skills and understanding to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements. For example, leaders regularly review accessibility plans to ensure that all pupils can participate in the curriculum. Plans for the new permanent accommodation show that features such as lifts are included.

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

School name	Leigh Academy Blackheath
DfE registration number	4008
Unique reference number (URN)	145895
Inspection number	10053898
inspection dates	21 June 2018
Reporting inspector	Sarah Parker



Information about the inspection

This inspection was conducted 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 inspector took a tour of the temporary school site, reviewed the architect's plans for the permanent site, scrutinised information available on the school's website and reviewed a range of policies and procedures. She held discussions with the principal, the business director for the academies trust and deputy chairman of the academies trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1150. Initially 180 in September 2018.
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a secondary school within the Leigh Academies Trust ('the Trust'). Leigh Blackheath Academy will be located at Victoria House, Shooters Hill Road, Blackheath, London, SE18 4LX.

The school will open in September 2018. It will initially be located in temporary accommodation with 180 pupils located at Victoria House, Shooters Hill Road, Blackheath, London, SE18 4LX.

At the end of the first year the school will move to a permanent location in temporary accommodation located at Old Dover Road, Blackheath, London, SE3 8SY. At the end of the second year, the school will move into brand new accommodation on the same site. The final capacity of the school will be 1150.

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.

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 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school policies stress core values, for example, respect, integrity, ambition, scholarship and resilience. As the principal said, 'At Leigh Academy Blackheath we are a family and together we cultivate a culture of belonging'. Through curriculum plans presented, there are many opportunities for pupils to build skills in mutual respect and tolerance for those of other beliefs and traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place, including safeguarding, behaviour and an anti-bullying policy. These include sanctions to be adopted in the event of misbehaviour. There are appropriate recording mechanisms in place to log any serious incidents. There is a designated safeguarding leader in place and a deputy safeguarding leader. Comprehensive health, safety (including fire safety), and first aid policies are in place. Risk assessments will be updated when the refurbishment work is completed and the building handed over to the Trust.

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

The school is likely to meet all of the regulations. The single central record is already in place. Secure procedures are in place to ensure the safe recruitment of staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially be located on a temporary site. Work on the building is due to be finished by the end of July this year. The building supplied will meet all current requirements, including for example, provision for first aid, toilets and medical facilities. The location is attractive, creating several opportunities to use the outside spaces. Formal arrangements have been made for daily physical education lessons to be undertaken at a local leisure centre. Pupils will have access to suitable changing accommodation and showers. This activity has been appropriately risk assessed.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all of the regulations. All the required policies are in place and available to parents. The website contains the information required and additional detailed information for parents about other aspects of the school provision.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is clear written and accessible. An appropriate complaints log has been prepared. The complaints policy appears on the website and copies can be made available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Trust already has experience of opening and running other schools, some in the local area. The Trust's leaders have an excellent understanding of the relevant regulatory requirements, having already fulfilled them successfully. The principal is very knowledgeable and has established a clear vision for the school, supported by high quality policies and procedures.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The school meets all requirements of this act. An accessibility plan is in place.

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

School name	Mercia School
DfE registration number	4015
Unique reference number (URN)	145897
Inspection number	10053906
Inspection dates	14 June 2018
Reporting inspector	Malcolm Kirtley



Information about the inspection

This inspection was conducted 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 inspector, accompanied by the headteacher designate, undertook a tour of the new school site which is due for completion on 31 August 2018. The inspector scrutinised a number of policies and documents. He also looked at the proposed structure and content of the school website. The inspector reviewed systems and records used to check the suitability of staff who will be working at the school. The inspector held meetings with the headteacher, deputy headteacher and assistant headteacher who will together form the senior leadership team from September 2018. He also held a discussion with the chief executive officer of the Mercia Learning Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	123 in September 2018 PAN 180 from 2020
Age range	11-18 (By 2024)
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Mercia School will be an 11-18 new school serving the growing population in the south west of Sheffield. It will open to pupils in Year 7 in September 2018 before growing to its full capacity of up to 1260 pupils in 2025. The school will occupy a new, purpose-built building which is due for completion on 31 August 2018.

The school will be part of the Mercia Learning Trust. The trust already has five schools within its trust.

The school will provide an extended school day, running from 8:25am until 5:00pm. Leaders will offer a curriculum that provides a thorough grounding in academic study. This will be supported by extensive opportunities to participate in the performing arts and a diverse range of sporting activities, including fencing and archery. Formal supervised study will also be incorporated into the extended school day.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

Mercia School is likely to meet all the requirements in this part of the regulations. Policies set out by the designated headteacher and his team show that leaders have shared high expectations and clear policies for behaviour with all prospective pupils and parents. This forms a major aspect of the school's ethos. Leaders have devised a mastery programme that will address a range of themes that will promote respect for the law and democratic values. This programme will also address a number of protected characteristics covered by the 2010 Equality Act. This programme, delivered in tutorial time and assemblies, will be complemented by activities across the wider curriculum. In English, pupils will study texts that will explore other cultures, while in history, pupils will study the impact of legislation over time.

As the school will forefront a knowledge based-curriculum, leaders plan to develop pupils' critical faculties so that they can evaluate the credibility of opposing views they may encounter over time.

Part 3. Welfare, health and safety of pupils

Mercia School is likely to meet all the requirements in this part of the regulations. A wide range of interrelated policies are in place. These indicate that health, safety (including fire safety), behaviour and the provision of first aid, will be in place. School leaders are being trained in first aid and the senior leadership team will all be trained to a level that will enable them to carry out responsibilities as designated safeguarding leads. Leaders have completed a series of risk assessments to cover external visits and will subscribe to an online local authority risk assessment tool for external trips and visits.

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

Mercia School is likely to meet all the requirements in this part of the regulations. A single central record is in place. The central record details the required checks made on employees and records the date when those checks were confirmed. These processes will be extended to the non-teaching staff who will be recruited over the summer. The human resources manager from the Mercia Learning Trust has a thorough understanding of vetting requirements and applies this to trust members,

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

governors, teachers and volunteers. In the event that the school uses supply staff, clear systems are in place to both check and record their suitability.

Part 5. Premises of and accommodation at schools

Mercia School is likely to meet all the requirements in this part of the regulations. The school will occupy purpose-built accommodation on a green field site in the south west of the city, comprising some seven acres. The building is nearing completion and provides light, spacious accommodation to address the needs of the pupils and to reflect the school's core ethos. Large public spaces have been created in the dining areas to meet the school's plans to provide family dining areas, where pupils and staff will eat together in family groups. A large school hall provides opportunities for a diverse range of performance activities. The school will have extensive indoor and outdoor spaces to support a wide variety of sporting activities.

Leaders have worked with designers and architects to ensure that toilet spaces will provide pupils with areas that are safe and private. A building management system regulates water temperatures. Additional toilets and customised changing rooms have been developed to address the needs of pupils who have special educational needs and/or disabilities. Lifts and ramps are available to support access for any children or adults with mobility needs. A separate room has also been customised to support pupils at times of prayer or worship. Drinking facilities are available on every floor.

The builders and designers have been particularly mindful of incorporating high standards of fire safety. A number of rooms, including laboratories and music rooms, have been designed with specific features to manage acoustics. The building benefits from considerable natural light but also has extensive indoor and outdoor lighting.

Part 6. Provision of information

Mercia School is likely to meet all the requirements in this part of the regulations. All the required policies are in place and they will be available to parents from the school's website when this becomes operational in a few weeks' time. Leaders have developed policies to meet the needs of the new school and reflect some of its distinctive characteristics, such as the behaviour policy. The website will provide the required contact information and has the capacity to host the publication of additional pieces of required information once the school opens.

Part 7. Manner in which complaints are handled

Mercia School is likely to meet all the requirements in this part of the regulations. The complaints policy has been developed to meet statutory requirements. It will be available on the school website. The policy clearly sets out different stages in the handling and resolution of complaints. In addition, the policy outlines the processes to follow in the event of any appeals against the outcomes of decisions.

Part 8. Quality of leadership in and management of schools

Mercia School is likely to meet all the requirements in this part of the regulations. The Mercia Learning Trust is presently comprised of five successful schools from both the primary and secondary sectors. The headteacher designate of Mercia School has

been appointed from Newfield School, a school that has undergone rapid improvement since it joined the Mercia Learning Trust.

Senior leaders at the school, and at the trust, demonstrate a thorough understanding of regulatory requirements. They have worked with external partners to check the suitability of core policies and procedures. Senior leaders have made extensive visits to free schools and academies to learn from best practice.

Senior leaders have a clear vision for their school. They have developed a number of distinctive characteristics and have policies and procedures in place to support their effective implementation. They have worked closely with the community to share the ethos and aims of the new school. Prospective parents and pupils have already shown commitment to the school's values and expectations, including the extended school day. The school has addressed local community needs, with all prospective pupils on roll living within 1.3 miles of the school. The school has been oversubscribed, with four applications for each place in its first year of operation.

Schedule 10 of the Equality Act 2010

Mercia School is likely to meet all the requirements in this part of the regulations. The policy for equality addresses protected characteristics and leaders show an understanding of how these will be addressed through the school curriculum and the ethos and values of the school. The policy sets out how leaders and governors will monitor the effect of the policy.

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

School name	Merstham Park School
DfE registration number	936/4012
Unique reference number (URN)	145898
Inspection number	10053916
Inspection dates	13 June 2018
Reporting inspector	Kathryn Moles, Her Majesty's Inspector



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher and spoke to the CEO, GLF Schools, on the telephone. She reviewed site plans and a range of documents provided by school leaders, including those relating to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	900. Initially 85 in September 2018
Age range	11-16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Merstham Park School proposes to open in September 2018, initially to an intake of Year 7 pupils but expanding over time to accommodate pupils aged 11 to 16. It is proposed that there will ultimately be 180 pupils in each year group. The school will form part of the GLF Schools multi-academy trust. GLF Schools have an established track record of delivering a number of new schools successfully.

The school will initially be based in temporary buildings located on part of the site of an existing special school. A secure perimeter has already been established to separate the proposed school from the one that already exists on the site. It is planned that Merstham Park School will take over the whole site once the special school is relocated. This is scheduled to take place by September 2020.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Leaders have put suitable policies into place, using best practice from across the multi-academy trust. The headteacher has well-thought-out plans to make effective use of training at the start of the academic year, so that staff have a common understanding of the school's ethos. The school's chosen 'integrated teaching programme' approach is likely to afford a useful opportunity for pupils to develop their learning amid a wider, real-life context.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Appropriate systems and structures are already in place that indicate processes around safeguarding, behaviour management and attendance are likely to be secure. Although buildings are not yet in place, the trust has a good track record for ensuring appropriate safety checks are completed. It has proven capacity for training staff adequately, for example in fire arrangements and risk assessment.

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

The school is likely to meet all of the regulations. The trust has suitable arrangements in place for vetting staff prior to appointment. The single central record is in place and being populated as staff are recruited, with information about individual governors added as the school's strategic board develops. The headteacher demonstrates vigilance in his approach to recruitment checks and arrangements for working with supply staff and contractors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will open in temporary accommodation in September 2018. Although work to install portable buildings has not yet begun, leaders have detailed plans that show how all requirements for accommodation have been planned for appropriately. Planning permission is in place and the education and skills funding agency is working closely with the school to ensure that temporary buildings are in place by the time the school is due to open. Leaders have plans for the expansion of the temporary accommodation when the school takes in an additional year group in September 2019. There are also long-term plans for the location of the school in a new building on the site of the existing special school. Plans for the project are appropriately considered for this point in time.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. The school's website is already up and running and provides a useful point of reference for prospective parents. Leaders have well-thought-through structures in place to promote the sharing of information with the relevant bodies.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations in relation to this part. A suitable complaints policy is in place which is common across all schools in the trust. This outlines clearly the processes and timescales for handling complaints efficiently. The headteacher has appropriate plans for ensuring this policy is clearly accessible to parents via the school website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant regulations in relation to this part. A school strategy board takes responsibility for governance, with members having skills and experience suitable to their role. Appropriate plans are in place to develop the personnel in this structure, over time, to meet the changing needs of the school as it expands. Leaders within the trust have put accountability measures in place to hold the headteacher and leaders to account in a way that has proved to be effective in other schools.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the relevant regulations in relation to this part. The headteacher has proved suitable consideration has been given to the accessibility of the temporary site. The three-year accessibility policy and plan demonstrates leaders' thoughtful approach to this aspect.

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Advice note for a pre-registration inspection of an academy

School name	Mulberry Park
DfE registration number	2006
Unique reference number (URN)	145899
Inspection number	10053921
Inspection dates	8 June 2018
Reporting inspector	Steve Smith



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher of the proposed school, the chief executive officer for Educate Together Academy Trust UK and the trust's development officer. Accompanied by all three staff, he visited the school site to evaluate the degree to which the proposed premises comply with the regulations. The inspector evaluated documentation both before and during the inspection.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	210
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Mulberry Park Educate Together Primary Academy proposes to open in September 2018. The school is being built to cater for children on the new Mulberry Park housing development in the Foxhill area of Bath. In its first year, the school plans to admit pupils only in the Reception year. The school will then build up one year at a time until finally accommodating pupils in Year 6. The maximum capacity will be 210.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. Leaders have a clear vision and ethos for the school. It is underpinned by key values embraced by the wider multi-academy trust to which the school belongs. They believe, passionately, that the school should be child-centred and democratically run. The school's ethos also champions equality; all pupils, regardless of need or background, should benefit from the range of educational opportunities available. Leaders are placing individual pupils at the heart of their work. The school's values manifest themselves in the 'Learn Together' curriculum, which is designed to support pupils' spiritual, moral, social and cultural education. Topics and activities aim to teach pupils about equality and justice, understanding of different faiths and the importance of environmental stewardship. Pupils will learn about rights and responsibilities, the rule of law and the need for mutual respect.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Leaders have appropriate policies and procedures in place to ensure that pupils will be safe and well looked after. The safeguarding policy is written in conjunction with the most recent guidance and statutory requirements. It informs staff of the procedure to follow and the designated staff to speak to should they have concerns about a child. Staff with designated responsibilities are named in the policy for clear identification. The health and safety policy outlines in detail the responsibilities of different members of staff for keeping pupils safe according to their role. The behaviour policy features the school's code of conduct, which is applicable to all members of the school community, and has a positive emphasis. It states that 'each individual is of value and has a right to be treated with respect.' The graduated range of rewards and sanctions that form the behaviour system are appropriately balanced.

