

# Advice note for a pre-registration inspection of an academy

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School name	Hucknall Flying High Academy
DfE registration number	2039
Unique reference number (URN)	147075
Inspection number	10103228
Inspection dates	07/06/2019 to 07/06/2019
Reporting inspector	David Carter



## 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.<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 met with the headteacher of the school and the school business manager. The headteacher is also the designated lead for safeguarding. Following a tour of the site, a range of documentation was considered, including policies and documentation relating to safeguarding, behaviour, health and safety, first aid and attendance. The inspector considered the school's single central record.

## Information about the registration

The school is seeking registration as an academy.

<b>Number of day pupils</b>	93 in first year rising to 210
<b>Age range</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	All, excluding severe learning difficulties

## Context of the school

The proposed school is a new primary academy that is part of the Flying High Academy Trust. The trust has 22 other schools in the Nottinghamshire, Nottingham and Derbyshire region. This new school will serve the town of Hucknall. While the building is not yet complete, it was possible to conduct a tour of the site. The school is likely to be completed by August 2019 ready for opening in September 2019.

## Advice to the Secretary of State for Education

<b>Overall outcome</b>	The school is likely to meet all the independent school standards when it opens.
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<b>Recommended number of day pupils</b>	210
<b>Recommended age range</b>	2–11 years
<b>Recommended gender of pupils</b>	Mixed

<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.

<b>Recommended type of special educational needs</b>	All, excluding severe learning difficulties
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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 relation to this part.

Senior leaders plan to promote pupils' spiritual, moral, social and cultural and wider development through the taught subject curriculum, assemblies and wider curriculum, such as the 'before and after' school programme. These include a range of extra-curricular activities such as eco-club, as well as a range of sporting activity.

Assemblies are planned to cover the main aspects of promoting fundamental British values, such as helping pupils to develop an understanding of democracy and the rule of law. Pupils will have opportunities in lessons and assemblies to consider current affairs in pursuit of developing their understanding of politics and national institutions. Pupils will also have the opportunity to be a member of the school parliament.

Senior leaders plan for pupils to be involved in the life of the community. For instance, links have already been made with local businesses and the elderly people's home. The aim is for pupils to develop respect for others.

The behaviour policy emphasises how pupils will be taught the difference between 'right and wrong', with a clear set of rewards and sanctions cited to support pupils in choosing appropriate behaviours. The policy emphasises the need for high standards of conduct and dovetails with the detail set out in the anti-bullying policy, which explains how staff will deal with different types of bullying.

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

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

The headteacher is an experienced designated lead for safeguarding, undertaking the same role at his predecessor school. He has received relevant training and plans are in place for all staff to receive safeguarding training before the school opens in September 2019. The policy for safeguarding is detailed, thorough and compliant. Staff are given clear advice about the procedures if they have concerns about a pupil's well-being or safety. Senior leaders are aware of the local contextual safeguarding issues and are considering how they support pupils in the face of potential risks.

The school has a suitably detailed health and safety policy to ensure that pupils are likely to be safe while attending the school, including when on educational visits. The policy includes guidance to staff on how to report accidents. Staff are all due to be

trained in first aid, including paediatric first aid, prior to the school opening in September 2019. A full fire risk assessment has been booked for September 2019. Arrangements for evacuation in the event of fire are clearly set out in the health and safety policy. The school has drawn up appropriate and suitable policies for to promote positive behaviour and to prevent bullying. Suitable attendance and admission registers are ready for use.

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

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

Appropriate checks have been made on the staff who have been appointed. The single central record (SCR) is meeting current requirements.

The school has made all the relevant checks on the suitability of the proprietor and governors. Senior leaders are not planning on using supply staff; however, they are aware of the systems that need to be in place if they do so.

#### **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 is set out on two storeys. The ground floor is dominated by a hall, which doubles as a place for lessons in physical education and as a dining area. The early years classrooms are located on this floor and have good access to a spacious outdoor area. Classrooms for key stage 1 pupils are also on the ground floor. The classrooms are spacious, have large windows, which aids the lighting of the rooms and are built with the acoustics in mind. The first floor has similarly large classrooms which are designed for pupils in key stage 2. There are also offices for the central trust staff team located upstairs, which are separate from the classroom areas. Pupils have access to suitable toilet rooms and washing facilities. Pupils also have access to drinking water.

The outside area is protected by a perimeter fence and is spacious. The current site has appropriate security fencing and access to the building is through a secure reception area. Staff have sufficient parking facilities. Arrangements for adults dropping off and collecting pupils are in place outside the school.

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

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

The prospectus contains details of the proprietor as well as senior leaders, including who to contact if there are issues related to safeguarding. The school website is still being developed, however, senior leaders are aware of what needs to be included on the website for this to be compliant.

Senior leaders have already met with new and prospective parents and carers and are committed to ensuring that pupils have a smooth transition into the school.

Senior leaders have clear plans for how they are going to track pupils' achievements, with an annual report to be sent home to parents. This will be supplemented by three opportunities each year for parents to meet with their child's teacher. Leaders are aware of the need to provide the local authority and others with information as required, to enable them to meet their statutory obligations.

## **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 covers all of the relevant aspects as set out in the regulations. This includes reference to different stages of complaint and the relevant timescales involved at each stage for resolution.

## **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 headteacher presents a clear vision of how he wishes the school to operate and for pupils to succeed during their time at the school. He is an experienced and successful headteacher and is relishing the opportunity to build a learning community for the pupils at the school. He has produced an initial school-improvement plan that details the work that the school will do in the first term. However, he has developed training for staff so that they can be involved in developing the curriculum they teach as they get to know the pupils.

The school is part of the Flying High Trust, which will be based on the site. There are clear procedures in place for monitoring the work of the school by the trust. The school will have its own governing body. However, a clear scheme of delegation is in place. The governance arrangements are well known to the headteacher and current chair of the governing body, who is also the chair of the board of trustees.

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

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

The school's equality policy and plan set out how the school intends to promote the individuality and opportunity for children irrespective of background or circumstance. The site enables full access to disabled pupils, parents and staff.

## **Statutory requirements of the Early Years Foundation Stage**

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

The headteacher has a clear understanding of the statutory requirements and framework for the Early Years Foundation Stage.

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