

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

School name	North Worcester Primary School
DfE registration number	2031
Unique reference number (URN)	147190
Inspection number	10103199
Inspection dates	18/06/2019 to 18/06/2019
Reporting inspector	Ann 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 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 site, reviewed the architect's site plan, scrutinised information on the school's website and reviewed a range of policies and procedures. She held discussions with the executive headteacher, the chief executive officer of the trust, the project manager and the site manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420, plus 32 children in the Nursery
Age range	3–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a primary school within the Rivers CofE Academy Trust. The school is seeking registration for pupils aged three to 11. North Worcester Primary school is situated approximately two miles from the centre of Worcester. It will serve the local population. It will be housed in purpose-built accommodation, built by a contractor on behalf of the trust.

It is envisaged that the school will open in September 2019. There are currently 55 pupils registered to join the school in the Reception classes. From September 2019, it is planned that a maximum of 60 children will be admitted each year into the Reception Year. Up to 32 children are to attend the Nursery. By 2024, the school is likely to cater for up to 420 pupils aged four to 11 years and up to 32 children in Nursery.

As part of the Rivers CofE Academy Trust, the school should have access to a range of high-quality support from schools within the trust. Pupils are likely to have access to a range of extra-curricular opportunities that are held across the schools in the trust.

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

² 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.

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 7 and 8.
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Recommended number of day pupils	420, plus 32 in Nursery
Recommended age range	3–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

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 regulations in relation to this part. The trust's values of 'love, learn, live' are exemplified in the school's documentation relating to the promotion of pupils' spiritual, moral, social and cultural (SMSC) development. The teaching of fundamental British values is woven through the curriculum. Schools across the trust work closely together to provide pupils with a range of opportunities to further develop their SMSC understanding. For example, the 'Riversfest' celebration widens pupils' musical experiences. Pupils at the new school are likely to benefit from participating in these trust events. Planned provision in this part is strong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part. Policies are in place, including a detailed safeguarding policy, which reflect current government requirements. Leaders demonstrate that a high priority is placed on ensuring that pupils are kept as safe as possible. The policies and other evidence indicate that health and safety, fire safety, behaviour and supervision, risk assessment and first aid are likely to comply with guidance. There is a dedicated first-aid room in the new building. Newly appointed staff have already completed paediatric first-aid training. The anti-bullying policy sets out clearly how issues with bullying will be dealt with.

Plans and a tour of the site indicate that the building should comply with all health and safety legislation and building regulations.

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 in place and fully completed, recording the checks made on the leaders and staff already in post. Records show that leaders regularly check the records. Recruitment folders demonstrate that safer recruitment practices are robust.

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 well-advanced and is set to open as planned in September 2019. The building will meet all current requirements. It should provide a high-quality learning environment which is bright and spacious. The outside space is impressive, with natural surroundings supplemented by an astro-turf area for all-year-round sporting activities. First-aid, toileting and medical facilities are all in place.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part. All required policies are in place. The website is new and developing. Leaders demonstrate a clear understanding of the required information that needs to be uploaded to the website in readiness for the opening of the school. Some policies, including the safeguarding policy, are already on the website. Leaders plan to upload the remaining policies prior to the school opening. All documentation requested was available during the inspection.

Part 7. Manner in which complaints are handled

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 complaints policy details the school's approach to handling complaints, along with the majority of timescales. Leaders provided examples of where independent panel members are used across the trust, however, this is not made explicit in the policy.

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

Ensure that the precise timescale for the stage 3 complaints panel to report back to parents is detailed in the policy.	33(c)
Ensure that the complaints policy explicitly states that one member of the panel is independent of the management and running of the school.	33(g)

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 provided that it addresses the regulations set out in the table below. Leaders are highly experienced and show a detailed understanding of the regulations. Leaders have the necessary skills and knowledge to ensure that the independent school standards are met consistently.

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

Ensure that the precise timescale for the stage 3 complaints panel to report back to parents is detailed in the policy.	33(c)
Ensure that the complaints policy explicitly states that one member of the panel is independent of the management and running of the school.	33(g)

Schedule 10 of the Equality Act 2010

The school has an accessibility policy that sets out how the school will be accessible to all pupils as the school grows. A lift is being installed to allow access to the first floor. Disabled toilet facilities are in place.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the statutory requirements of the Early Years Foundation Stage. An experienced early years leader has already been appointed, along with two early years teachers.

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