

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

School name	Springwell Alternative Academy Mablethorpe
DfE registration number	1118
Unique reference number (URN)	147196
Inspection number	10103692
Inspection dates	15/05/2019 to 15/05/2019
Reporting inspector	Deirdre Duignan



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.

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.¹

Information about the registration

Number of day pupils	63
Age range	4 to 16
Gender of pupils	Mixed

Context of the school

It is proposed that Springwell Alternative Academy Mablethorpe will be a school for pupils aged four to 16 years who are at risk of being or are already permanently excluded from school.

Pupils starting at the school may have special educational needs and/or disabilities (SEND) or be experiencing behavioural, social, emotional and mental health difficulties.

Springwell Alternative Academy Mablethorpe is due to open in July 2019. The proposed school will be situated at specially adapted premises at Seaholme Road Mablethorpe, with part of the building being newly built. The proposed school will comprise of classes from key stage 1 to 4.

Springwell Alternative Academy Mablethorpe will be part of the Wellspring Academy Trust. The trust currently comprises 20 schools in the trust, a mixture of alternative academies, mainstream academies and special schools. Governance is provided by the board of trustees, with specific powers delegated to a local governing body that will oversee four alternative academies.

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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Recommended number of day pupils	63
Recommended age range	4 to 16

¹ www.legislation.gov.uk/ukxi/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.

Recommended gender of pupils	Mixed
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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 regulations in relation to this part. The school's inclusive ethos and values will promote a culture of tolerance and respect among pupils. There are opportunities for pupils to make a positive contribution to the community that the school is in, for example, through helping homeless people. The school's behaviour policy will encourage pupils to take responsibility for their actions and develop their sense of right and wrong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part. The school's safeguarding policy includes the latest government guidance. There are detailed procedures that support this policy that provide additional information and guidance on the safeguarding needs that pupils at this school may face. Leaders will collect detailed information about pupils before they begin at the school and will put risk assessments in place for all pupils. A range of well-coordinated support will ensure that pupils, and their families, receive support at an early stage and before problems escalate. For example, the school will take part in a 'therapeutic parenting' programme that will enable parents and carers to reflect on and develop their parenting skills. Specially designed therapy rooms have been set aside for this purpose.

The school has a comprehensive set of policies that cover all aspects of health and safety, including fire safety and first aid. The school will have a supervisor on site who will carry out regular checks in accordance with those policies. A knowledgeable and well-trained estates manager has set out what checks need to be carried out and when to ensure that the relevant policies are being implemented. The trust will check on this work through its reporting procedures.

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 (SCR) is in place and meets current requirements. All staff have already been appointed to their posts and, prior to taking up their posts, have been subject to the necessary checks. The SCR identifies who has carried out the checks and the date on which they were completed. Leaders have suitable arrangements in place with supply agencies to check on the qualifications and suitability of any supply staff the school may use.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part. The building has been specifically adapted with the specific needs of the pupils in mind, and part

of it is purpose-built. The building is divided into zones for each key stage that are separated from each other. The classrooms are bright and spacious. Adjacent to the classrooms are rooms for therapy, one-to-one intervention and a spacious recreation area. The school has a room designated for the study of science and technology, with appropriate safe storage. The school has a multi-use hall and a fitness room with changing rooms adjacent. A hygiene room will serve as a medical room, should any pupils require medical attention. Although construction is not quite complete, it is clear how the premises will be suitable for the intended purpose.

The building is surrounded by an outdoor area that is made secure by a perimeter fence. The outdoor area includes a large grassed area, a multi-use play area and, beyond the immediate periphery, a large field. For the time being this area is out-of-bounds for pupils, but there are plans to develop it for the pupils' use in the future.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part. Leaders understand the information that should be published on the school's website. Trust leaders carry out checks that the required information is on the website. The handbook for parents and carers includes a list of the relevant policies. The policies will be available to parents and carers on the school's website when it is operational. Leaders will publish information about the school's performance in the end-of-key-stage tests. The annual reports to parents contain the relevant information about pupils' attainment and progress.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements in relation to this part. The complaints policy sets out how leaders will tackle complaints on an informal and, if need be, a formal basis and sets appropriate timescales for complaints to be resolved. The complaints policy and procedures will be available to parents through the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in relation to this part. The school will be part of the Wellspring Academy Trust which has a track record of providing high-quality alternative education. Effective systems are in place to develop leaders' skills and understanding, for example, by joining existing networks in the trust. Leaders and staff have the opportunity, when they join the school, to spend time in one of the trust's high-performing special schools to learn from best practice. There are effective systems in place to develop the quality of teaching, learning and assessment through the trust's teaching school and to develop links with local teaching schools.

Leaders are passionate about their work and committed to making a difference to the life chances of the pupils who will attend the school. They are determined to ensure that these pupils receive high-quality education and therapeutic support.

They have firm plans in place to work closely with local schools to enable the pupils to return successfully to mainstream education.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. The trust ensures that the school's equality policy includes all the protected characteristics set out in the Equality Act 2010. The whole building is accessible to wheelchair users.

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