

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

School name	Folkestone Primary
Department for Education (DfE) registration number	2143
Unique reference number (URN)	148068
Inspection number	10154980
Inspection dates	21/07/2020 to 24/07/2020
Reporting inspector	Stephanie Innes-Taylor 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 2008.¹

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 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 a telephone conference call with the principal, two assistant principals and the leader for the early years. The inspector also held telephone discussions with the chief operating officer of the trust and the chair of the governing board. The inspector viewed a virtual tour of the school site, reviewed architects' plans of the 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:

Number of day pupils	450 including 30 children in the Kindergarten (nursery)
Age range	2 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The proposed new provision is a primary school within the Turner Schools Academies Trust. The school previously operated as part of the all-age Folkestone Academy within the trust. The primary and secondary provision have separated to form two different schools but will remain within the Turner Schools Academies Trust. The two schools still intend to work closely together and with other schools within the trust to share expertise, resources and good practice.

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.

The proposed school building is fit for purpose and is planned to open in September 2020. Leaders have ensured that the new provision is inclusive. The school is located to serve the existing need for primary school places within the local community.

Children will be offered nursery places at the Kindergarten, which is located within the school premises.

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, provided that it addresses the regulation 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 proposed school is likely to meet all the regulations in relation to this part. Leaders have planned a suitable programme of learning to help pupils to build their knowledge and understanding of the wider world, including learning about British values and social and moral issues. Leaders propose to plan appropriate opportunities for pupils to develop skills in tolerance and mutual respect for those with beliefs that differ from their own. The policy for equal opportunities explains protected characteristics. Leaders are clear how pupils will be supported. Policies and procedures are strong and demonstrate leaders' vision for the school to be 'a community of learners with purpose and passion'.

Part 3. Welfare, health and safety of pupils

The proposed school is likely to meet all of the relevant regulations in this part. Pertinent policies provide satisfactory evidence that the school is likely to comply with guidance. These documents indicate that health and safety, including fire safety, first aid, assessments of risk, supervision and behaviour, are well prepared and robust. Procedures are explained clearly. The impact of these procedures will be monitored by leaders of the school and trust. The school has an appropriate safeguarding policy, which is up to date with the latest statutory guidance, including COVID-19 guidance. The school's behaviour and anti-bullying policies demonstrate suitable strategies for addressing any issues.

Part 4. Suitability of staff, supply staff and proprietors

The proposed school is likely to meet all the relevant regulations in this part. A single central register is in place. This details the required checks that have been made, who by and when. Checks are recorded on the system for all relevant staff, governors and trustees.

Part 5. Premises of and accommodation at schools

The proposed school is likely to meet all the relevant regulations in this part, provided the action shown in the table below is taken. Leaders' plans and procedures are thorough. The virtual tour showed that there are suitable toilets, washing facilities and drinking water facilities installed. Internal and external lighting are in place. Acoustic panels have been installed in classrooms. Evidence relating to the premises shows good-quality provision is in place that is appropriate to the ages and stages of pupils. It is fully accessible for all pupils who will attend the school.

At the time of the inspection, leaders could not demonstrate that water suitable for drinking has been labelled as such. Plans are in place to address this.

In order to meet the requirements in full, the school should:

Ensure that water suitable for drinking is clearly labelled as such.	paragraph 28(1)(c)
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Part 6. Provision of information

The proposed school is likely to meet all the regulations for this part. A website for the school is in place with relevant links to the trust’s website. It 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. Leaders have prepared a new website, which is planned to launch when the school opens. The content of the current website indicates that the new website is also likely to be compliant.

Part 7. Manner in which complaints are handled

The proposed school is likely to meet all the relevant regulations in this part. The complaints policy is suitable to the context of the school. It contains information that clearly sets out the procedure to be followed and the timescales involved. The policy is published on the school’s website.

Part 8. Quality of leadership in and management of schools

The proposed school is likely to meet all the relevant regulations in this part. Senior leaders of the school and trust articulate a strong purpose for the school they wish to establish. This is evident in their policies and in the ambition for the school described by leaders. The principal is an experienced practitioner and leader in primary education. She has worked closely with the skilled senior leadership team to establish an effective relationship between the local community and the proposed school. Leaders of the trust and governing board have the relevant knowledge and skills to provide suitable challenge and support to the management of the school. Leaders have a good understanding of the regulatory requirements and their roles and responsibilities. They have ensured that school policies provide appropriate guidance for the welfare, health and safety of pupils and staff.

Schedule 10 of the Equality Act 2010

The proposed school is likely to meet the regulations in the schedule. The school is accessible for disabled pupils and staff. There is a suitable plan in place to improve access to the school environment for pupils, staff and visitors.

Statutory requirements of the early years foundation stage

All the statutory requirements for the early years are likely to be met. The proposed school has been designed to ensure that children have sufficient space for indoor and outdoor learning. This is the case for children within the Kindergarten (nursery), and the Reception Year. Leaders have ensured that staff are adequately trained to provide for the safety, health and welfare of children. Leaders have rigorous plans in place to ensure that children are appropriately supervised at all times. Whole-school policies and procedures, including those for safeguarding, consider the needs of early years children and meet requirements.

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