

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

School name	Boorley Park Primary School
DfE registration number	850/2050
Unique reference number (URN)	147066
Inspection number	10103213
Inspection dates	20/06/2019
Reporting inspector	Clive Dunn 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 reviewed the architect's plans and toured the site for the new school. He also visited the proposed contingency accommodation at Wellstead Primary School. He scrutinised a range of policies and documents and held discussions with the executive headteacher and headteacher. He reviewed the single central record alongside the person responsible for maintaining it.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420. Initially up to 60 in September 2019.
Age range	4 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Boorley Park Primary School proposes opening as a free school in September 2019. It will be part of the Wildern Academy Trust. It seeks to accommodate up to 420 pupils aged four to 11 years. Initially, the school plans to open for children in Reception Year, then grow over time until there are pupils in Reception through to Year 6.

The school's premises are currently under construction. Leaders have made arrangements for the school to operate temporarily on the site of Wellstead Primary School in the event of any delay to the building works.

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 2014

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

The school is likely to meet the standard in this part. Part of the new school's clear statement of intent is to provide an inspiring and engaging curriculum that promotes creativity and curiosity. The stated intention is to develop responsible citizens who make a positive contribution to local, national and global communities. Initial plans show how the school intends to meet its laudable aims with specific examples identified across different curriculum subjects. Proposed documents and policies reflect a clear commitment to promote the fundamental British values of democracy, the rule of law, individual liberty, tolerance and mutual respect.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. A wide range of relevant policies are in place and likely to be workable in practice. There is an overarching safeguarding policy which goes into considerable detail in relation to a wide range of safeguarding issues. The child protection policy complements this well, setting out precise details about intended process and explaining the steps to be taken to protect pupils and keep them safe. The policies meet the requirements of statutory guidance, including 'Keeping children safe in education 2018'.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the requirements detailed in this part. The single central record is in place and shows all required checks of leaders and staff appointed to date. There is designated space to record checks of any volunteers or supply teachers deployed by the school. The administrator has had safer recruitment training and is knowledgeable about the different checks required according to role.

Part 5. Premises of and accommodation at schools

The school is likely to meet the standards in this part. When finished, the buildings and premises are likely to provide adequate accommodation for the intended purpose, both inside and out. The contractor remains adamant that the planned site-handover date of 24 August remains achievable. In the light of the contrary advice from the overseeing local authority, which casts doubt on this assertion, leaders have wisely secured suitable contingency arrangements. Although this will involve a short minibus ride to make use of accommodation at a local primary school, these arrangements are in place. Thanks to the generosity and willingness of the hosting school to share facilities, the requirements of this part are also likely to be met if these contingency arrangements are triggered.

Part 6. Provision of information

The school is likely to meet the requirements of all the relevant paragraphs in this part. The new school's website is developing and already contains a range of helpful information. Leaders understand well the statutory requirements about what they should publish, as well as information they should provide for other purposes, for example, in relation to pupils' education, health and care plans. A draft format for reporting children's progress to parents and carers is already in place.

Part 7. Manner in which complaints are handled

The school is likely to meet the standard in this part. The complaints policy takes account of all requirements. For example, it makes provision for complaints to be considered informally and then sets out subsequent formal procedures should the complaint remain unresolved. At the later stages, this includes arrangements for a formal panel hearing to consider a complaint, including panel representation from somebody independent from the leadership and management of the school. There are well-defined and reasonable timeframes for each stage of the complaints process.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the standard about the quality of leadership and management. Leaders demonstrate a commanding knowledge of the standards and associated requirements. They have made arrangements to ensure that these are met, or likely to be met, in relation to the new school. Close attention to detail is ensuring that workable contingency arrangements, which are also likely to meet requirements, are in place, where necessary.

Schedule 10 of the Equality Act 2010

Leaders understand the requirements of Schedule 10 of the Equality Act 2010. The writing of an accessibility plan has begun. Aspects about the curriculum and provision of information are more advanced. Plans are in place to assess fully the physical access and any necessary adaptations once the building is nearing completion.

Statutory requirements of the Early Years Foundation Stage

The early years policy takes clear account of both the learning and development, and welfare requirements, of the Early Years Foundation Stage. Leaders are knowledgeable about these and the principles of early childhood development. Plans for implementing a suitable early years curriculum are well advanced.

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