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

The school is likely to meet all of the standards in this part. The school's single central record contains all of the necessary checks to ensure that staff are suitable to work with children. These include checks to establish identity, qualifications, the right to work in the United Kingdom and suitability for teaching and leadership roles in school. Currently, the record features the headteacher only. The names of two other members of staff who have been employed recently will be added once the necessary checks have been completed.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the standards in this part. Building of this new school has almost been completed. It will provide pupils with plenty of space, both inside and out, even when the school is at capacity. The building has been attractively designed with pupils in mind. For example, stair cases have two sets of hand rails to suit both pupils and adults. Classrooms are spacious, well-lit and meet acoustic standards. It is also a safe environment. For example, second-floor windows are restricted in their opening to prevent accidents. Appropriate toilet facilities are in place. They afford privacy without compromising pupils' safety. They are also painted in bold colours, which contribute to the 'fun', pupil-friendly feel of the school. Pupils will have access to high-quality outside all-weather surfaces and pitches. These will enable pupils to participate in various sporting activities. Inside, the school hall will also provide plenty of space for physical education activities. Various measures are in place to ensure that the site will be secure. These include appropriate perimeter fencing, electronic door entry and use of CCTV.

Part 6. Provision of information

The school is likely to meet all of the standards in this part. The school's website is presented in an attractive, accessible form for prospective parents. It provides dates of key events so that parents feel informed and up to date. The headteacher describes her vision for the school and its values in a welcoming letter on the homepage. The website meets requirements for the publication of statutory information, although a small number of policies have not been uploaded and are 'pending'. Contact details are signposted clearly and links to the Educate Together multi-academy trust website provide governance information.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part. The complaints policy is fit for purpose. It sets out comprehensively the procedure to be followed, at both the informal and formal stages, in the event of a complaint. The policy also sets out timescales, describes the appeal process and outlines the ways in which resolution might be achieved. Confidentiality is assured throughout the process. The approach described in the policy is transparent and even-handed.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the standards in this part. Leaders have given thoughtful consideration to the opening of this new school. They are clear about the kind of school they want it to be; one that is inclusive, child-centred and explicitly focused on equality. Consequently, leaders have ensured that the curriculum and pastoral arrangements support this vision. Leaders have taken appropriate action to ensure that pupils will be safe, both in terms of staff suitability and practice, and also risk management and security of the school site.

Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The school premises have been

designed to promote accessibility. For example, a lift has been installed. Appropriate toilet and shower facilities are in place.

Statutory requirements of the Early Years Foundation Stage

Leaders have taken all reasonable steps to ensure that children in the Reception year will be safe, well looked after and effectively educated. The headteacher has brought her proven early-years experience to bear in the recruitment of appropriate staff and the design of a stimulating, challenging curriculum.

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

School name	Newhall Primary Academy
DfE registration number	2177
Unique reference number (URN)	145880
Inspection number	10053857
Inspection dates	24 May 2018
Reporting inspector	Adrian Lyons



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	460
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a primary school within the REAch2 multi-academy trust (MAT). Newhall Primary Academy will be situated on a new development of residential housing on the edge of Harlow.

Newhall Primary Academy will be a school in its own right, but will work in partnership with other schools within the MAT, and other schools across Harlow.

The school is due to open in September 2018, in new, purpose-built accommodation on a large, attractive site. Leaders have plans to initially admit 43 children in Reception. It is anticipated that, when full, the school will accommodate 420 children and pupils from Reception through to Year 6. It is anticipated that there will be further 40 places in the 2 to 4 age group in the nursery. An application has been made for a further 16 places for 0 to 2 provision.

REAch2 MAT is the largest primary-only academy trust in the country. It is currently supporting 55 primary schools across England.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the standards in this section. The curriculum planning addresses and supports well pupils' spiritual, moral, social and cultural development (SMSC). The personal, social, health and economic (PHSE) and citizenship programmes are focused on relationships, health and well-being and living in the wider world. The headteacher is able to show how elements of SMSC are tracked through the curriculum especially in subjects such as music, art and religious education.

Leaders have taken steps to ensure that British values will be promoted in a variety of ways. Throughout the curriculum, pupils will have the opportunities to take part in activities that will promote their understanding of the rule of law, individual liberty, respect and tolerance. The school website sets out clearly how each will be addressed.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant standards of this section. Relevant policies that apply to other schools within the MAT are in place, several with appropriate amendments to reflect the individual circumstances of Newhall Primary Academy. Leaders have provided detailed safeguarding information which includes appropriate policies, pro-forma and plans for training. Other inspection evidence, including school and MAT policies, demonstrates that important aspects such as first aid, fire safety, health and safety and risk assessment will be compliant with statutory guidance and relevant regulations. The school's behaviour and anti-bullying policies outline how the leaders will promote good behaviour and positive relationships. They also make plain leaders' clear expectation that bullying will not be tolerated.

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

The school is likely to meet all the relevant standards of this section. Recruitment records reflect the school's policies for safer recruitment. Records are exemplary and policies are in line with the MAT's procedures.

The single central record of checks on adults working at the school is in place and is compliant. Leaders ensure that all appropriate checks including barring and right to work are carried out prior to adults being employed at the school. There are processes in place to ensure volunteers are subject to similar checks.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant standards of this section. The school is purpose built and on course to provide an attractive and safe environment that will meet the academic and social requirements of those who work and learn within it well. School leaders have been involved in the internal design to ensure it reflects the school's vision and that pupils will feel safe and secure. The new building is on track to open over the summer and receive children in September 2018. It will comprise 14 classrooms, a separate Nursery/ pre-school block, an art studio, a technology/ cookery room, thus promoting a broad curriculum. The buildings supplied will meet all current requirements, including provision for first aid, toilet and medical facilities. The school has large grounds and outdoor learning spaces for early years and key stage 1. Sports areas are currently under construction. Classrooms are well designed.

Part 6. Provision of information

The school is likely to meet all the standards of this section. A comprehensive list of appropriate policies are available through the school website. The website and social media is used to publicise the school and attract potential pupils. The school will have a schedule of termly interim reports for parents, a final end of year more detailed report and termly parents' evenings. Additionally there is a clear policy on parental contact with staff and leaders.

The complaints policy is comprehensive and in line with the MAT's own processes.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant standards of this section. There is a detailed complaints policy. This policy outlines the process and the timelines for handling complaints and already appears on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant standards of this section. The headteacher has experience of leading and improving other schools, for example taking over an underperforming school getting quickly to requires improvement and within two years to good in Ofsted inspections. She has a good understanding of the regulatory requirements. The MAT has already demonstrated clearly how it will monitor provision so that the independent school standards are met consistently.

The headteacher has plans for an appropriate curriculum, supplemented with a range of extra-curricular activities. Leaders have also developed policies which provide well for the well-being, health and safety of pupils.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the relevant standards of this section. The school's equality policy is appropriate. It provides an overview as to how different groups will be supported. Monitoring arrangements are fit for purpose. Both buildings in the new

school have lifts, toilets and other facilities to improve the physical environment for pupils with disabilities.

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Advice note for a pre-registration inspection of a university technical college (UTC)

School name	North East Futures
DfE registration number	127/6322
Unique reference number (URN)	145900
Inspection number	10053908
Inspection dates	5 June 2018
Reporting inspector	Chris Smith HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a university technical college (UTC) for:

Number of day pupils	600 (initially 240 in September 2018)
Age range	14-19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

North East Futures is proposing to open as a new university technical college in September 2018.

North East Futures is located in the centre of Newcastle-upon-Tyne, close to the central railway station, in an area of significant redevelopment.

North East Futures aims to provide education for up to 600 male and female pupils between the ages of fourteen and nineteen. In its first year of operation, North East Futures hopes to admit up to 120 pupils into Year 10 and a further 120 pupils into Year 12.

North East Futures has been established in conjunction with local industry partners and employers and with the support of local universities and the health sector. It aims to offer specialist courses in the areas of health science and information technology.

The trustees of North East Futures are currently in negotiations to join the Tyne Coast Academy Trust (TCAT).

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

North East Futures has a suitable policy in place governing the promotion of pupils' spiritual, moral, social and cultural development. There are further policy statements in place and statements on the website setting out how North East Futures will promote fundamental British values and foster an awareness of equalities. North East Futures' policies state they will aim to develop pupils who will be responsible for their own behaviour and who will want to contribute positively to the lives of those living and working in the North East. All the pupils recruited to North East Futures so far have signed a code of conduct requiring them to follow the dress code, be punctual, attend well and to behave professionally at all times.

The planned curriculum includes the explicit teaching of a 50-minute personal development lesson each week, supplemented by daily active tutoring sessions of 20 minutes and regular assemblies. Leaders also require teachers to incorporate opportunities to promote pupils' spiritual, moral, social and cultural development into their lesson planning. Religious education will be integrated into the personal development curriculum. Pupils will learn about different world faiths and the need to be tolerant and respectful of different cultures.

Leaders have outline schemes of work in place which will be tailored further to reflect the needs of pupils. These schemes of work include relevant topics, such as identity, principles of British society, mental health, the role of the media, law and order, religious views and forced marriage. Pupils' work programmes will also include frequent opportunities to engage with employers.

The code of conduct requires pupils to act as 'excellent ambassadors' when representing North East Futures while working with industry partners. The governors of North East Futures and members of staff do not promote any particular partisan political viewpoint. Thorough preparation of policies and careful consideration of the curriculum have ensured all the standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

North East Futures has appropriate and up-to-date child protection and safer recruitment policies in place. The child protection policy is available on the website. This policy makes appropriate reference to the latest government guidance, Keeping

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Children Safe in Education (2016) and to the 'Prevent' duty. The policy states all members of staff will read Part 1 of Keeping Children Safe in Education (2016). The safer recruitment policy sets out clear and precise guidance as to the vetting checks that will be made on staff, supply staff, volunteers and proprietors. This is in line with the most recent government guidance.

The principal has completed the relevant training to be the designated safeguarding leader. The assistant principal is also registered to complete this training during the summer term of the current academic year. There is suitable induction and safeguarding training planned for all the staff in early September 2018, before pupils enter the school.

The proprietors have ratified the behaviour policy, which sets out the rewards and sanctions that will be used to encourage good behaviour. A points-based system is in place to record and monitor the behaviour of each pupil.

The proprietors have also ratified a suitable anti-bullying strategy, which includes guidance for pupils and parents on what to do if they have a concern about bullying. The anti-bullying policy is available on the website.

There is a health and safety policy in place which complies with current legislation. The architect and contractors responsible for the purpose-built new premises are working to industry standards for fire safety and prevention. Due thought has gone into the design of fire walls, doors, alarm and sprinkler systems and fire extinguisher placement. A stipulation of the contract for the building is that fire safety standards must be met before the premises are signed off and handed over to North East Futures on 24 August 2018. Leaders are currently out to tender for a range of maintenance contracts including fire safety checks, as required under the Regulatory Reform (Fire Safety) order 2005. These checks will be undertaken by local fire and rescue services after North East Futures opens.

The principal has arranged first aid training for staff during the summer and in the staff induction week at the beginning of September 2018.

A suitable risk assessment policy is in place and thought has been given to risk assessing pupils when on work placements during Year 10 and Year 12.

Thorough preparation of policies and procedures means all the standards in Part 3 are likely to be met.

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

The principal and the North East Futures human resources leader have a detailed understanding of the legislation governing the vetting of staff. As a result, recruitment and vetting procedures are robust and systematic. In preparation for opening in September 2018, North East Futures has, in recent weeks, appointed ten teachers and some support staff.

At the time of this inspection, all disclosure and barring service checks had been initiated, although not all checks have been fully completed. Most section 128 checks have been completed on proprietors and those in leadership positions. The outstanding section 128 checks are in the process of being completed. Prohibition from teaching checks will be completed imminently, once school leaders have

secured access to Edubase. Leaders have suitable contingency plans in place through their links with the TCAT, should any disclosure and barring checks or prohibition from teaching checks raise concerns about any member of staff's suitability. Until these checks are completed in full, appointed staff have been given conditional offers of employment.

Leaders do not intend to use supply staff. However, they are aware of the necessary actions that they would need to be complete set out in paragraphs 19(2)(a) to 19(2)(d)(ii) of the independent school standards.

Leaders are actively seeking to complete all outstanding vetting checks within a suitable timescale.

Each member of staff's personnel file includes a thorough checklist of actions to ensure no steps in the vetting process are missed. Records show application forms have been completed for each post and suitable references have been obtained prior to each appointment. Reference forms and interview panels have asked suitable questions about each member of staff's suitability to work with children. The principal and some other members of interview panels have undertaken safer recruitment training.

Leaders are maintaining an up-to-date single central record which meets statutory requirements.

