

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

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| School name | Cleeve Meadow School |
| DfE registration number | 303/7005 |
| Unique reference number (URN) | 147071 |
| Inspection number | 10103158 |
| Inspection dates | 11/06/2019 |
| Reporting inspector | Nasim Butt 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 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:

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| Number of day pupils | 120. Initially 27 in September 2019 |
| Age range | 11–19 |
| Gender of pupils | Mixed |
| Type of special educational needs | Moderate learning difficulties |

Context of the school

The new provision is an all-through special school within The Kemnal Academies Trust (TKAT). The school will provide education for pupils with special educational needs and/or disabilities (SEND), many of whom are likely to have a diagnosis of autistic spectrum disorder. All pupils will have an education, health and care plan. Some pupils are also likely to be disadvantaged pupils. Most school places will be commissioned by the London Borough of Bexley.

The school will open in September 2019. Initially, the school will admit 27 pupils and be located on the premises of the co-located school, Cleeve Park, DA14. The school plans to make use of the good facilities available at Cleeve Park during the first six months of its operation.

The school plans to relocate into its permanent, purpose-built premises in February 2020. These premises are co-located with Cleeve Park school and are currently being

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.

built to a high standard. Sharp attention is being paid to cater specifically for pupils' needs. The school intends to expand incrementally year-on-year until it reaches its capacity of 120 pupils.

Advice to the Secretary of State for Education

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| 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 2014

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 emotional well-being. The concepts of respect, tolerance and equality are threaded through the curriculum so pupils can explore and deepen their understanding of British values. This includes a deep appreciation of all the protected characteristics to prepare pupils well for life in modern Britain. 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 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 suitable 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 taking account of pupils' particular needs, for example in the emphasis placed on understanding the implications of malicious banter.

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 teachers, governors and staff who comprise the multi-academy trust's central team. 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 six months, the school will operate from premises that are a part of the co-located school. There are clear plans for refurbishment and suitable arrangements for safeguarding pupils. The proposed classroom spaces are airy and spacious, with facilities for first aid and pupils' therapeutic needs. Pupils are likely to benefit from access to the co-located school's specialist facilities, including the conversion of two existing classrooms into science laboratories. 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 useful information and documents for parents, including statutory policies. The safeguarding policy is published and incorporates the most recent statutory guidance. 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 that 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 standards in this part. 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. 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 co-located school. This has made sure that all requirements pertaining to safeguarding and the suitability of the premises are likely to be met.

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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