

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

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School name	Cambrai Primary School
DfE registration number	815/2013
Unique reference number (URN)	147216
Inspection number	10104382
Inspection dates	18/06/2019
Reporting inspector	Gina White



## 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.<sup>1</sup>

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.<sup>2</sup>

The inspector reviewed the architects' plans for the permanent site and also the temporary site for the September 2019 intake of pupils. She held discussions with the executive headteacher and the deputy chief executive officer of Lingfield Education Trust. The inspector scrutinised information available on the school's website and reviewed a range of policies and procedures.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	210. Initially 30 in September 2019
<b>Age range</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

This new provision is a primary school within the Lingfield Education Trust. Cambrai Primary School serves the community of Catterick Garrison and will be located in a refurbished, remodelled building on a site previously used by Darlington College from Spring 2020.

The school will open in September 2019. It will initially be located in temporary accommodation on the site with 30 Reception-aged children. This will rise to 60 Reception and Year 1 pupils in September 2020. The final capacity of the school will be 210. As part of the trust, the new primary school has access to a range of support for school improvement, back-office functions, and leadership and career development networks within six other schools.

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

<sup>2</sup> [www.legislation.gov.uk/uksi/2014/3283/schedule/made](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made). Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

## Advice to the Secretary of State for Education

<b>Overall outcome</b>	The school is likely to meet all the relevant independent school standards when it opens.
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## **Compliance with The Education (Independent School Standards) Regulations 2014**

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

Standards in Part 2 are likely to be met.

The development of children's spiritual, moral, social and cultural knowledge and understanding is central to the school's philosophy of 'Growing good people – doing great things'. Extensive evidence in the school's curriculum and policies shows a relentless focus on planned learning opportunities. For example, outdoor education and community programmes, such as the 'Big Garrison Clean-up' and dedicated school pets, are designed to develop pupils' ability to value their environment. They are also expected to reflect on their roles, understand the values in the community and take responsibility for others. Projects, interwoven throughout the curriculum, provide opportunities for pupils to develop social skills in different contexts as they become older. Young children will be expected to learn how to be good friends and progress to developing tolerance of difference. Knowledge of and respect for different cultures and faiths, individual liberty, diversity and democracy feature strongly within the school's plans.

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

The school is likely to meet all the requirements in this part of the standards. A range of policies are in place. They indicate that health, safety, including fire safety, behaviour, supervision and first-aid arrangements reflect the latest guidance issued. The welfare of pupils is given high priority in the induction and training programmes that have already been developed for all staff. The training programme, policies and guidance have a clear focus on the responsibilities of staff, being alert to signs that children need help and how to follow up concerns. Expectations around attendance, behaviour management and the promotion of anti-bullying strategies are also made clear. Guidance for staff includes how to diffuse situations and to calm pupils. A designated safeguarding lead and a deputy have already been appointed and trained.

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

The school is likely to meet all the regulations. The single central record is in place and includes all the required checks made on staff already appointed. It also includes when the checks were completed and who undertook them. Documentation shows that checks on staff joining the school in September are well advanced. Auditing arrangements are in place to check that procedures are followed. Arrangements, in the event of needing to use supply staff, are thorough in determining that the necessary recruitment checks and training to keep children safe have been carried out.

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

The school is likely to meet the requirements for both the temporary accommodation and the planned refurbished building that is due to open in Spring 2020.

Plans for the temporary, pre-fabricated building that is due to be assembled and handed over on 23 August are on track. The plans indicate that the classroom, play, catering, medical and toilet facilities have been designed with the needs of up to 30 Reception-aged children in mind. Children's, parents' and carers' access to the school have been well considered. External lighting helps pupils to safely enter and leave school. Fencing enables pupils to be safe throughout the site. They are separated from local traffic and building work taking place for the refurbishment of the new school building.

The plans and visual representations of the refurbished building show a bright, airy learning environment, with spacious classrooms and specialist rooms, such as a library and facilities for science, food, and design and technology. Play facilities and grassy and woodland outdoor spaces provide a range of opportunities for pupils to explore.

Contractors have ensured that the standards for lighting, drinking water and acoustics have been considered in the plans for both the temporary and refurbished buildings and evidence of this was seen during this visit.

The medical needs of pupils, and specialist needs of pupils, such as those who have reduced mobility, have been considered in both buildings. Arrangements for the short-term care of sick pupils, and access for pupils with impaired mobility through wider doorways, adapted furniture, lifts, and aids, such as hoists, are in place.

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

The school is likely to meet all the requirements in this part. The school has ensured that all required policies are available to parents on the school's website. Information on admissions, curriculum, keeping children safe, health and safety, behaviour, anti-bullying and a complaints policy are in place. Information for parents and carers of pupils with special educational needs and/or disabilities, and for those who may speak English as an additional language, is provided. Information for parents also explains the school's assessment process and the information included in verbal and written reports during the school year. The format of the written report follows that of other schools in the trust. A sample of the report contained information about pupils' attainment and academic progress as well as their attendance, behaviour and attitudes, progress in homework, spelling and reading.

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

The complaints policy is compliant and is available to parents on the school's website. The policy sets out clearly the steps and timescales for dealing with concerns. Complaints and grievances are handled in a three-stage process. This includes, as a first stage, informal resolution moving to stage 2, which is a formal

investigation of a complaint and communication of the outcome. At least one panel member is independent of the management and running of the school. If the complainant remains dissatisfied, and wishes to appeal against the outcome, they can do so under stage 3 of the complaints process. The steps that may be taken after that stage to organisations beyond the school are also clear in the policy.

If implemented successfully, these standards are likely to be met.

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

Leaders and managers are knowledgeable about the independent school standards. They have a shared vision and values for the new school. This is based around providing a high-quality education and growing good people who have the confidence, knowledge and resilience to be happy and successful. Much work has gone into identifying the needs of service pupils, and the issues of transition and mobility. A solid team of experienced staff who are able to settle pupils quickly and engender trust with pupils and their parents are being appointed.

If implemented successfully, these standards are likely to be met.

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

The school is likely to meet all the requirements. The school's equality and diversity policy demonstrates ambition and high expectations, which apply across all aspects of the school's work. It is clear how individuals and groups, who have protected characteristics, are to be supported. Arrangements for monitoring and quality assuring the implementation of the policy are in place.

## **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 a Reception class and staff who have been appointed to lead are suitably qualified and experienced. The particular needs of young children's health, safeguarding and welfare, and assessment and reporting align with other whole-school policies and meet current requirements.

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