All the standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

North East Futures will be located in state-of-the-art new premises set within an area of central Newcastle, currently undergoing significant investment and regeneration. The new site is, at the time of this inspection, a building site still under construction and in the hands of the contractors. The building is due to be signed over to the North East Futures on 24 August 2018.

During the inspection, the inspector toured the premises with representatives from the building contractor and the architects, as well as the principal.

The most recent assessments shared by the building contractor indicate the building is on course to meet the deadline for handover.

The building is a four-storey new development incorporating part of an old engineering plant of significant heritage value.

Due thought has gone into ensuring the site will meet all the standards in Part 5.

There will be suitable unisex toilet facilities on each floor of the building which can be secured from the inside, intended for use by one pupil at a time. Disabled toilet facilities will also be available within a reasonable travel distance of all areas of the school.

There is a lift that will provide access to each floor level.

The architect has considered acoustics and sound insulation within the design of the building. Classrooms are of a good size and will have suitable lighting and ventilation.

The main reception area will be fitted with suitable external lighting. Due thought has been given to ensuring entry to the building will be secure.

Toilet facilities will have an adequate supply of cold water and washing facilities will be fitted with hot and cold water. There will be suitable drinking water provided on each floor of the building.

Suitable changing and showers are included. There is suitable space for pupils to play and undertake physical exercise outside in a courtyard area and there will be a multiple use games area (MUGA) on the roof of the building.

There is a suitable room being developed as a medical room which is close to toilets and to a hygiene room equipped with specialist equipment for the medical care of pupils with more complex special needs.

The principal has orders in place for all loose classroom furniture, office furniture and storage.

The premises are likely to meet all the standards in Part 5 of the independent school standards.

Part 6. Provision of information

North East Futures has established a detailed website which provides parents and carers with a broad range of policies, a prospectus and curriculum information. The website sets out North East Futures' vision and mission. The website provides detailed curriculum information about the range of courses and qualifications available in key stage 4 and on 16-19 study programmes. The child protection policy and special educational needs policy are both available on the website.

The principal has systems in place for assessing and recording pupils' progress and for reporting pupils' progress to parents and carers. North East Futures aims to assess and report each pupil's academic progress every half-term and to provide a more detailed written report annually. North East Futures has, at the time of the inspection, recruited five pupils who have an education, health and care plan. The principal has met with each of these pupils and their families and with their current schools, to assess their particular needs. Although North East Futures has not appointed an accredited special educational needs coordinator (SENCo), they have made arrangements to share the services of a SENCo from Walkergate Technology College, a member of TCAT. The principal has a good understanding of the annual review process for pupils with education, health and care plans and the need to account for income and expenditure to the placing local authority.

The standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

North East Futures has an appropriate complaints policy in place which is made available to parents and carers via the website. The policy allows for complaints to be dealt with informally and formally. The policy sets out reasonable timelines for dealing with complaints. Suitable arrangements are in place for complaints to be heard by a panel appointed by the chair of trustees. In such cases a panel will include

a member who is independent of the running of North East Futures. The policy makes clear the complainant may be accompanied to a hearing by a friend or advocate. The policy also states that a confidential record will be kept of all complaints and that the outcome of the complaint will be communicated in writing.

The standards in Part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

The proprietor is currently North East Futures Limited. The board of trustees oversees the governance arrangements. The trustees are currently finalising negotiations to join TCAT. Due diligence processes are currently ongoing, although representatives of TCAT and North East Futures have been collaborating for some time on the development of policies and recruitment of staff. Trustees hope to complete the process of joining the multi-academy trust before the start of September 2018. However, TCAT and the trustees still need to complete a number of legal processes including agreeing a scheme of delegation. It is anticipated the current trustees will form a local governing body and provide ongoing day-to-day governance in due course.

During this inspection, the inspector met with representatives of the board of trustees and of TCAT. The trustees offer a broad range of educational, health, information technology and business experience. The principal recruited by the trustees is an experienced senior leader from a university technical college judged to be outstanding by Ofsted.

Leaders demonstrate a detailed awareness of the independent school standards and therefore, have developed a secure range of policies, procedures and management systems.

Leaders and managers demonstrate the skills and knowledge appropriate to their role so that the independent school standards in Parts 2-8 are likely to be met. Leaders are actively seeking to promote the well-being of students.

The standards in Part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

North East Futures has a suitable equalities statement in place that sets out how discrimination will be tackled. The policy makes appropriate reference to groups with protected characteristics, as described in the Equalities Act 2010. North East Futures has also prepared an accessibility plan setting out what will be done to improve the extent to which disabled pupils can participate in the curriculum. The plan also sets out how the physical environment of the school will be enhanced to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided, and to improve the accessibility of information to disabled pupils.

The new premises currently under construction have been designed to give ease of access for disabled pupils.

Arrangements to fulfil duties under schedule 10 of the Equalities Act 2010 are likely to be met.

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Advice note for a pre-registration inspection of an academy

School name	Oasis Academy Leesbrook
DfE registration number	4008
Unique reference number (URN)	145723
Inspection number	10053869
Inspection dates	21 May 2018
Reporting inspector	David Selby



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school premises, scrutinised information available on the school's interim website and reviewed a range of policies and procedures. He held discussions with the principal designate, Oasis Community Learning's regional director and the school's project manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1500. Initially 150 in Year 7 and 70 in
Age range	11-16
Gender of pupils	Mixed
Type of special educational needs	In addition to the mainstream classes, a NA

Context of the school

This new provision is a secondary school within the Oasis Community Learning (OCL) multi-academy trust. The school will initially be located in premises originally built to house a university technical college on Oldham College's site. A permanent site for a new-build school has been secured elsewhere in Oldham; planning and approval for the permanent building are at an early stage. However, arrangements are in place for the school to use the temporary site until the move to the permanent site is possible (intended in 2020). Teaching of the cohort which will form the new school's Year 8 is already taking place on the temporary site. These pupils are currently part of Year 7 at Oasis Academy Oldham (OAO).

The school will open in September 2018 with 150 Year 7 pupils and 70 Year 8 pupils. The school will grow to full capacity with the addition of Year 7 pupils in subsequent academic years. The final capacity of the school will be 1500.

Oasis Community Learning already has responsibility for a number of other schools in the region. As part of the trust, the new school will have access to support from other local trust schools, including OAO and Oasis Academy Limeside.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet the regulations in this part. The school's policies and procedures match those already established in other OCL schools. These emphasise the trust's nine 'habits' (compassion, patient, humble, joyful, honest, hopeful, considerate, forgiving, and self-control). These 'habits' provide a strong framework for building positive values, including tolerance and respect for self and others. The documents also emphasise equality for all.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in this part. The required policies are already in place and based on models provided by OCL. These, together with established working practices within OCL and at this site, indicate that matters such as health and safety (including fire safety), behaviour, bullying, supervision, risk assessment, first aid and safeguarding will be dealt with rigorously and for the benefit of pupils. There are close monitoring arrangements within OCL's systems, for example, in frequent reviews of the effectiveness of safeguarding by the regional director.

While all policies follow models provided by OCL, some policies still require 'localisation' to match them completely to the context of the new school. This activity is planned before the school opens.

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

The school is likely to meet all of the regulations in this part. The single central record is already in place. The details of all required checks are clearly recorded. The records include the details of OCL board members. As the academy council for the new school is currently a shadow committee of the academy council at OAO, the details about members of the academy council are recorded on OAO's single central record. These details will be transferred to the new school's single central record when the school starts to operate.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in this part. The short-term premises were purpose built to operate as a school. Where necessary, these have been refurbished to make them fully suitable for pupils aged 11 and older receiving a broad curriculum. These premises are of a high quality. Requirements such as a medical room and suitable, individual toilets for use by pupils are in place (and already in use).

The long-term premises will also be purpose built. Leaders are aware of the necessity of keeping proper contact with the regulator as the new school is planned and built.

Part 6. Provision of information

The school is likely to meet all of the regulations in this part. The required policies and other documents are available as paper copies and will be made fully available on the final version of the school's website. This is due to be released before the end of this school year.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in this part. The complaints policy is detailed and clear. It sets out a staged process for dealing with any concerns or complaints. It includes an additional stage to those specified in the regulations, allowing for referral to OCL's regional director before any complaint proceeds to a panel hearing.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in this part. Oasis Community Learning is experienced in running effective schools. The interim leaders have taken a thorough approach to ensuring that the required standards are likely to be met. They are well organised. Systems are in place to provide additional support, when this is needed, from other effective local schools. Leaders are confident that this will help them to ensure that the school quickly provides high-quality education and, at the same time, continues to meet the relevant regulations.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The buildings are accessible to people who have physical disabilities. Leaders have made plans to ensure that any pupils who have special educational needs will be properly supported so that they can have full access to the curriculum.

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Advice note for a pre-registration inspection of an academy

School name	Locking Parklands
DfE registration number	2006
Unique reference number (URN)	144754
Inspection number	10053920
Inspection dates	21 June 2018
Reporting inspector	Lorna Brackstone HMI



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher of the proposed school, the executive headteacher for Educate Together Academy Trust UK and the trust's development officer. Accompanied by all three staff, she visited the temporary building to evaluate the degree to which the proposed premises comply with the regulations. The inspector evaluated documentation both before and during the inspection.

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	420
Age range	3-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

Locking Parklands Educate Together Primary Academy proposes to open in September 2018. The school is being built to cater for children on the new housing development in the Locking area of Weston-super-Mare. In its first year, the school will be housed temporarily in purpose-built mobile accommodation. The new school is planned for completion in Autumn 2019. Only pre-school and Reception aged children will be admitted during the school's first year in operation. The school will then build up one year at a time until finally accommodating pupils in Year 6

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

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

Leaders have a clear vision and ethos for the school which is based on the multi-academy trust's motto of 'Learn Together to Live Together'. The four key principles of equality, co-education, child-centred and democracy are threaded through the planned curriculum and underpins the pupils' spiritual, moral, social and cultural development.

Topics and activities planned aim to foster pupils' knowledge and understanding of different beliefs. These topics also prepare them to become caring and respectful members of a multicultural society and make reasoned and informed judgements. It is intended that issues of morality will be addressed and pupils will be encouraged to develop their ethical awareness of rights, equality and citizenship.

Part 3. Welfare, health and safety of pupils

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

Policies and procedures have been well informed by those currently used in the other trust schools and adapted, where appropriate, to meet the local circumstances of Parklands. The safeguarding policy follows the latest guidance from the Secretary of State. It informs staff of the procedures to follow and the designated staff to speak to should they have concerns about a child.

The behaviour policy highlights the code of conduct that is expected for all pupils who attend the school. It has a positive emphasis on rewards. Respect for every child is at the heart of the policy. Balanced with these values are the range of sanctions with clear consequences for major incidents of poor behaviour.

The health and safety policy outlines in detail the school's responsibilities for keeping pupils safe. Risk assessments have been carried out in line with Health and Safety Executive guidance.

The plans for the temporary building have been approved by the local authority's building regulations department. It is intended that further checks will be made by specialists during the construction and completion of the new premises.

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

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

Leaders have recruited a headteacher and a Reception class teacher to take up post in September 2018. A single central record is in place. Those currently appointed, including the trustees, have had all the required checks, in line with the guidance

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

issued by the Secretary of State, to establish identity, qualifications, the right to work in the United Kingdom and suitability for teaching and leadership roles in school.

Part 5. Premises of and accommodation at schools

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

The temporary building contains two large teaching spaces, two kitchen areas, an administrative office and a meeting room. It has appropriate, separate toilets and wash basins for pupils and staff. Disabled access is in place through the provision of an external ramp, wide doors and separate toileting facilities which are suitably fitted. There is an area for medical supplies to be safely and hygienically stored and an area for pupils to rest if they are unwell. The temporary playground is safe and secure. It provides a suitable space for children to learn and play. The use of a hall in the nearby community centre will provide appropriate temporary facility for indoor physical activity.

It is intended that the school will occupy purpose-built premises from September 2019. Architectural plans show that all of the required facilities, including those for medical needs, first-aid and toileting. These have been designed to be appropriate to the needs of the children and pupils aged 3 to 11 and are compliant with the appropriate regulations.

Part 6. Provision of information

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

The school's website meets requirements for the publication of statutory information and contains the required policies. It contains the school's contact details and provides dates of key events. It also keeps parents informed of developments at the school. The website is available in hard copy if parents prefer. There are links to the Educate Together multi-academy trust website and information on governance. Details of the curriculum which will be taught at the school are also available on the website.

Part 7. Manner in which complaints are handled

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

The complaints policy is written in a way that is easy to read and understand. It is fully compliant with the regulations and has all the necessary steps and timelines for the efficient handling of any complaints.

Part 8. Quality of leadership in and management of schools

The standard in this part is likely to be met.

Leaders and trustees of the multi-academy trust are experienced and knowledgeable professionals. They have a very clear vision for the school and have built a curriculum around inclusivity, equality and democracy. The executive headteacher and the headteacher have demonstrated a high level of skill and expertise in their communication with parents, the local authority and the wide range of specialists involved in the planning of this new school.

A shadow academy development council has been recruited and there are clear plans for its future development.

Leaders fully understand the requirements of the independent school standards and have the necessary skills and knowledge to ensure that they are maintained. They have established high-quality policies which provide well for the welfare, health and safety of pupils.

Leadership is clear about how it will continue to monitor provision as the new premises are built and pupil numbers grow.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements.

Initially the school will occupy a single-storey building which has appropriate facilities and access for physically disabled people. The proposed new building is designed to comply fully with current legislation. It will have two floors which will be accessible either by lift or stairs. Policies and other documents demonstrate the trust's record of teaching children to value differences and celebrate diversity, paying particular regard to the protected characteristics set out in the Equalities Act 2010.

