

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

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| School name                   | Tudor Grange Primary Academy Meon Vale |
| DfE registration number       | 2068                                   |
| Unique reference number (URN) | 147090                                 |
| Inspection number             | 10103167                               |
| Inspection date               | 20/06/2019                             |
| Reporting inspector           | Peter Humphries                        |



## 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>

The inspector assessed 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 reviewed the architects' plans for the temporary and permanent sites and school buildings, scrutinised information available on the school's website and reviewed a range of policies and procedures, including those relating to safeguarding. He held discussions with the executive headteacher and several trust staff and leaders.

## Information about the registration

The school is seeking registration as a free school for:

|                                          |                                               |
|------------------------------------------|-----------------------------------------------|
| <b>Number of day pupils</b>              | 480 (initially 31 in September 2019)          |
| <b>Age range</b>                         | 3 to 11 (initially Nursery and Reception) and |
| <b>Gender of pupils</b>                  | Mixed                                         |
| <b>Type of special educational needs</b> | Not applicable                                |

## Context of the school

This proposed new provision is a 3 to 11 primary school within the Tudor Grange Academies Trust. Meon Vale will become the ninth school in the trust. As a result, pupils and staff are likely to have access to a wide-range of resources, support, guidance and expertise from across the trust.

The school is to be situated on a new housing estate between the towns of Evesham, Moreton-in-Marsh, Wellesbourne and Bidford-on-Avon.

It is envisaged that the school will open in September 2019. It is to be initially housed in temporary accommodation close to the site of the permanent new building. The school hopes to take ownership of the temporary portable building by the end of July.

At the time of inspection, the school had admitted 19 children to the Nursery class and 12 children to Reception Year to start in September 2019. There are 30 places available in each year group.

<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/contents/made](http://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.

The plan is to relocate into a new building close to the temporary accommodation in September 2020, earlier if possible. The final capacity of the school will be 480.

## Advice to the Secretary of State for Education

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|------------------------|----------------------------------------------------------------------------------|
| <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>              | 480                                                                                                                                                                                                               |
| <b>Recommended age range</b>                         | 3 to 11                                                                                                                                                                                                           |
| <b>Recommended gender of pupils</b>                  | Mixed                                                                                                                                                                                                             |
| <b>Recommended type of special educational needs</b> | The school will admit pupils with special education needs and/or disabilities. However, the school will not be able to make provision for children or pupils with profound and/or multiple learning difficulties. |

## **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 the regulations in relation to this part.

School and trust leaders have detailed plans to make sure that the pupils' need for spiritual, moral, social and cultural (SMSC) development is well supported. The school's vision, ethos and values are reflected in the school's policies and website and are likely to underpin this work. The school aims to inspire pupils so that they enjoy their education and achieve well through a well-ordered, happy and disciplined environment where they feel safe. School and trust leaders speak eloquently about the school's ethos and are clear about how their vision and values are to be implemented.

For example, the school's proposed SMSC, wider curriculum and assembly programmes show that there are plans for pupils to have opportunities to visit different places of worship, take part in charity work, experience different sports, art and music. Pupils' understanding of British values, institutions and democracy is likely to be developed through, for example, the proposed 'be kind' and 'people who help us' programmes.

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

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

School and trust leaders with responsibility for health and safety and pupils' welfare demonstrate a secure in-depth understanding of health and safety laws and how to keep children safe. This knowledge, understanding and expertise is reflected in the proposed school's policies and procedures. The trust has contracts with a range of reputable health and safety, maintenance and cleaning companies. These companies provide existing effective services and support to all the schools in the trust. At its most recent Department for Education Blue Risk Management Programme inspection, the trust achieved a blue rating. This reflects the trust's effective practice in making sure that the existing schools implement appropriate health and safety arrangements, including for risk assessments, first aid and fire safety, and the likelihood of the trust maintaining the same standards in the proposed school. The proposed school's behaviour and anti-bullying policies are clear and give suitable guidance to staff on how to deal with inappropriate behaviour, how to reward good behaviour and how to identify and deal with bullying incidents. It is proposed that Meon Vale will use a commercial management information system to record the sanctions and rewards pupils receive. This system is also to be used to record admissions and attendance.

