

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

School name	Roundwood School and Community Centre
DfE registration number	4007
Unique reference number (URN)	148250
Inspection number	10165416
Inspection dates	06/11/2020 to 06/11/2020
Reporting inspector	Nasim Butt 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, the inspector could not visit the school site or meet with the proposer in person. The inspector held telephone discussions with the principal-designate (who is also the designated safeguarding lead) and the chief executive officer of the trust. The inspector reviewed the architects' plans for the permanent 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 when it opens.

There are some standards that the inspector was not able to assess due to not being able to visit the site. The standards are detailed in part 5.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	50
Age range	11 to 16
Gender of pupils	Mixed
Type of special educational needs	Social, emotional and mental health

Context of the school

This will be an alternative provision school for pupils in the age range 11 to 16. It is part of the Beckmead Schools Trust. The school will provide education for pupils with mainly social, emotional and mental health needs. Many pupils are likely to have an education, health and care plan. Most school places will be commissioned by the London Borough of Brent.

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 school will be part of an 'integrated youth offer' that serves the local community. This offer will have three parts.

- Roundwood School is the educational part that meets the needs of pupils requiring alternative provision as a result of disrupted schooling, including permanent exclusion or pending exclusion.
- Unlocking Potential are charity partners of the school and will provide therapeutic support as part of the wrap-around care offered to all pupils.
- A community centre that brings local and youth services to the organisation and acknowledges the status of the previous youth centre. This aspect will be open to the wider community.

The school site is in the final stages of construction with completion anticipated in December 2020. The school intends to open in January 2021. Initially, this will be with 14 pupils of compulsory school age.

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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Compliance with The Education (Independent School Standards) Regulations 2014

Part 2. Spiritual, moral, social and cultural development of students

The school's values and aims thread throughout the school's policies. Leaders articulate a clear ambition for pupils to be curious about the world around them. The plans in place are likely to provide suitable opportunities for pupils to develop their understanding of British values and the protected characteristics. Provision of a range of therapies, during the school day and after, is likely to enhance pupils' self-esteem and confidence. Provision in this area is therefore likely to meet requirements, if policies are implemented as planned. The proposed school is likely to meet all the relevant regulations in this part.

Part 3. Welfare, health and safety of pupils

The inspector is only able to provide limited assurance about the implementation of health and safety policies as it was not possible to visit the school site. Necessary policies are in place. They provide evidence that the school is likely to comply with guidance. The detail included in these documents indicates that health, safety (including fire safety), first aid, assessments of risk, supervision and behaviour are a priority for leaders of the school. Practices and procedures are clearly stated. The school has an appropriate child protection policy. Safeguarding advice and management are up to date with the latest statutory guidance. The school's anti-bullying policy includes relevant strategies for addressing any issues. The proposed school is likely to meet all of the relevant regulations.

Part 4. Suitability of staff, supply staff and proprietors

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 and trustees. Leaders have received training in safer recruitment. They are aware of their duties regarding checking the suitability of staff to work with children. The proposed school is likely to meet all the relevant regulations in this part.

Part 5. Premises of and accommodation at schools

The building was previously a local youth centre and has been inherited by the trust. Leaders' plans, policies and procedures are appropriate. However, the inspector is only able to provide limited assurance about some aspects of the premises. Due to not being on site, it was not possible to ascertain if there was a sufficient supply of hot and cold water or the temperature of the hot water at the point of use. The architect's plans demonstrate that requirements for this part are likely to be met, if leaders implement them as intended. The plans show provision for a medical room, sufficient outside space, appropriate internal lighting and hygiene facilities. Emergency lighting is already in place, as are separate showers and changing rooms for boys and girls. Several spaces have been partitioned to create extra classrooms.

Leaders have identified and addressed the health and safety implications of this, for example access to fire exit routes. Evidence relating to the premises shows suitable specialist provision is planned, which will be accessible for all pupils who will attend the school.

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

Provide washing facilities with an adequate supply of hot and cold water.	paragraph 28(1)(b)
Ensure that water suitable for drinking is clearly labelled as such.	paragraph 28(1)(c)
Ensure that the temperature of hot water at the point of use does not pose a scalding risk to users.	paragraph 28(1)(d)

Part 6. Provision of information

Although the school’s website is not yet live, it includes useful information and documents for parents and prospective parents. All required policies have been written and there are clear plans in place to upload them on to the website before December. Documentation provided indicates that parents will receive detailed reports on all aspects of their children’s education, including their academic and personal development. The proposed school is likely to meet all the relevant regulations in this part.

Part 7. Manner in which complaints are handled

The complaints policy, which is also the trust’s policy, is appropriate to the context of the school. It clearly sets out the procedure to be followed and the timescales involved. It is likely to be published on the school’s website. The proposed school is likely to meet all the regulations in this part.

Part 8. Quality of leadership in and management of schools

Leaders demonstrate understanding of all the regulations. They articulate how they will continually review the provision to ensure that it caters for pupils’ needs and meets all requirements. The headteacher is an experienced leader. Trustees have the necessary knowledge and skills to provide suitable support and challenge to the school. In planning for the new school, leaders have drawn on expertise from within the trust to devise appropriate policies and procedures, particularly in matters related to health and safety. Leaders have developed a close partnership with the local authority and schools in the locality. This has enabled leaders to develop suitable plans for implementing the trust’s vision of an integrated youth offer for the local community. The proposed school is likely to meet all the regulations in this part.

Schedule 10 of the Equality Act 2010

Policies give due regard to the groups with characteristics protected by law. Documentation shows how the school will promote and support equality of opportunity between all groups. The school site has appropriate adaptations in place, including a lift and toilet facilities, for those pupils or adults who may have a disability. The proposed school is likely to meet all the regulations in this part.

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