Statutory requirements of the Early Years Foundation Stage

Leaders have taken all reasonable steps to ensure that children in the Reception year will be safe. Staff have been recruited who are suitably experienced and qualified, including in the use of paediatric first aid.

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

School name	Poplar Farm School
DfE registration number	2048
Unique reference number (URN)	145902
Inspection number	10053883
Inspection dates	24 July 2018
Reporting inspector	Peter Stonier HMI



Information about the inspection

This inspection was conducted 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 inspector undertook a tour of the school with the headteacher. He scrutinised information available on the school's website and reviewed a range of documents, policies and proposed procedures. He held discussions with the headteacher and chief executive of the Community Inclusive Trust.

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	420. Initially 48 in September 2018.
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

Poplar Farm School is a new build free school situated in Grantham. It is due to open in September 2018 on the new Buckminster housing estate to the west of the town of Grantham. Poplar Farm School is part of the Community Inclusive Trust.

Poplar Farm School will open in September 2018 with 48 children in the early years foundation stage. The school plans to admit early years children in subsequent years rising to 420 pupils by 2024 when there will be pupils in all year groups from early years to Year 6.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school's spiritual, moral, social and cultural curriculum contains frequent opportunities for pupils to learn and experience faiths and cultures that are different to their own. There are also opportunities for pupils to learn about 'people who help us' and British values such as the rule of law, democracy, mutual respect and tolerance. The headteacher plans to link with other schools in the trust to enable pupils to understand equality and at the same time celebrate differences. There are opportunities for pupils to learn how to keep themselves safe, with planned visits from the local police and fire services.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part. The school's safeguarding policy includes relevant and up-to-date government guidance. It states clearly the school's procedures should an adult have a concern regarding the welfare of a pupil or family. The designated safeguarding leads have received appropriate safeguarding training in, for example, the 'Prevent' duty, spotting the signs of child sexual exploitation and female genital mutilation. Other adults will be trained in these areas during staff training days before the school opens. Policies for health and safety, anti-bullying, first aid and risk assessment are appropriate and in place. The behaviour management policy contains age appropriate rewards and sanctions. A fire risk assessment has been undertaken by Lincolnshire Fire Service and there are procedures and policies in place to practise evacuation drills and to test weekly fire call points and the sprinkler system. The school therefore complies with the Regulatory Reform (Fire Safety) Order 2005.

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

The school is likely to meet all of the regulations in relation to this part. All relevant checks have been made on staff prior to them starting employment at the school. This includes the section 128 check for persons with management responsibilities at the school and the trust. It is clear when the employment checks were made and by whom. Safer recruitment practices have been followed. The single central record meets current requirements.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part. Classrooms are appropriate in terms of size, acoustics and lighting. There are appropriate toilet and washing facilities and a medical room for the short-term treatment of ill or

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

injured pupils. Outdoor provision for pupils to play and exercise is plentiful with two playgrounds and a large field.

Part 6. Provision of information

The school is likely to meet all of the regulations in this part. All the required policies including the safeguarding policy are available to parents and carers. These policies can be downloaded from the school and Community Inclusive Trust websites.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in this part. The complaints policy is detailed and meets requirements. All the necessary steps to deal with complaints are set out. For example, there are time scales at the relevant stages and clear procedures are in place should a complaint reach the formal stage and therefore require a panel hearing. The school has a log book to record complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in this part. The experienced headteacher demonstrates appropriate skills and knowledge for the role. For example, she has planned an interactive outdoor area for the early years children to explore and learn in. Currently, the trust successfully runs ten schools in Lincolnshire. The headteacher is held to account by a director of education who in turn is held to account by the chief executive of the trust. The chief executive is held to account by the trust board. A local governing body undertakes various monitoring roles including making health and safety checks and checks on the standard of pupils' work and behaviour. The trust is clear about how it will monitor the school to ensure the school will consistently meet the independent school standards.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. The Trust ensures that the school's equality and diversity policy includes all the protected characteristics set out in the Equality act 2010. The headteacher is well aware of her duty to promote equality. For example, there is a lift, specialist toilets and ramps around the school for any prospective wheelchair users.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the regulations in this part. The indoor and outdoor environments are appropriate and are likely to meet the requirements of the foundation stage curriculum. Staff have received paediatric first aid training and are therefore well placed to ensure the children are safe. There are plans in place for the secure handover of children at the start and end of the day.

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

School name	Red Kite Academy
DfE registration number	7003
Unique reference number (URN)	145906
Inspection number	10053854
Inspection dates	16 July 2018
Reporting inspector	Martin Finch



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher, the chief executive officer and the chair of directors of the Kingsley Learning Trust. He undertook a tour of the school site, scrutinised information available on the school's website, reviewed curriculum documentation related to personal social, health and economic education and reviewed a range of policies, including those related to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	100
Age range	4-18
Gender of pupils	Mixed
Type of special educational needs	Severe learning difficulties, autistic spectrum disorder, sensory and/or physical needs and multi-sensory impairment

Context of the school

It is proposed that Red Kite Academy will be an all-through special school for pupils aged from 4-18 years.

The building is close to completion. The building is expected to be finished by the middle of August 2018.

It is anticipated that pupils will be admitted to the Reception Year and into Years 1 to 9, in September 2018. The school expects to admit 63 pupils in September 2018. The school is expected to reach its maximum capacity of 100 pupils in all year groups in September 2019.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens, provided that it addresses the regulations noted in the table as set out in part 3.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school plans many opportunities for pupils to learn about British values. Pupils will learn about democracy through voting for school councillor representatives. The pupils will meet local councillors and visit the council chambers. The school plans to invite the local police into school to promote the rule of law. The school also aims to promote tolerance and respect through learning about different cultures and faiths. In the curriculum, the school plans to celebrate festivals from different religions and invite people of different faiths into school to talk to the pupils. The school plans to set up a charity committee to help pupils fundraise for worthwhile causes.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part provided that it addresses the regulations set out in the table below. The school's safeguarding policy includes the latest government guidance and sets out the roles and responsibilities of staff and leaders. The behaviour and motivation policy emphasises the importance of meeting pupils' needs. The school aims to put in place behaviour intervention plans for pupils who require them. The plans will identify the triggers and indicators of misbehaviour as well as strategies to manage pupils' behaviour. The school leaders have appropriate policies in place for anti-bullying, health and safety, and first aid. The school has a fire strategy which has been drawn up by an external firm. The building has fire-exit signs in place. However, leaders have not yet written a fire risk assessment, nor ordered fire-safety equipment. The school has a comprehensive risk assessment policy in place and have listed the activities in the school's provision that will require a risk assessment.

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

ensure compliance with the Regulatory Reform (Fire Safety) Order 2005	paragraph 12
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³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all of the regulations in relation to this part. The single central record (SCR) is in place and members of staff who are currently employed by the school have undergone all the required checks. The date of the checks, and who completed the checks, is shown on the SCR. The recruitment files are well maintained. The school has ensured that they have had two references for staff before commencing employment. The school does not plan to use supply staff but to train members of their own staff to teach classes when required.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part. The new building is due to be completed before the middle of August 2018. Each classroom has an outside door to the playground. The early years classroom has access to a covered courtyard. Inclusive playground equipment will be ordered to meet the needs of pupils. There will be a music room and a recording room to promote music. The site has a space for vehicles to drop off and pick up pupils. There will be secure access to the building.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part. All the required policies are in place and available to parents. The school has pro-formas in place for annual reports to parents of individual pupils. The safeguarding policy is published on the school's website. The school plans to add more information to the website as the school opens.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in relation to this part. The complaints policy sets out in detail how school leaders will handle complaints. There is a procedure in place to handle complaints on an informal basis and, if required, on a formal basis. The school has set timelines for when each step in the complaints procedure should be completed.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in relation to this part. The Kingsley Learning Foundation currently runs one school, Kingsley Special Academy. The chief executive officer of the trust combines the role of executive headteacher of Red Kite Academy with being headteacher of Kingsley Special Academy. The trust directors have a wealth of educational experience as well as expertise in finance and buildings. The governing body of the school will report to the trust. The trust will appoint an external adviser to set performance management targets for the headteacher and the executive headteacher. The trust is clear about how they will monitor the performance of the school to ensure it will consistently meet the independent school standards.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. The school has an equality policy which includes all the protected characteristics set out in the

Equality Act 2010. The whole building is accessible for wheelchair users. Hoisting equipment is in place to support staff in moving and handling pupils.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school have ensured that there will be suitably qualified staff to meet the early years safeguarding and welfare requirements. Three members of staff have paediatric first aid training. Children who will be starting school in September have key workers assigned to them. There is an early years curriculum in place which covers all areas of the early years foundation stage. Staff plan to regularly assess children's progress.

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

School name	Saracens High School
DfE registration number	10646649
Unique reference number (URN)	145921
Inspection number	10053862
Inspection dates	23 May 2018
Reporting inspector	Daniel Burton HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	Initially 160, rising to 1130
Age range	Initially 11-12, rising to 11-18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

It is proposed that Saracens High School will be an 11 to 18 school. The school proposes to admit pupils only in Year 7 in its first year. Subsequently, it is proposed that the age range of pupils on roll will rise each year until the school becomes a school for pupils aged 11 to 18.

In its first two years the school will be located in the premises of a former primary school and teacher training centre. A brand-new school building is planned with the intention that it will open in September 2020. At that point, the temporary accommodation will be demolished and the land used to provide additional outside space for recreation and physical education.

Work to convert the temporary accommodation in readiness for the school's proposed opening began on Monday 21 May 2018. The work is due to be completed in time for the planned opening of the school on 1 September 2018.

The inspector looked at the plans for the proposed temporary site and visited the site with the headteacher of the proposed school and the project manager.

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.

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, provided that it addresses the regulations noted in the tables set out in parts 3, 4, 5 and 8.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the school's policies stress its core values of discipline, hard work, honesty and humility. The school aims to develop pupils' individual confidence and determination to succeed. The school's curriculum plans indicate that the school aims to provide pupils with opportunities to gain accreditation in skills such as leadership, organisation, resilience and initiative. Provision is planned to promote fundamental British values, including pupils' understanding of democracy and the rule of law. The school's draft policies indicate that appropriate steps will be taken to promote respect for other people, including those with the protected characteristics set out in the Equality Act 2010.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part provided it addresses the regulations set out in the table below. The school's ethos promotes strongly the importance of good behaviour. The school has an appropriate anti-bullying policy in place and proposes to promote kindness to others through personal, social, health and economic (PSHE) education. Policies relating to health and safety are in place. Not all the necessary checks have yet been made on the suitability of each member of the body of proprietors. The rights of the proprietors to work in the United Kingdom have not been checked. Neither have checks being made to establish whether any of the proprietors have lived outside the United Kingdom. In addition, the current plans for the temporary accommodation of the school do not include showers for pupils who receive physical education (PE).

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

arrangements are made to safeguard and promote the welfare of pupils at the school	7(a)
ensure checks confirming MB's identity and MB's right to work in the United Kingdom; and	20(6), 20(6)(b), 20(6)(b)(ii), 20(6)(b)(iii),

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

<p>ensure where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State</p> <p>record for each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.</p>	<p>23(1) and 23(1)(c)</p>
<p>ensure suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.</p>	<p>23(1) and 23(1)(c)</p>

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

The school is likely to meet all of the regulations in this part provided it addresses the regulations set out in the table below. All the required checks on teaching and other staff have been carried out or are in the process of being carried out. The school has a single central record of staff suitability which is effectively and clearly maintained. Some, though not all, of the necessary checks on the proprietors have been carried out. The rights of the proprietors to work in the United Kingdom have not been checked. Neither have checks been made to establish whether any of the proprietors have lived outside the United Kingdom.

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

<p>ensure checks confirming MB's identity and MB's right to work in the United Kingdom; and</p> <p>ensure where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State</p> <p>record for each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.</p>	<p>20(6), 20(6)(b), 20(6)(b)(ii), 20(6)(b)(iii), 23(1) and 23(1)(c)</p>
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Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in this part provided it addresses the regulations set out in the table below. The temporary accommodation benefits from good natural lighting and classrooms of appropriate size. Temporary arrangements are planned to ensure that the planned curriculum in science can be

delivered. The plans show that provision is likely to be made for suitable facilities, including provision for toileting, first aid and medical facilities. The temporary site includes outside space for recreation and PE. However, no provision is currently planned for showering. In order to meet the requirements in full, the school should:

ensure suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.	23(1) and 23(1)(c)
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Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part. All the required policies are in place and meet requirements. Some of the policies remain in draft form and await ratification by governors. Leaders make policies available to parents through the school's website as soon as they are ratified.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in relation to this part. The complaints policy sets out the school's procedures for dealing with complaints clearly and in line with statutory guidance. The complaints policy is on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in this part provided it addresses the regulations set out in the table below. The proposed school benefits from having a project manager who is experienced in managing the opening of new schools. Although this will be the headteacher's first headship, he is an experienced senior leader who has previously held leadership positions in successful secondary schools. The body of proprietors includes members with considerable professional expertise, including in education. Leaders have ensured that most of the standards are likely to be met. They have a clear understanding of what needs to be done to ensure that all of the standards are met by the time the school opens. In order to meet the requirements in full, the school should:

arrangements are made to safeguard and promote the welfare of pupils at the school	7a
ensure checks confirming MB's identity and MB's right to work in the United Kingdom; and ensure where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State record for each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.	20(6), 20(6)(b), 20(6)(b)(ii), 20(6)(b)(iii), 23(1) and 23(1)(c)

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. Policies identify how the school will monitor the impact of provision on different groups of pupils. An accessibility plan is in place and meets requirements.

