

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

School name	Wellington Eagles
DfE registration number	865/2054
Unique reference number (URN)	147091
Inspection number	10103168
Inspection dates	18 June 2019
Reporting inspector	Caroline Dulon HMI



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(1) 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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	2–11
Gender of pupils	Mixed
Type of special educational needs	N/A

Context of the school

Wellington Eagles is a proposed two-form entry primary school. It includes nursery provision for 2- to 4-year olds. It will serve a community of mainly service personnel who are due to relocate from Germany. The proposed site is close to The Wellington Academy in the village of Tidworth, Wiltshire. It will be the third academy in the Wellington College Academy Trust (WCAT). From September 2019, there will be one class of pupils in each year group from Reception to Year 5. It will operate from temporary accommodation on the site of The Wellington Academy, which is also a member of WCAT. A purpose-built school will open in September 2020. At this time, the nursery provision will open for two- and three-year-olds and the school will have pupils in Year 6. The school will then grow to two-form entry.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant 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 proposed school is likely to meet the standards in this part. Leaders have set out clear plans to promote pupils' spiritual, moral, social and cultural development. They have established clear values for the school and these link closely to British values. Curriculum plans include opportunities for pupils to learn about and develop respect for the protected characteristics set out in the Equality Act 2010.

Part 3. Welfare, health and safety of pupils

The school is likely to meet the standards in this part. There is a good understanding of the requirements for safeguarding set out in 'Keeping children safe in education (2018)' and how to create and maintain a culture that keeps pupils safe. The safeguarding policy states clearly what action staff will take if they have concerns about a child. Suitable arrangements are in place to ensure that all staff receive up-to-date training in safeguarding. Proposed staffing levels are appropriate to supervise pupils, these include arrangements to keep pupils safe when they are sharing the temporary site with secondary-age pupils. Appropriate behaviour and bullying policies are in place.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet the standards in this part. The trust has a well-established and suitable process in place that meets the recommendations of safer recruitment. The trust already operates a single central record that meets current requirements. There are also appropriate arrangements in place for the use of supply staff and volunteers. Appropriate checks have been made on trustees and governors.

Part 5. Premises of and accommodation at schools

The proposed school is likely to meet the standard in this part. Leaders have thought carefully about the need to provide pupils with temporary accommodation that meets their needs closely. There are sufficient rooms, maintained to a good standard that are due to be adapted further to suit primary-age children. This temporary accommodation meets all of the standards in this part. Plans for the proposed new building show that there will be high-quality provision that meets current requirements.

Part 6. Provision of information

The school is likely to meet the relevant standards in this part. The school's website is in place and contains some of the necessary information. Leaders have clear plans to add further information relating to the curriculum and other teaching arrangements.

Part 7. Manner in which complaints are handled

The proposed school is likely to meet the standards in this part. The trust has a well-established policy for handling complaints. It is compliant with current requirements. Wellington Eagles will use this policy.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the standards in this part. The trust has recruited an experienced executive headteacher to oversee the leadership of the new academy, along with the other two schools in the trust. The trust has already opened new schools and is familiar with the requirements set out in the independent school standards. Trustees, the executive headteacher and the primary headteacher articulate a clear vision for the school. There are suitable arrangements for governance in place that will ensure that leaders are held to account with sufficient rigour.

Schedule 10 of the Equality Act 2010

The trust has clear arrangements to meet the requirements of schedule 10 of the Equality Act 2010. They have taken these into account when planning the new building. The temporary building has already been adapted for wheelchair users and pupils with other disabilities.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet the requirements of the Early Years Foundation Stage. Leaders have appointed staff with appropriate experience to lead this aspect of the school's work. Suitable plans and policies are in place to ensure that provision meets children's needs.

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