Several staff appointed to the new school have paediatric first-aid training. The plans for the temporary accommodation show that a suitable first-aid room is to be provided.

Trust leaders have put in place suitable induction training for staff that will include, for example, child protection, the 'Prevent' duty, safeguarding, first aid and fire safety.

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

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

School and trust leaders have a clear understanding of their responsibilities in making sure that the proposed staff's, including volunteers' and supply teachers', suitability to work with children is thoroughly checked before they start work at the school. They are also highly aware of other required checks, such as the prohibition from teaching check and the verification of an individual's identity, and intend to ensure that these requirements are adhered to. All appropriate checks have been completed for staff appointed to date. These have been recorded appropriately on an electronic single central record. Several leaders have completed safer recruitment training.

#### **Part 5. Premises of and accommodation at schools**

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

The school will be housed initially in temporary portable accommodation. It was not possible to inspect this accommodation as it had not been delivered. However, the plans show that this building is to include, for example, suitable lighting, provision for toileting, first-aid and medical facilities. Although the new permanent building is not yet under construction, the plans for it show evidence of high-quality, appropriate provision in all regards.

It is planned that pupils will have access to extensive outdoor grounds and a new AstroTurf for playtime and physical education.

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

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

Meon Vale has a website that is accessible to parents and other stakeholders. This website is relatively easy to use and contains all the required information. For example, the proposed school's safeguarding policy is available and is in line with the most recent statutory guidance.

A management information system will be used by teachers to record pupils' assessments. This should enable staff to regularly review pupils' progress. It is proposed that parents will receive an annual written report about their child's progress.

There are no pupils on roll currently who have an education, health and care (EHC) plan. However, should the school admit pupils with an EHC plan, leaders intend to supply the local authority with appropriate information to support an annual review of the EHC plan.

Leaders have produced an information booklet for parents. This has been done in collaboration with parents and includes useful information about the school's contact details, how to report a child's absence and who to contact should they have a concern.

## **Part 7. Manner in which complaints are handled**

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

The complaints policy is clearly written and comprehensive. It contains all the necessary information, steps and the timelines for the efficient handling of any complaints. The trust has clear systems in place to record the details of any complaints made, together with actions to address them and outcomes achieved. The complaints policy appears on the school's website. Copies can be made available to parents if requested.

## **Part 8. Quality of leadership in and management of schools**

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

School and trust leaders demonstrate a secure and thorough understanding of the independent school standards and of health and safety law, policy and practice. Leaders have established high-quality policies which are likely to ensure strong provision for the welfare, health and safety of pupils. Leaders are clear about their vision, ethos and values and how they will continue to monitor the school so that the independent school standards are met consistently. They have the necessary knowledge and expertise to do this.

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

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

The school has an appropriate plan that details how the curriculum, information and the premises will be made accessible. It is proposed that this plan will be finalised when the temporary buildings are in place and when the school moves to the permanent accommodation.

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

All the statutory requirements for the early years are likely to be met.

School and trust leaders have an appropriate understanding of successfully establishing and operating provision for children aged three to five years old. When

the school opens it will admit children to the Nursery and Reception years with no more than 30 children to be placed in each class. Well-qualified staff are currently being appointed. It is intended that each child will have a key worker. Procedures, such as those for the administration of medicines, follow requirements and are clearly written into the medical policy. Other requirements such as a check list for regular risk assessments and a complaints procedure are in place. Teacher to children ratios are suitable. The plans for the temporary accommodation and the permanent building show that the learning environment has been carefully designed to ensure that children have access to both indoor and outdoor learning opportunities.

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