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

School name	Sherford Vale School
DfE registration number	2071
Unique reference number (URN)	145907
Inspection number	10053922
Inspection dates	21 June 2018
Reporting inspector	Nathan Kemp HMI



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher and the chief executive officer (CEO) of the Westcountry Schools Trust. The inspector visited the school site with the headteacher. The inspector spoke with the site manager to ascertain the status of the building phase and to check for specific standards contained within part 5 of the independent school standards. The inspector considered a range of documentation, including policies, both before and during the pre-registration inspection.

Information about the registration

Number of day pupils	480
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Sherford Vale School proposes to open in September 2018. The school will cater predominantly for local children in a large nearby housing development. The school's planned admission number will be 480 pupils from the Nursery Year to Year 6. In its first year, the school plans to admit pupils from the Nursery Year to Year 6, operating with mixed-aged classes for the Reception class, Years 1 and 2; and Years 4, 5 and 6.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the standards in this part. School leaders have detailed plans in place to make sure pupils have quality opportunities to develop spiritually, morally, socially and culturally (SMSC). The school's STAMP curriculum (Science, Technology, Arts, Mathematics and Physical Education) aims to ensure pupils access a well-rounded curriculum which will enhance their SMSC development.

The school's personal, social, health and economic (PSHE) curriculum considers three main aspects of 'Health and Wellbeing', 'Relationships' and 'Living in the wider world'. The PSHE curriculum details the opportunities that pupils will have to develop understanding of public institutions such as the police, as well as developing their understanding of different faiths and cultures. Leaders also aim for pupils to maintain a healthy lifestyle. The 'daily mile' will help to contribute to this. In addition, leaders have ensured that current policies are in place to promote British values.

'Think, create, ask and succeed' are the cornerstones of the school's values. Leaders aim to develop pupils who are creative, ask questions, think about themselves and others; and ultimately, succeed. Leaders aspire for the school to form a key part of this newly built community. On the first day of school, plans are in place for staff, pupils and parents to meet and walk to school with members of the construction team. Here, the new school will be officially handed over to the pupils.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the standards in this part. School leaders have policies in place to promote the welfare, health and safety of pupils. The behaviour policy reflects the school's expectations, making clear the use of any rewards and sanctions. The anti-bullying policy draws attention to the various types of bullying and, if such incidences should occur, how leaders will respond. Leaders have ensured that the school's safeguarding and child protection policy is current and takes account of the guidance within Keeping Children Safe in Education, 2016.

Leaders have ensured that the school's risk assessment policy is in place. By using a formula, likelihood x impact = risk factor, leaders aim to ensure that relevant actions are in place that are proportionate to the risk, thus alleviating any occurrence. Leaders plan to create specific risk assessments, alongside staff, when needed. Fire safety plans have been completed. Leaders are sourcing fire safety equipment to fulfil these requirements.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all the standards in this part. The school's single central record is in place and covers all the checks required by statutory guidance. A scrutiny of the single central record and a sample of personnel files shows that most of the checks have been made in line with requirements.

There are several newly appointed staff for whom the full checks have yet to be completed. However, these checks were being undertaken at the time of the pre-registration visit. As these members of staff are not yet working with pupils, leaders are acting within statutory guidance. Leaders are purposely delaying the disclosure and barring service (DBS) checks, with the aim that checks are as current as possible when staff begin their roles from September 2018. This is an example of leaders' robust approach to ensuring that they only appoint those who are suitable to work with children. Personnel files are well organised and demonstrate the school's thorough recruitment processes.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the standards in this part. During this pre-registration inspection, the site was 10 weeks from completion with still much to do. The build is on track to be ready for the beginning of the academic year. However, leaders have suitable contingency plans in place, in the eventuality of any delays.

The building is well-lit throughout, with classrooms and communal spaces benefitting from several large windows. The acoustic conditions have been considered when designing the school, and ceiling tiles will be installed to further enhance this. Each classroom provides pupils with access to toilet and washing facilities. Separate toilets can also be found in communal areas. At the time of the pre-registration inspection, the building did not have a water supply. However, plans are in place to ensure that water does not pose a risk of scalding pupils. The school has a separate medical room, providing access to washing facilities and located nearby to toilet facilities. Finally, there are accessible washing facilities for pupils who rely on the use of a wheelchair. Outside, the site provides plenty of space for pupils to play. It is also suitable for the teaching of a physical education curriculum. Although not yet installed, the building will feature external lighting, aiding access to and from the school.

Part 6. Provision of information

The school is likely to meet all the standards in this part. Leaders plan to make information available to parents via the school's website. Leaders are currently uploading key policies on to the school's website in preparation for the school's opening in September 2018.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

The school's complaints policy is detailed and outlines the school's procedures that parents can follow should they have a complaint. The policy is unique to the school

and includes an additional level of 'mediation'. The policy sets out clear timescales for each stage of a complaint, from the informal stage through to the formal stage and, where relevant, any subsequent panel hearing.

In order to meet the requirements in full, the school should consider:

<p>The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented, and which deals with the handling of complaints from parents of pupils and which-</p> <ul style="list-style-type: none"> ▪ allows for a parent to attend and be accompanied at a panel hearing if they wish; ▪ provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is- available for inspection on the school premises by the proprietor and the head teacher; ▪ provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e); and whether they are resolved following a formal procedure, or proceed to a panel hearing; and action taken by the school as a result of those complaints (regardless of whether they are upheld); and provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them. 	<p>33(h), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)</p>
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Part 8. Quality of leadership in and management of schools

The school is likely to meet all the standards in this part. Leaders have a clear understanding of the independent school standards and are well placed to ensure that these are met. Leaders' approach to meeting the independent school standards includes the involvement of a pro-active and established governing body as well as support from the Westcountry Schools Trust.

Schedule 10 of the Equality Act 2010

The school has an appropriate equality policy. This policy meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The school's new premises are organised on a single level, suitable for wheelchair access. There are accessible facilities within the premises, including a disabled toilet and washing facilities. 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 2010 Equality Act. The policy makes clear the school's complaints process within the document, adequately cross-referencing to the school's complaints policy. The complaints policy is evaluated in part 7 of the independent school standards.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the standards in this part. Leaders are familiar with the early years statutory requirements. Leaders have considered the number of staff required to maintain the correct ratio of adults to children. Leaders have contingency plans in place, in case the number of children within the early years increases, both before the school opens in September 2018 and during the academic year. The early years leader has qualified teacher status (QTS) and is paediatric first aid and child protection trained. There are plans for all staff to undertake a thorough induction process prior to the school opening. This induction will include safeguarding training for all staff and paediatric first aid training for an additional member of staff in the early years setting. Leaders have plans in place to make sure that there are suitable cover arrangements for staff in the early years. The safeguarding policy is in place. Across the early years setting, both indoors and outdoors, there is generous space afforded for physical activity. Outside, children will benefit from climbing equipment. Indoors, the setting provides suitable toileting and washing facilities as well as adequate space for nappy-changing. There is also a separate staffing area, providing space for staff to meet with parents.

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

School name	St. Clements Hill Primary Academy
DfE registration number	2199
Unique reference number (URN)	145914
Inspection number	10053942
Inspection dates	14 June 2018
Reporting inspector	Jason Howard



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	22 rising to 420
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

St Clements Hill Primary Academy is a new school that is currently under construction and due for completion by September 2018. It is being built in order to satisfy the demand for additional school places occasioned by a considerable increase in the housing stock within the local area. Pupils who attend the school will benefit from access to facilities provided by adjacent amenities, including a nursery, a sports centre and a theatre.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school's policies indicate a strong commitment to promoting the understanding of Britain's

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.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

democratic institutions and to the promotion of British values. Pupils will develop their understanding of the democratic process through electing members of the school council and taking up leadership positions. They will learn about important concepts such as the separation of powers, and the importance of an independent judiciary and the rule of law. Pupils will gain an understanding of Britain's public services through involvement in the multi-academy trust's Alzheimer's project, for example, which will help them to understand the role of the NHS. There will be ample opportunities for pupils to develop mutual respect for those of other beliefs and traditions, including through the taught curriculum, the assembly programme and links with local faith groups and religious organisations. Pupils will also benefit from the school's links with local charitable organisations.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant standards. The new school will benefit from the use of clear, comprehensive and statutorily-compliant policies and procedures that are already being used by other schools within the multi-academy trust. Existing policies, alongside other evidence, indicate that health and safety (including behaviour, fire safety, first aid, risk assessment and safeguarding) will be secure and comply with guidance. The multi-academy trust completes termly fire audits and an annual fire risk assessment. The school will provide adequate supervision of pupils by employing teaching assistants to be present at social times and at events before and after the school day. Leaders with responsibility for safeguarding have significant experience of ensuring secure provision in this regard. Appropriate systems are in place for recording and responding to safeguarding concerns. Leaders are alert to any signs of extremism or radicalisation and related policies and procedures are in place to ensure that appropriate action is taken in response to concerns. The school's behaviour policy is clear and comprehensive. It sets out appropriate procedures for promoting and rewarding positive conduct and tackling unacceptable behaviour.

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

The school is likely to meet all of the relevant regulations. The single central record template indicates that all of the required checks will be made, including those required for governors. The multi-academy trust verifies the accuracy of this work via regular compliance checks.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The design is approved by the department for education and building works are anticipated to be completed by September 2018. The building plans indicate that the premises will meet all current requirements including, for example, provision for toileting, first aid and medical facilities. The plot on which the new building is situated provides ample space for play and to enable the requirements of the physical education curriculum to be met.

Part 6. Provision of information

The school is likely to meet all of the requirements. All of the required policies are in place and available to parents. The website is under construction and will include up-

to-date policies and other information. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy contains all of the formal and informal steps required. Timelines and procedures for the efficient and appropriate handling of any complaints are specified clearly within it. The policy will appear on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The multi-academy trust has experience of running nearby primary schools. Leaders, including the headteacher, have significant and substantial educational experience and a track-record of success in improving outcomes for pupils. They have a good understanding of the regulatory requirements, having already fulfilled them successfully at other schools. Leaders have the necessary skills and knowledge to ensure that established policies provide strongly for the health, safety and welfare of pupils. Leaders have put in place procedures to monitor the school's adherence to the independent school standards.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities makes clear how different groups of pupils will be supported, and how their progress and well-being will be monitored. The school's premises will provide ease of access to those who use wheelchairs.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the early years requirements. Suitably qualified and experienced staff have been appointed. Detailed policies are in place which meet current requirements, and which link in with whole school policies.

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

School name	St. Gabriel's Cof E Academy
DfE registration number	2061
Unique reference number (URN)	145911
Inspection number	10053910
Inspection dates	18 June 2018
Reporting inspector	Sandy Hayes



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	210 (to start with 55 in September 2018)
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The school seeks registration as a one-form-entry Church of England Primary school for children aged 4-11 years. It will be run by The St. Gabriel's Academy Trust, which is a partnership between the Coventry of Diocese board of Education and the developer, a company called Urban and Civic.

The school will serve Houlton, a new development of housing on the outskirts of Rugby. It will be housed in purpose-built accommodation provided by the developer.

It is anticipated that pupils will be admitted into all year groups in September 2018. 15 pupils are registered to start in the Reception class. Numbers for other year groups are due to be confirmed by the local authority on 25 June 2018. It is anticipated that approximately 10 pupils will join Years 1 and 2; 15-20 will join in Years 3 and 4; and 10 will join in Years 5 and 6.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens, provided that it addresses the regulations noted in the tables set out in parts 3, 4, 5, 6, 7 and 8.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. Curriculum plans show that the school's themes of resilience, respect, consent, risk and healthy relationships, will be taught explicitly through personal, social and health education (PSHE) lessons and reinforced through projects and topics across all subjects. The school's policy for spiritual, moral, social and cultural education (SMSC) places appropriate emphasis on pupils developing self-esteem and self-confidence. Plans show pupils will learn about a variety of religious celebrations, including Eid and Diwali, as well as Christian celebrations, such as Easter. The school's curriculum will be based around identified texts. The intended texts present a wide range of cultural, social and moral themes.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below. The safeguarding policy is comprehensive. Leaders have plans to amend it in line with the latest statutory guidance due to be in effect from September 2018. There is no health and safety policy in place, although the trust has appointed a member of the board to take direct responsibility for overseeing this area. A fire risk assessment has been carried out very recently. It identified a number of recommendations. Most have been addressed, but some remain. Final exit doors from classrooms are key-lockable. It was recommended that locks be changed to thumb-turn locks. Three staff are nominated as first-aiders. They are not appropriately trained. Dates for relevant training have been identified, but are yet to happen. The first aid policy does not identify the nominated staff. It does not include advice for staff in cases involving bodily fluids. Arrangements are in place for suitable attendance registers to be kept. The admissions register does not contain all the required information. There is no written risk assessment policy in place.

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

draw up a relevant health and safety policy	11
implement in full the recommendations from the fire risk assessment carried out in June	12
ensure the three nominated staff are trained in first aid at work on the planned dates (starting 23 July) ensure the written policy includes the names of all trained first aiders (including those who are paediatric first aid trained)	13

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

ensure that the policy includes advice for staff on cases involving bodily fluids	
ensure the admissions register complies with statutory guidance	15
draw up a suitable policy for assessing and addressing risks.	16 (a)

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

The school is likely to meet all of the standards for this part provided that it addresses the regulations set out in the table below. Leaders are awaiting the outcomes of criminal records checks for all staff and trustees. They have been unable to make checks on prohibition orders or directions made under section 128 of the 2008 Act because they do not currently have access to the DfE Secure Access portal. The single central record (SCR) currently records all checks except the ones being awaited. Leaders have checked whether reasonable adjustments are required for staff in the case of any disability. However, they have not carried out full medical fitness checks on the staff appointed. They will consult current staff and add this to their pre-appointment checklist for future recruitment.

