

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

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| School name   | Glendinning House Academy |
| Department for Education (DfE)<br>registration number | 878/7010                  |
| Unique reference number (URN)                         | 147840                    |
| Inspection number                                     | 10148483                  |
| Inspection dates                                      | 06/07/2020                |
| Reporting inspector                                   | Tracy Hannon HMI          |



## Information about the inspection

This inspection was carried out 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.<sup>1</sup>

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.<sup>2</sup>

The inspection was carried out during the COVID-19 (coronavirus) pandemic. As a result, we could not visit the school site or meet with the proposer in person. The inspector held telephone discussions with the headteacher (who is also the designated safeguarding lead), the chief executive officer (CEO) and the chair of trustees. The inspector viewed a virtual tour of the temporary school site, scrutinised information available on the school's website and reviewed a range of policies and procedures. Using the available information, the inspector is able to give sufficient assurance that the school is likely to meet the independent school standards.

## Information about the registration

The school is seeking registration as a free school for:

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| <b>Number of day pupils</b>              | 120                      |
| <b>Age range</b>                         | 7 to 19                  |
| <b>Gender of pupils</b>                  | Mixed                    |
| <b>Type of special educational needs</b> | Autism spectrum disorder |

## Context of the school

Devon County Council has supported the development of Glendinning House Academy. It identified the development of provision for social communication and interaction, including autism spectrum disorder and associated needs, as a priority based on the level of need in the area.

Glendinning House Academy will provide places for up to 120 students from key stage 2 to key stage 5 with social communication and interaction difficulties. Many will have a diagnosis of autism spectrum disorder. All pupils will have an education, health and care plan. The impact of COVID-19 has stalled the construction of the new premises. As a result, children will attend a site at a nearby school until January

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

2021, when the new premises will be completed. The school's initial intake will be for 54 pupils in Years 3 to 8.

## **Advice to the Secretary of State for Education**

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| <b>Overall outcome</b> | The school is likely to meet all the relevant independent school standards when it opens, provided that it addresses the regulations noted in the table set out in part 5. |
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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 for this part. Leaders have identified a wealth of varied opportunities to promote pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values. Leaders' plans include wide-ranging activities aimed at empowering pupils to be confident and enabling them to contribute to the life of the school and beyond.

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

The proposed school is likely to meet all the relevant regulations in this part. Leaders have given much consideration to pupils' health and safety when designing the building, planning the curriculum and arranging activities. Policies are already in place and show a suitable level of detail. These policies and other evidence indicate that appropriate procedures for risk assessments, supervision of pupils, first aid, behaviour and safeguarding will be in place and in line with guidance. Leaders' plans for training staff and maintaining the trust's high expectations are in place. The designated safeguarding leader is experienced. She already has a good understanding of the local safeguarding issues and has plans in place to address these.

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

The proposed school is likely to meet all the relevant regulations in this part. Leaders have a comprehensive recruitment policy in place, which shows their intention to adhere to the government's guidance on safer recruitment. The single central register is in place and shows appropriate pre-employment checks have been carried out for all staff appointed to date. Staff who manage recruitment and the single central register are experienced and have secure knowledge of the statutory guidance for safer recruitment.

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

The proposed school is likely to meet all the relevant regulations. The inspector is only able to provide limited assurance about some aspects of the premises, such as the temperature of the water, because it was not possible to visit the site. In addition, the virtual tour showed that some of the sash windows in the temporary building do not have restrictors. Therefore, the inspector can only give very limited assurance for this paragraph. Leaders are aware that this needs to be completed before the school opens. The building layout of both the temporary and permanent sites meets all of the current requirements, including, for example, provision of medical rooms, outside space and toilets. Evidence relating to the premises shows good-quality provision, which is accessible for all pupils who will attend the school.

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| <p>The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided are maintained to a standard that ensures, as far as is reasonably practicable, the health, safety and welfare of pupils.</p> | <p>paragraph 25</p> |
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## **Part 6. Provision of information**

The proposed school is likely to meet all the relevant regulations. The school has a website in place. The website is up to date and compliant with guidance for what academies should publish on their website. All mandatory policies are in place and are available to parents, including the safeguarding policy.

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

The proposed school is likely to meet all the standards in this part. The school has adopted the multi-academy trust’s suggestions and complaints procedure. The procedure is comprehensive and clearly outlines the procedures that parents can follow should they have a complaint. The policy provides parents and leaders with the relevant stages of a complaint and timescales. Each stage clearly communicates the school’s escalation, investigation and record-keeping processes.

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

The proposed school is likely to meet all the relevant regulations. Trust leaders have a good track record for securing school improvement. Senior leaders have a good understanding of the inclusive nature of what they want this school to provide for pupils with social communication and interaction needs, including those with a diagnosis of autistic spectrum disorder. The trust and the new headteacher possess extensive knowledge and expertise in the field of special education. Trust leaders have ensured that senior leaders and members of the board of trustees have relevant knowledge and skills to provide strong leadership and management to the school. They have a good understanding of the regulatory requirements. Leaders have ensured that school policies provide strong guidance for the welfare, health and safety of pupils. Appropriate plans are in place to monitor all aspects of the school to ensure that the independent school standards are met consistently.

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

The school is likely to meet the requirements of Schedule 10. Leaders demonstrate a strong understanding of the requirements of an equalities policy, including that objectives are to be based on the cohort of pupils in the school when they arrive. An appropriate accessibility policy is in place.

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