

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

School name	Poppyfield Primary Academy
DfE registration number	2037
Unique reference number (URN)	147082
Inspection number	10103205
Inspection dates	17/06/2019 to 17/06/2019
Reporting inspector	Niall Gallagher



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 inspectors toured the school site with school leaders. The tour included a visit to the pond area and outside recreation space. The inspector reviewed a wide range of school documentation, much of which is available on the school's website. The inspector also met with various members of staff including the interim chief executive officer, executive headteacher, head of school, school business manager and the trust's curriculum lead to discuss their plans for opening the school.

Information about the registration

The school is seeking registration as a free school:

Number of day pupils	236, initially 42 in September 2019
Age range	3 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Poppyfield Primary Academy is a proposed free school within the Victoria Academies Trust. When the school opens in September 2019 it will be the ninth school in the trust. All of the schools in the trust are primary schools. The school has been built to serve a new housing development to the north of Cannock in Staffordshire. The school will open in September 2019 with pupils in the Nursery and Reception only. When it reaches full capacity there will be 236 pupils on roll.

The school building is nearing completion and will be ready before the beginning of the 2019–20 academic year.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the 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 all of the standards in this part. Leaders have a clear vision for the school which is based upon trust and promotes loyalty, tenacity, kindness, courage and brilliance. Leaders are keen to develop the whole child. They have developed an exciting curriculum incorporating a forest school. Curriculum plans and schemes of work clearly promote pupils' spiritual, moral, social and cultural development. They are also designed to prepare pupils for life in modern Britain. They actively promote tolerance and harmony and encourage respect for other people, paying regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Leaders have developed very clear policies to keep pupils safe. The policies include a comprehensive safeguarding policy that reflects the latest statutory guidance, a behaviour for learning policy, first-aid policy and health and safety policy. Leaders plans to keep pupils safe, and to ensure that their health and well-being are thorough. They have considered, for example, the potential risks associated with the on-site pond and forest school. Appropriate risk assessments are already in place. The safeguarding policy is detailed and sets out clearly what staff must do if they are concerned about a child. The policy also sets out how leaders will work with other agencies, including accessing early help from the local authority when required. Leaders have a clear plan to manage pupils' behaviour and provide support to the pupils who need it. All staff will receive one full day's safeguarding training before they start in September 2019. They will also receive training on the school's behaviour policy.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the standards in this part. Leaders have adopted a template for the single central record that is used in the trust's other schools. The single central record for this school has already been populated with the details of the staff appointed for September 2019. The information recorded is comprehensive and includes, for example, Section 128 checks where necessary. The single central record is fully compliant and can be expanded; additional tabs have already been created for other staff such as supply staff and volunteers.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the standards in this part. The school building has been built to a high standard. The outside space is excellent. There is a multi-use sports facility, an expansive grassed area, a purpose-built, naturally-filled pond, a forested area for a forest school and plans for a vegetable garden. There is adequate and appropriate lighting both inside and outside the building. The acoustics inside

are good and all of the facilities, including the toilets, and medical and first-aid facilities, are appropriate.

Part 6. Provision of information

The school is likely to meet all the requirements in this part. Although the school is yet to open, the school's website is very informative. All of the required policies, including safeguarding, admissions, the curriculum, behaviour and complaints are in place and easily accessible.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. The complaints policy is fully compliant and available to parents on the school's website. The policy provides details about how complaints are handled, how the outcome is communicated and how information relating to complaints is stored. The policy includes information about the informal and formal stages of the complaints procedure and provides clear timescales. The policy is also clear about the roles and responsibilities of those involved in handling complaints. For example, the policy makes it clear that where there is a panel hearing, one panel member will be independent of the management and running of the school.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. The school will be part of an established trust that is successfully running eight other primary schools. The head of school will be supported by an experienced executive headteacher who will be based on the school site for several days each week. The head of school will also receive additional mentoring and coaching support from another headteacher from within the trust. The school's curriculum is based on the trust's own innovative curriculum model but has been adapted to meet the needs of the pupils who will attend this school. The trust's curriculum lead will oversee and monitor the effectiveness of the curriculum.

The well-being of pupils is likely to be promoted very well through the thoughtful curriculum and access to outside facilities, including the school's own pond and forest school. Leaders demonstrate the knowledge and skills required to ensure that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements in this part. Leaders have produced an appropriate accessibility policy and their long-term plan is based on a template used in the other schools within the trust. The finer details of their three-year plan will be confirmed once the school has opened to its first cohort of pupils in September 2019. The building is fully accessible and includes a lift to the first floor.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the requirements in this part. The head of school has a comprehensive knowledge of the statutory requirements of the early years. Leaders plans demonstrate that all statutory requirements are in place and they are well placed to provide high-quality early years provision.

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