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

complete all prohibition checks in accordance with statutory guidance	Paragraphs 18(2)(b) 18(2)(c)(2)
include checks on each person's medical fitness in line with statutory guidance.	

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below. The accommodation is purpose built, light, airy and spacious. Classrooms are well equipped. Final fittings, such as hand dryers, are due for completion in the next few weeks. Playground areas are large and well surfaced. The school site is vast. The hard areas are surrounded by a very large area that is intended to be a school field. This is currently derelict. The ground is rough and strewn with building rubble. It is directly accessible from the playground as it is not fenced off. The developer has agreed to rotivate it, plant seeds and water it for a period of time. If it is not improved (or fenced off), the field area will pose a risk to pupils' safety in September.

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

ensure that, before the school opens to pupils, the developer either improves the field area as agreed with the proprietor, or temporarily fences it off until the action is completed satisfactorily.	Paragraph 25
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Part 6. Provision of information

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below. The school's website is new. Not all the required information is included. Leaders are aware of the absence of some information that would enable correspondence with the chair of the board of trustees and of some policies regarding pupils' welfare and well-being.

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

ensure the school's website shows: the school's address; the address and telephone number of the proprietorial body; the name and contact details of the chair of trustees	paragraphs 32(1), 32(1)(a), 32(1)(b) and 32(1)(c)
ensure the website contains all the information specified in sub-paragraph 3, in particular: the policy on behaviour; the anti-bullying policy; the health and safety policy; and the school's procedure for handling complaints	
ensure the safeguarding policy is available on the website.	

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below. The written complaints policy is in draft form. It meets some, but not all, the standards for this part.

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

publish the policy on the school's website	paragraphs 33, 33(b), 33(g), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)
ensure that the policy identifies that one panel member is independent of the management and running of the school	
include a statement in the policy that findings and recommendations be available on the school premises for inspection by the proprietor and headteacher	
include in the policy that a written record will be kept of all complaints, indicating: <ul style="list-style-type: none"> ▪ whether they are resolved following a formal procedure, or proceed to a panel hearing ▪ any action taken by the school as a result of those complaints (regardless of whether they are upheld) ▪ that findings and recommendations be available on the school premises for inspection by the proprietor and headteacher 	
include a statement in the policy that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.	

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below.

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

ensure that standards in the preceding parts are likely to be met consistently.	34(1) 34(1)(a) 34(1)(b)
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Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy that sets out how accessibility will be assured as the school population grows in number.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the statutory requirements of the Early Years Foundation Stage.

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Advice note for a pre-registration inspection of an academy

School name	St. James Church of England Primary and Nursery School
DfE registration number	2082
Unique reference number (URN)	145912
Inspection number	10053924
Inspection dates	18 June 2018
Reporting inspector	Jonathan Dyer HMI



Information about the inspection

This inspection was conducted 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 inspector met with the head of school, the project manager, an education adviser for the Diocese of Exeter and a representative of property services for the Diocese of Exeter. He also met with the director of education for the Diocese of Exeter, in his capacity as chair of governors and, hence, the proprietor. As well as evaluating the temporary provision, the inspector examined building plans and visited the permanent school site to evaluate the degree to which both premises comply with the regulations. The inspector evaluated a range of documentation both before and during the inspection.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	210
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

St James Church of England Primary and Nursery School proposes to open in September 2018. The new school will cater predominantly for children from Meldon Fields, a new housing development to the east of Okehampton. The school's planned admission number will be 210 for nursery-aged children, and pupils from Reception to Year 6.

Initially, the school will be admitting up to 30 children into Reception. While the school's permanent site is being completed, these children will be taught at Great Links Tor. This is a detached building located towards the front of the Okehampton Primary School site. The school plans to move into its permanent premises in January 2019. From this point, leaders will consider opening other year groups as need demands.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens provided that it addresses the regulations noted in the tables set out in parts 3, 7 and 8.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. School leaders have put in place comprehensive plans for active promotion of pupils' spiritual, moral, social and cultural development. Planning shows that this will be achieved by ensuring that spiritual, moral, social and cultural elements will be interwoven through the school's curriculum. Additionally, pupils' development will be addressed through collective worship and whole-school events. A wide-ranging timetable for the coverage of events has already been drawn up. This includes recognition of National Heroes Day, School Diversity Week and Diwali. Additionally, the school plans to celebrate the feast day of St James in partnership with the local community.

Leaders have a clear vision for how they intend to establish the school at the heart of its community. Once the school is open, leaders, staff and governors plan to develop the school's ethos and values alongside pupils and their parents. This will ensure ownership and a shared purpose among the school's stakeholders. Leaders have put in place effective provision to ensure the promotion of British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below.

Pupils' welfare is clearly at the heart of the school's work. In preparation for opening, leaders have ensured that policies and procedures are in place to keep children safe and to promote their wellbeing. For example, safeguarding, behaviour and anti-bullying policies have all been published and are in line with statutory guidance.

Leaders have evaluated the potential risks associated with the Great Links Tor site and effective plans are in place to manage these in readiness for opening in September. However, other risk assessments linked to the curriculum and the children's movement around the site, have not yet been drawn up. While it has been a deliberate approach to delay drawing up these risk assessments until nearer the time, leaders recognise that this will need to be addressed in order to meet the independent school standards.

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

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified.	Paragraph 16, 16(a), 16(b)
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Part 4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the standards in this part. The school’s procedures to ensure the suitability of adults working in the school are thorough and have been implemented appropriately for governors and the small number of staff that have already been appointed. The school’s single central record, based on a model from Devon local authority, is fully compliant and provides evidence that checks have been made in line with statutory guidance. This evidence was supported by a scrutiny of personnel files.

Part 5. Premises of and accommodation at schools

As part of this inspection, the inspector considered both the Great Links Tor premises and the plans for the school’s permanent site. Based on this, the school is likely to meet all of the standards in this part. Those responsible for the development of the Great Links Tor site have considered the children’s academic and personal development, as well as their safety and welfare. The proposed school will have shared use of many of the facilities of Okehampton Primary School. This includes toilets, washing facilities and outdoor areas. Where the site requires additional work to ensure the safety of children, these works have already been instructed. Although still in its earliest stages of development, plans show that the new school site has been designed with consideration of the independent school standards. Assuming that the premises are built in line with the plans, they are likely to meet the standards on completion.

Part 6. Provision of information

The school is likely to meet all of the standards in this part. The school’s website is live and includes a wide range of information about the school and its future provision. This includes the policies required to meet the standards. Parents will be able to request paper copies if they prefer.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below. The school’s complaints policy is comprehensive and outlines clearly the procedures that parents can follow should they have a complaint. However, the policy does not make it clear how any actions resulting from a complaint will be recorded. Additionally, although the policy states that complaints will be kept confidential, it does not make it clear that the details of complaints will be made available to the headteacher, the proprietor, the Secretary of State or any inspection body that requests them.

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

ensure that a complaints procedure is drawn up and effectively implemented, which deals with the handling of complaints from	Paragraph 33, 33(i), 33(i)(ii),
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<p>parents of pupils and which:</p> <ul style="list-style-type: none"> ▪ provides for the panel to make findings and recommendations and stipulates that a copy of these findings and recommendations is available for inspection on the school premises by the proprietor and the headteacher ▪ provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and whether they are resolved following a formal procedure, or proceed to a panel hearing; and action taken by the school as a result of those complaints (regardless of whether they are upheld) ▪ provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them. 	<p>33(j), 33(j)(i), 33(j)(ii), 33(k)</p>
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Part 8. Quality of leadership in and management of schools

Against a tight timescale, leaders, including the proprietor, have shown great skill and determination in ensuring that the school will be ready to open in September. They demonstrate a detailed understanding of the independent school standards. The requirements in part 8 will be met when all of the other standards are met.

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

<p>ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently.</p>	<p>Paragraph 34(1), 34(1)(a), 34(1)(b)</p>
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Schedule 10 of the Equality Act 2010

Leaders have put in place the appropriate policies and procedures. As a result, the school is likely to meet the requirements set out in paragraph 3 of schedule 10 of the Equality Act 2010. Additionally, both sites have been designed in line with the latest accessibility requirements.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the statutory requirements of the early years foundation stage. Leaders are fully aware of the requirements and have ensured that the school's practices are consistently in line with them. Safeguarding procedures and other welfare requirements are secure. Leaders have put in place appropriate supervision ratios and staff training, for example in paediatric first aid.

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Advice note for a pre-registration inspection of an academy

School name	St. Peter's CE Primary Academy
DfE registration number	2036
Unique reference number (URN)	145166
Inspection number	10053925
Inspection dates	15 June 2018
Reporting inspector	Nathan Kemp HMI



Information about the inspection

This inspection was conducted 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 inspector met with the headteacher, the chief executive officer (CEO) of Diocese of Salisbury Academy Trust (DSAT) and the project manager responsible for the building of the new school. Accompanied by the headteacher and the project manager, the inspector visited the school site. He evaluated how the premises comply with part 5 of the independent school standards. The inspector evaluated a range of documentation both before and during the inspection.

Information about the registration

The school is seeking registration as a school for:

Number of day pupils	315
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

St Peter's Academy proposes to open in September 2018. The school will cater predominantly for local children in a new neighbouring housing development. The school's planned admission number will be 315 pupils from the Reception Year to Year 6. In its first year, the school plans to admit only pupils from the Reception Year to Year 4.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. School leaders have comprehensive plans to ensure that pupils' need for spiritual, moral, social and cultural development is met. The school's vision and values will underpin this work. The five main strands of critical thinking, aspiration, respect, community and excellence are key to leaders' plans. Leaders speak passionately about the school's values and articulate how these will be actioned. Leaders aspire for the school to play a pivotal role in the local community, ranging from visiting local retirement homes through to hosting a range of charitable events. School leaders, under the value of 'aspiration', plan to deliver modern foreign languages from the Reception Year, opting for the language of Mandarin. Leaders say they have chosen this to reflect its increasing use as a global language. Through the vision of 'respect', leaders plan to broaden pupils' understanding of different religions, races and cultures. They plan to achieve this through a rich, varied curriculum and events such as 'diversity days'. Furthermore, school leaders have ensured that the correct policies are in place to promote British values.

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 and promote the welfare, health and safety of pupils. The school's safeguarding policy is current and considers the guidance in Keeping Children Safe in Education, 2016. The school's behaviour policy reflects leaders' vision and values, and promotes high expectations. Leaders have also drawn up a detailed and appropriate anti-bullying strategy. When implemented, these policies are likely to be effective. The school's health and safety policy is comprehensive. Leaders have also ensured that the school's risk assessment policy is in place. This makes reference to a wide range of risk assessments covering different activities. At the time of the pre-registration visit, leaders were awaiting a fire report and risk assessment. This will inform which fire safety equipment will need to be present across the site.

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

The school is likely to meet all the standards in this part. The school's single central record is in place and covers all the checks required by statutory guidance. A scrutiny of the single central record and a sample of personnel files showed that most of the checks have been made in line with requirements. There are a small number of newly appointed staff for whom the full checks have yet to be completed. However, these checks were being undertaken at the time of the pre-registration visit. As these members of staff are not yet working with pupils, leaders are acting within statutory

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

guidance. Personnel files are well organised and demonstrate the school's thorough recruitment processes.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the standards in this part. At the time of the pre-registration visit, the site was very close to completion and being handed over to the trust. The build has been overseen by the project leader, whose attention to detail has ensured the smooth transition through each stage of the build. Fire safety equipment was not in place at the time of the pre-registration visit. However, a scheduled fire report and risk assessment will identify the type and quantity of equipment required. Externally, the site is large with plenty of space for pupils to engage in physical activity outside. Outside lights are positioned next to every external door and these have sensors to heighten their effectiveness. The perimeter of the site is secure and measures are in place to ensure the security of pupils. Internally, the building is well lit throughout, with an adequate mixture of natural and artificial light. The acoustic conditions and sound insulation of each room or space are suitable for the use intended. Toilet and washing facilities meet the independent school standards. Separate toilet facilities are available for all pupils and washing facilities are readily available. Water does not pose a risk of scalding. The school has a medical room which provides ready access to washing facilities. Furthermore, the building has accessible toilets and a hygiene room for pupils who rely on the use of a wheelchair.

Part 6. Provision of information

The school is likely to meet all the standards in this part. Leaders plan to make information available to parents via the school's website. Alternatively, parents will be able to request paper copies if they prefer.

Part 7. Manner in which complaints are handled

The school is likely to meet all the standards in this part. The school's complaints policy is comprehensive and outlines clearly the procedures that parents can follow should they have a complaint. The policy informs parents and leaders of the relevant stages of a complaint and communicates clearly the school's escalation, investigation and record-keeping processes.

Part 8. Quality of leadership in and management of schools

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

Schedule 10 of the Equality Act 2010

The school has an appropriate accessibility policy, which meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The school's new premises have been designed in line with the latest accessibility requirements. The school is a single-storey building, suitable for wheelchair access. Furthermore, there are accessible facilities such as a disabled toilet and hygiene room. Plans to add a hoist to the hygiene room are in place.

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 early years statutory requirements and plans are in place to fulfil these. Leaders are ensuring that a suitable number of staff are deployed in the Reception class to meet the ratios required. Furthermore, staff training is planned so that the class teacher has qualified teacher status (QTS), is paediatric first aid and child-protection trained. School leaders have made sure that suitable cover arrangements are available, if needed. A safeguarding policy is in place, with adjustments to ensure that it is suitable for use in the Reception class. Inside the setting, there is suitable space for nappy-changing, toileting and washing facilities. Outside space is vast and suitable for encouraging pupils' physical development.

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

School name	The Beaulieu Park School
DfE registration number	4029
Unique reference number (URN)	145916
Inspection number	10053891
Inspection dates	11 June 2018
Reporting inspector	John Daniell HMI



Information about the inspection

This inspection was conducted 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

Information about the registration

Number of day pupils	1320
Age range	4-16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The Beaulieu Park School is sponsored by the Chelmsford Learning Partnership. It is situated in the city of Chelmsford. The school is due to open on 1 September 2018 in purpose-built accommodation.

The school will initially admit up to a maximum of 60 children into the Reception Year next academic year. In the following academic year, the school will also admit pupils into Year 7.

Across the year groups, study programmes will include personal, social, health and citizenship education (PSHCE).

As the new school building is still under construction, the inspector reviewed detailed architect's plans as well as conducting an on-site inspection of the proposed school building, for both the primary and secondary phases

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The Beaulieu Park School is likely to meet all of the relevant standards in relation to this part. The associated documentation describes how the development of the spiritual, moral, social and cultural (SMSC) aspects of pupils' education plays a significant part in their ability to learn and achieve. Expectations are made clear in the British values and SMSC policies which state that all curriculum areas have a contribution to make to this work and that SMSC development opportunities should be planned into day-to-day learning.

The schemes of learning for personal, social, health and citizenship education meet requirements. They include: prejudice and discrimination; UK political systems; healthy lifestyles; people who have protected characteristics under the Equality Act 2010.

The 'British values' curriculum coverage is clear in its aim to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs and traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant standards in this part. Documentary and other evidence indicates that the required policies are in place, including for health, safety, fire safety, risk assessment, first aid and safeguarding.

The school's anti-bullying policy gives appropriate guidance to staff on how to deal with various forms of bullying, including cyber-bullying and bullying behaviour which is of racial or sexual orientation.

Appropriate procedures are established to ensure that all staff appointed are suitable to work with children. Senior staff are to be trained in safer recruitment. Further training has been provided for all new staff appointed so far, including in safeguarding and Prevent duties, prior to the opening in September 2018.

An electronic recording system will be used to record pupils' admissions, attendance and assessment information and to log behavioural incidents.

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

The school is likely to meet all the relevant standards in this part. Leaders clearly understand their responsibilities to ensure that all staff, including volunteers and supply teachers, are vetted and that the required checks, such as prohibition from teaching, are adhered to.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

All checks related to suitability to work with children have been completed for staff appointed so far. These are recorded appropriately on an electronic single central register.

Part 5. Premises of and accommodation at schools

Plans were scrutinised for the new school building and the inspector toured the building, visiting classrooms, toilet facilities, catering facilities and the sports hall. The school is likely to meet all of the relevant standards.

Classroom facilities have good acoustics and are well-equipped, light and spacious. There are adequate toilet facilities for pupils, staff and visitors. Two medical rooms, with lockable storage, a sink and a nearby toilet, will be available for children and pupils who feel unwell. There will also be supplies of labelled drinking water.

There is ample outdoor space for pupils to use during physical education lessons and when they are at play.

Final premises checks will be undertaken to ensure pupils' welfare, health and safety, prior to opening in September 2018.

Part 6. Provision of information

The school is likely to meet all of the relevant standards. Policies, including safeguarding and related policies, meet current requirements. These are made available to parents on the school's website. Policies and other information are also available on request.

Leaders are aware that they must provide regular reports of pupils' attainment and progress. They are also clear that they must provide information about income and expenditure to the local authority where pupils' places are directly funded.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant standards. The complaints policy is clearly written and contains appropriate detail of all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school's leaders and managers have an appropriate understanding of the independent school standards. As such, they are ensuring that all of the relevant standards are likely to be met.

Schedule 10 of the Equality Act 2010

Leaders have produced an appropriate 'accessibility' plan to fulfil their duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the safeguarding and welfare requirements as well as the learning and development requirements for children in the early years provision

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

School name	The Grove
DfE registration number	309/7003
Unique reference number (URN)	145917
Inspection number	10053900
Inspection dates	14 June 2018
Reporting inspector	Sarah Murphy-Dutton



Information about the inspection

This inspection was conducted 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 inspector conducted a tour of the proposed school sites and considered the architect's plans for the permanent site. Discussions were held with school leaders regarding how they intend to make sure the requirements of the relevant standards are likely to be met. The inspector reviewed the school's website and scrutinised a range of policies and documentation related to safeguarding, pupils' well-being and health and safety.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	104. Initially 43 in September 2018
Age range	5-19
Gender of pupils	Mixed
Type of special educational needs	Autistic spectrum disorder

Context of the school

The new provision is an all-through special school within the Heartlands Community Trust. The school will provide education for pupils who have complex special educational needs (SEN) and/or disabilities, primarily linked to a diagnosis of autistic spectrum disorder.

The school will open in September 2018. Initially, the school will admit 43 pupils and be located at two temporary sites. Provision for secondary-aged pupils will be based at Heartlands High School, Station Road, N22. Provision for primary-aged pupils will be based at St. Mary's Church of England Primary School, Rectory Gardens, N8. The school plans to make use of the high-quality facilities available at these schools during the first year.

The school plans to relocate into its permanent premises in September 2019. These premises consist of a former school, which is currently being refurbished to a high

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.

standard in order to cater specifically for pupils’ needs. The school intends to expand incrementally year-on-year until it reaches its capacity of 104 pupils.

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 2014³

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

The school is likely to meet all of the requirements in this part. School policies indicate that leaders have given careful consideration to how best to cater for pupils’ personal development. The programme for personal, social, health and economic (PSHE) education will provide pupils with plentiful opportunities to explore topics related to relationships, health and well-being and the wider world. Older pupils will benefit from experiences that support their preparation for life beyond the school, including work experience and independent living skills. The concepts of respect, tolerance and equality are threaded through the curriculum so pupils can explore and deepen their understanding of British values. At the same time, pupils will learn about different faiths and traditions in order to appreciate that others may have different beliefs to their own. In their design of the curriculum, leaders have placed due weight on promoting resilience and self-esteem to support pupils to overcome any barriers to learning.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Policies and procedures are comprehensive. They include considerable detail on how leaders and staff will ensure that the premises are maintained to a high standard, and that pupils are kept safe. This includes appropriate provision for safeguarding training, fire safety, first aid and the supervision of pupils. Health and safety policies are underpinned by thorough risk assessments. These outline the measures leaders will take in order to identify and minimise potential risks to pupils’ welfare, both on site and during trips and visits. The behaviour policy is well thought through. Leaders have devised clear guidance and practice to promote positive behaviour, taking account of pupils’ particular needs. The school’s anti-bullying policy sets out a suitable approach to the prevention and management of any incidents of bullying, including those that occur online or are linked to prejudicial attitudes.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all of the relevant standards in this part. Documentation and policies evidence that the appointment of staff is carried out in accordance with statutory guidance. The single central record is already in place, and includes governors, trustees and staff, including those who are employed on a temporary basis. It contains all the required information, including details on adults' right to work, overseas checks and whether any adults are subject to prohibition orders.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in this part. For the first year, the school will operate from premises located within two local schools. Both these sites are bright and well maintained, with suitable toilets, labelled drinking water and facilities for first aid and pupils' therapeutic needs. The proposed classroom spaces are airy and spacious. Where necessary, leaders have installed acoustic panels to reduce unwanted noise. At both temporary sites, pupils will benefit from access to extensive outside spaces for learning and social times, including an allotment and sports facilities. Plans indicate that the permanent site is likely to meet the requirements in all respects. They show high-quality indoor and outdoor spaces that have been specifically designed to meet pupils' needs, for example with therapeutic areas and sensory rooms.

Part 6. Provision of information

The school is likely to meet all the relevant requirements. The school website is already operational, and includes a wide range of information and documents for parents and carers, including those specifically required by the regulations. The safeguarding policy is published, and incorporates the most recent statutory guidance. Leaders will ensure that paper copies of these policies are available to parents on request. Documentation provided indicates that parents will receive detailed reports on all aspects of their children's education, including their academic and personal development.

Part 7. Manner in which complaints are handled

The school is likely to meet all the regulations in this part. The complaints policy provides parents with clear information on what they can do if they have a concern. This includes how parents can make a formal complaint if the school has not resolved the issue to their satisfaction at the informal stage. The policy includes specific procedures for how complaints will be documented, as well as suitable timescales to ensure complaints are handled efficiently. The complaints policy is published on the school's website, and paper copies will be available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant regulations. In planning for the new school, leaders have drawn successfully on expertise from within the trust to devise high-quality policies and procedures, particularly in matters related to health and safety. Leaders have developed close partnerships with senior leaders from the schools where the provision will be temporarily located. This has made sure that all requirements pertaining to safeguarding and the suitability of the premises are likely

to be met. Equally, leaders have considerable experience of providing education for pupils who have complex special educational needs and/or disabilities. They have made effective use of their skills and knowledge to ensure that pupils' welfare and spiritual, moral, social and cultural development will be promoted strongly. Leaders demonstrate a strong understanding of all the regulations. They articulate clearly how they will continually review the provision to ensure that it caters well for pupils' needs and meets all requirements.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations. Policies give due regard to the groups with characteristics protected by law. Documentation clearly shows how the school will promote and support equality of opportunity between all groups. In their plans for the temporary and permanent sites, leaders have made sure that adaptations are in place, including lifts and toilet facilities, for those pupils or adults who may have a disability.

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Advice note for a pre-registration inspection of an academy

School name	Reach2 the Limes Primary Academy (Lowestoft)
DfE registration number	2189
Unique reference number (URN)	143671
Inspection number	10053888
Inspection dates	28 June 2018
Reporting inspector	John Randall



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	472
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The Limes Primary Academy is sponsored by the Reach 2 Academy Trust. It is situated in the town of Lowestoft. The school is due to open on 1 September 2018 in purpose-built accommodation.

Initially, there will be a maximum of 30 children in Reception Year and up to 26 children in the school's nursery provision, all of whom will be at least 3 years old. The following academic year, the school will also admit pupils into Year 1.

Across the year groups, study programmes will include personal, social, health and citizenship education (PSHCE).

As the new school building is still under construction, the inspector reviewed architect's plans as well as conducting an on-site inspection of the proposed school building, for both the nursery and primary phases.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the relevant standards in this part. The school's documentation describes how pupils' spiritual, moral, social and cultural (SMSC) development will be interwoven throughout the curriculum. British values will be explicitly covered through the timetabled personal, social, health and emotional & citizenship lessons, but all curriculum areas will make a contribution towards this work. The 'British values' curriculum mirrors the school's core values, including mutual respect and tolerance of those with different beliefs and traditions. Pupils will experience democracy in action through the 'learning parliament' and by voting for junior governors. The planned 'philosophy for children' sessions will give pupils opportunities to discuss moral issues. The schemes of learning will include: prejudice; other faiths and cultures; how to live healthily; uniqueness and celebrating diversity, which covers people who have protected characteristics under the Equality Act 2010.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant standards in this part. The school's required policies are all in place, including those for health and safety, fire safety, first aid, admissions, risk assessment and safeguarding. The school's anti-bullying policy gives guidance to staff on how to spot, address and reduce incidences of bullying. It covers key roles and responsibilities, as well as the types and impact of bullying, including cyber, racial, homophobic or sexual. The school's code of conduct provides appropriate guidance on expected professional standards of behaviour, the importance of staff being role-models, and includes reference to statutory guidance including safeguarding. Appropriate procedures are established to ensure that all staff appointed are suitable to work with children. Senior staff are trained in safer recruitment. Further training is to be provided for all new staff appointed so far, including in safeguarding and Prevent duties, prior to the opening in September 2018.

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

The school is likely to meet all the relevant standards in this part. Leaders know and understand their responsibilities to ensure that all staff, including volunteers and supply teachers, are vetted appropriately. All of the required checks, such as prohibition from teaching, are adhered to. All checks related to suitability to work with children have been completed on the staff appointed to date, and are recorded accurately on an electronic single central register.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant standards in this part. The inspector toured the building, visiting classrooms, the medical room, toilets, catering facilities and the outside play areas. Classrooms have good acoustics and are well-equipped, light and spacious. There are adequate toilet facilities for pupils, staff and visitors. A medical room is available for children and pupils who feel unwell. It is equipped with a sink and is near to a toilet. There will also be supplies of labelled drinking water. There is ample outdoor space for pupils when they are at play. The premises will receive a final check to ensure pupils' welfare, health and safety, prior to the school opening in September 2018.

Part 6. Provision of information

The school is likely to meet all the relevant standards in this part. Policies, including safeguarding, meet current requirements and are available to parents on the school's website or by request. Leaders know that they must provide regular reports of pupils' attainment and progress.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant standards in this part. The complaints policy is clear, contains appropriate detail, and includes all of the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant standards in this part. The school's leaders and managers have an appropriate understanding of the independent school standards. As such, they are ensuring that all of the relevant standards are likely to be met.

Schedule 10 of the Equality Act 2010

Leaders have produced an appropriate 'accessibility' plan to fulfil their duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the safeguarding and welfare requirements as well as the learning and development requirements for children in the early years provision.

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

School name	The Pines
DfE registration number	2210
Unique reference number (URN)	145031
Inspection number	10053892
Inspection dates	7 June 2018
Reporting inspector	John Randall



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	210 (plus up to 35 children in pre-school)
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The Pines Primary School will be located on a new site at the heart of its local, growing community. The school will open in a state-of-the-art building on a new site in September 2018 and will become part of the Chilford Hundred Education Trust. The primary school will start with up to 90 children, made up from up to 30 pupils in Reception, Year 1 and Year 2. Extra year groups will be added as the school grows to capacity, eventually providing for up to 210 pupils. The building has been designed to facilitate further expansion, in line with local demography, for up to 420 places.

A new pre-school for up to 35 children, The Pine Cones, will also open in September 2018 in a discrete building on the same site. The Pine Cones will provide care for children from ages two and up.

Chilford Hundred Education Trust already oversees a secondary, a junior and one primary school. The trust has been brokered by the DfE to sponsor another primary school as from September. As part of the trust, the new primary school will have access to a range of high-quality facilities and resources.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school's policies stress the importance of pupils being reflective and understanding their own strengths and weaknesses, knowing the difference between right and wrong and being a responsible citizen by knowing the impact of their actions on others. Pupils will develop the core values of honesty, respect, friendship, and kindness. There are ample opportunities for children to practise democracy and tolerance, including for those of other beliefs and traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are in place and indicate that health and safety, first aid, fire safety, supervision, risk assessment, and safeguarding will be high priority, monitored and comply with guidance. Policies include detail linked to staff responsibilities, as well as the school's monitoring and evaluation arrangements. The school's behaviour and anti-bullying policies are detailed and include who will be responsible for different aspects, and the rewards and sanctions linked to behaviours.

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

The school is likely to meet all of the regulations. The single central record is already in place. This details the required checks made, by whom and when, including for trustees, contractors and volunteers.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will open on a new purpose-built site that includes a multi-use games area, forest school provision, and spacious classrooms that will all be equipped with interactive whiteboards. The attractive open location creates many opportunities for pupils to use the extensive outside spaces. The buildings will meet all current requirements, including, for example, provision for toileting and medical facilities. The plans for the new permanent building are well advanced and show details of high quality provision in all requirements.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents, including an up-to-date safeguarding policy. The website is in the course of being updated with the most recent policies and information. Copies of these policies can be made available on request.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive, containing all the necessary steps and timelines. Proper implementation will mean efficient handling of any complaints. The policy is available on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. Leaders are experienced in running similar schools and have a good understanding of the regulatory requirements. They have drawn up relevant policies which provide effectively for the welfare, health and safety of pupils. Leaders possess the necessary skills and knowledge to ensure that the provision will be monitored and evaluated effectively. The trust already has experience of running other primary, junior and secondary schools, and provides additional capacity and increased governance.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The accessibility plan and equality policy identify how inequalities and barriers are removed so that all groups of pupils have equality of opportunity and are supported to achieve well. Plans for the new building include features such as lifts and other adaptations to ensure all pupils can access all areas.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school will initially open with a pre-school in a discrete building, and a Reception class in the main school. Some suitably qualified and experienced staff have already been appointed. Leaders are aware of and ensure they meet their statutory requirements.

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

School name	Radstone Primary School
DfE registration number	928/2234
Unique reference number (URN)	145903
Inspection number	10053853
Inspection dates	5 June 2018
Reporting inspector	David Young



Information about the inspection

This inspection was conducted 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 inspector held discussions with the executive principal and the business manager. He reviewed a range of policies and procedures and discussed plans for the new school's website. He scrutinised plans for the new premises and accommodation and toured the site where construction is in progress.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The proposed Radstone Primary School will be part of the existing Hawksmoor Learning Trust. It is located within an area of new housing in Brackley, Northamptonshire. The building works are under construction and are planned to be completed and ready for occupation in September 2018.

The school plans to admit 30 children initially into Reception and a further 30 pupils into a mixed class of Year 1 and Year 2 pupils. The school will continue to admit pupils on a phased basis in future years, rising to an anticipated roll of 60 pupils in each year group from Reception to Year 6.

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, provided that it addresses the regulations noted in the tables set out in parts 5 and 8.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. The school's mission statement includes an emphasis on personal excellence. The curriculum policy stresses the school's high expectations for developing character, including respect and consideration for others. Planned themes within the proposed curriculum include personal identity, global citizenship, and awareness of rights and responsibilities. Pupils will be encouraged to make a positive contribution to modern Britain and to take part in local community activities. They will study themes related to tolerance, justice and community, including the study of diversity and different groups within society. The staff code of conduct includes a requirement for balance and non-partisan consideration of any political or religious views.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part. The safeguarding policy has regard to the latest government guidance. It provides comprehensive procedures for staff response to any concerns or safeguarding disclosures. Details include appropriate recording requirements and links with relevant external agencies. Firm plans are in place for staff training in safeguarding before the school opens. The policies for managing behaviour and preventing bullying include suitable rewards and sanctions. Policies for all aspects of health and safety, including fire safety and first aid are detailed and appropriate. The risk assessment policy sets out clear arrangements for assessing and recording risks across a variety of school activities both on and off site.

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

The school is likely to meet all of the requirements in this part. Senior leaders have prepared a suitable single central register which records all the required details of suitability checks on staff and the trustees. Leaders have a good understanding and strong previous experience of all the checks required to ensure the suitability of all adults working on the school site.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below.

Good progress has been made with the construction of the building and the development of external play and recreation areas. There has been a delay with the completion of fittings and fixtures within the building due to a recent change in the contractor providing this service. As a result, there are no toilets, sinks or washbasins

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

currently installed, although all required pipework is in place. Water supply is currently operated through a temporary arrangement.

The building contractor is confident that the premises and accommodation will be completed ready for handover on 18 August 2018. A 'fall-back' position has been agreed to guarantee the availability of sufficient accommodation for the planned limited intake in September 2018.

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

ensure that suitable toilet and washing facilities are provided for all pupils	paragraphs 23(1), 23(1)(a) and (b)
ensure that the medical room includes a washing facility	paragraphs 24(1) and 24(1)(a) and (b)
ensure that suitable drinking water facilities are provided and clearly marked as such	paragraphs 28(1) and 28(1)(a) and (c)
ensure that toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water	paragraphs 28(1) and 28(1)(b)
ensure the temperature of hot water at the point of use does not pose a scalding risk to users	paragraphs 28(1) and 28(1)(d)

Part 6. Provision of information

The school is likely to meet all of the requirements in this part. The school's website has been constructed and is to 'go live' imminently. The website will provide all the required information.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements in this part. The complaints procedure includes the required informal, formal and appeals stages.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below.

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

ensure that the requirements in the table in Part 5 above are likely to be met	paragraphs 34(1), 34(1)(a) and (b), and 34(2)
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Schedule 10 of the Equality Act 2010

The school is likely to meet this requirement. It has an equality and accessibility policy in place.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the statutory requirements of the early years foundation stage.

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

School name	Turner Free School
DfE registration number	4021
Unique reference number (URN)	145923
Inspection number	10053918
Inspection date	28 June 2018
Reporting inspector	Clive Close, HMI



Information about the inspection

This inspection was conducted 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 inspector visited the proposed school's site, where he viewed part of the temporary accommodation which will be used until the new school building is completed. The site visit was followed by a presentation given by the newly-appointed principal of the proposed school. This was followed by a series of meetings with the principal and the chief executive officer of Turner Schools.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1260. Initially 121 pupils in Year 7 in 2018.
Age range	11-18
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

Turner Free School is scheduled to open in September 2018. Initially, the school will open with 121 pupils in Year 7. It is proposed that the school will expand over time by adding a new Year 7 cohort year on year, with 180 pupils in each subsequent cohort.

The school will occupy the site of a former secondary school in the Cheriton district of Folkestone, Kent. In the first instance, the school will open in 'temporary' accommodation, which is currently being refurbished. An entirely new school will be constructed over the next two years on part of the same site.

Turner Free School will be part of Turner Schools, a multi-academy trust. The multi-academy trust currently consists of three other local schools, Martello Primary, Morehall Primary and Folkestone Academy.

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.

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 2014³

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

The school is likely to meet all of the relevant standards in this part. Both the chief executive officer and principal articulate a clear vision for the ethos and values of the proposed school. This includes a focus on building strong links with the local community, which is diverse in its ethnic makeup. Curriculum planning is at an advanced stage. The principal was able to give clear examples of how the curriculum will provide opportunities for pupils to learn about the cultures, faiths and beliefs of others, as well as promoting values such as tolerance, respect, democracy and the rule of law.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant standards in this part. Appropriate policies are already in place. The safeguarding of pupils is considered as the highest priority by leaders. Leaders were able to explain how the site will be maintained as a safe environment. A wide range of appropriate training has already taken place for key staff, or is planned for those staff not yet employed. Aspects such as fire risk assessments will be carried out by suitably qualified external assessors. This is also the case for health and safety audits and checks.

4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the relevant standards in this part. All relevant checks have been carried out on staff already employed by the school. The single central record of checks on the suitability of adults to work with children is fully in place, is maintained well and complies with current guidance. Key leaders and managers have undertaken appropriate training regarding the safe recruitment of staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant standards in this part. At the time of the pre-registration inspection, the temporary accommodation that will be used over the next two years was being refurbished. This work is due to be completed during July 2018. Plans show rooms of appropriate size, with adequate office space, medical room and toilet facilities for instance. Suitable classroom space and communal areas are also provided. Careful consideration has been given to how contractors will

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

access the main site over the next two years as the new build unfolds. Leaders have well-developed plans about the transition from temporary accommodation into the new build school, as and when it becomes available.

Part 6. Provision of information

The school is likely to meet all of the relevant standards in this part. The school's website is not yet live, but school leaders were able to confirm it will contain all of the relevant information required, including the school's safeguarding policy, which is compliant with current guidance. School leaders are aware of their responsibilities to provide relevant information as required by this part.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant standards in this part. A suitable complaints policy is in place. The complaints policy will be made available to parents. Leaders fully understand all requirements of this part.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant standards in this part. Leaders and managers, including members of the multi-academy trust board, have appropriate experience in school leadership. Leaders have an excellent understanding of the requirements considered during the pre-registration inspection and the inspector had no concerns at any stage.

Schedule 10 of the Equality Act 2010

The proposed school is likely to meet the requirements of schedule 10. Relevant policies are in place. An accessibility plan is in place. Leaders are aware that this will need further refinement as the school expands over time.

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

School name	Wintringham Park Primary Free School
DfE registration number	2073
Unique reference number (URN)	145924
Inspection number	10053893
Inspection dates	6 June 2018
Reporting inspector	Jason Howard



Information about the inspection

This inspection was conducted 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	620. Initially 10 in September 2018
Age range	2-11
Gender of pupils	Mixed
Type of special educational needs	NA

Context of the school

The new provision is a primary school within the Diamond Learning Partnership Trust. Wintringham Park Primary Free School will initially be situated on the site of the Round House Primary Academy, via the addition of two permanent classrooms, when it opens in September 2018. It will share that school's facilities. Purpose-built permanent premises will be constructed on a nearby site. The school is one of several planned to meet the growing demand for places occasioned by recent and ongoing housing construction in the immediate locality.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The school's policies indicate a strong commitment to the promotion of British values and understanding of Britain's democratic institutions. Pupils will develop their understanding of the democratic process through electing members of the school council, and by participating in mock elections. They will learn about the role of Britain's public services through visits from the police, ambulance and fire services and from local magistrates. There will be ample opportunities for pupils to develop tolerance and mutual respect for those of other beliefs and traditions, including: through the assembly programme; via the exploration of different cultures during dedicated 'days', and through religious studies lessons and links with local faith groups and religious institutions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. The new school will benefit from the use of well-established, clear and statutorily compliant policies and procedures that are already being used by other institutions within the multi-academy trust. Existing policies, alongside other evidence, indicate that health, safety (including fire safety, risk assessment, first aid, behaviour and safeguarding) will be secure and comply with guidance. Leaders with responsibility for safeguarding have significant experience in these areas. Appropriate systems are in place for recording and responding to safeguarding concerns. Leaders have established strong links with relevant external agencies. They are alert to any signs of radicalisation and extremism and related policies and procedures are in place to ensure any concerns are reported appropriately. The school's anti-bullying policy is detailed and sets out the ways in which teachers and leaders will respond to any issues. The behaviour policy is comprehensive and sets out clear and appropriate procedures for addressing unacceptable behaviour and rewarding positive conduct.

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

The school is likely to meet all of the relevant regulations. The single central record template indicates that all of the required checks will be made, including those required for governors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially consist of temporary accommodation in two classrooms that will form part of the premises of the Round House Primary Academy. This building meets all current requirements

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

including, for example, provision for toileting, first aid and medical facilities. Although the new permanent building is not yet under construction, the plans for it are complete and show evidence of high-quality, appropriate provision in all regards.

Part 6. Provision of information

The school is likely to meet all of the requirements. All of the required policies are in place and available to parents. The website is under construction and will include up-to-date policies and other information. Copies of these policies can be made available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is clearly written and comprehensive. It contains all of the formal and informal steps and timelines for the efficient and appropriate handling of any complaints and will appear on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The trust already has experience of running nearby primary schools. Leaders have significant and substantial educational experience, as well as a good understanding of the regulatory requirements, having already fulfilled them successfully at other schools. Leaders have the necessary skills and knowledge to do this to ensure that established policies provide strongly for the health, safety and welfare of pupils. Leaders have put in place procedures to monitor provision so that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities makes clear how different groups of pupils will be supported. Arrangements for the monitoring of impact are clear. The school's temporary premises provide ease of access to those who use wheelchairs; plans indicate this will be a feature of the permanent premises.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the early years requirements. The school will initially open as a Reception class and staff have been appointed who are suitably qualified and experienced. Detailed policies are in place which link in with whole school policies, and which meet current requirements.

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