

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

School name	Chelveston Road School
Department for Education (DfE) registration number	940/7007
Unique reference number (URN)	148583
Inspection number	10189056
Inspection dates	14/06/2021
Reporting inspector	Stephanie Innes-Taylor

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](#).

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.¹

The inspector scrutinised a range of documentation related to the school's likely compliance with the independent school standards and spoke to the lead proposer, executive headteacher and head of school from the academy trust. The inspector discussed plans for the proposed school and toured the school site.

The inspector scrutinised architects' drawings for the school. Building work yet to be completed was discussed with leaders and project managers during a tour of the school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	145
Age range	11 to 18
Gender of pupils	Mixed
Type of special educational needs	Autism spectrum disorder (ASD), cognition and learning

Context of the school

The new provision is a special school within the Friars Multi-Academy Trust. The trust provides specialist provision for pupils with ASD, complex and moderate learning difficulties. The trust consists of one other special school. The proposed school intends to work closely with this school to share expertise, policies, procedures and resources. All pupils who will attend the proposed school will have an education, health and care plan.

The school will open in September 2021. Initially, the school will admit 27 Year 7 pupils during the first year. This will gradually increase over a five-year period to a capacity of 145 pupils.

¹ Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and university technical colleges.

Leaders of the trust have designed the new provision to be inclusive. The school is located to serve the growing need for special school places within the local community. The school will benefit from specifically designed external sports facilities and creative spaces. Internal accommodation has been specifically designed to be accessible and to meet the academic, personal and social needs of pupils with ASD.

The construction of the proposed school is not complete. The planned work is on track to be finished in time for the school to open at the beginning of September 2021.

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 regulations noted in the tables as set out in parts 3 and 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 in this part. The school's inclusive values are designed to underpin the culture of its provision. These values are highlighted in the school's ambition for pupils to be well prepared for their future adult lives. There is a planned programme of learning to enable pupils to build their knowledge and understanding of the world around them. Plans provide opportunities for pupils to learn about the importance of British values, diversity and respect for protected characteristics. The school's approach to teaching personal, social and health education places emphasis on pupils developing positive relationships.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part, provided that it addresses the regulations set out in the table below. The policy for safeguarding and child protection is suitably detailed and reflects the latest statutory guidance. The school's behaviour and anti-bullying policies are comprehensive and include strategies for addressing misbehaviour. Policies relating to health and safety, such as those for the administration of first aid, assessment of risk and behaviour are appropriate. However, the inspector is only able to provide limited assurance about the implementation of the health and safety policies because the site is still under construction. For example, leaders were not able to prove compliance with the Regulatory Reform (Fire Safety) Order 2005 because the building is incomplete and not ready for assessment. Additionally, the building does not yet have water supplied for washing facilities.

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

comply with relevant health and safety laws by implementing the health and safety policy effectively	paragraph 11
ensure that, when refurbishment work is complete, the school is compliant with the Regulatory Reform (Fire Safety) Order 2005.	paragraph 12

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the requirements in this part. A single central record (SCR) is in place. The SCR details the required checks that have been made, by whom and when. Checks are recorded for staff, governors and members of the board of trustees. The chief operating officer for the trust ensures that statutory guidance is followed closely.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in this part provided that it addresses the regulations set out in the table below. Although plans and policies are comprehensive, the inspector is only able to provide limited assurance about some aspects of the premises because the building is incomplete. There are no working toilet or washing facilities installed currently. Drinking water is not yet available. Internal and external lighting have yet to be fitted. The tour of the school showed that these facilities are being installed. For example, each classroom has a sink. Building plans show that requirements for this part are likely to be met if leaders implement them as intended.

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

ensure that the building is maintained to a standard so that the health, safety and welfare of pupils are ensured	paragraph 25
ensure that the lighting in each room or other internal space is suitable, having regard to the nature of the activities that normally take place therein	paragraph 27(a)
provide external lighting in order to ensure that people can safely enter and leave the school premises	paragraph 27(b)
provide suitable drinking water facilities	paragraph 28(1)(a)
provide toilets and urinals with an adequate supply of cold water	paragraph 28(1)(b)
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

The school is likely to meet all the requirements in this part. Leaders can provide relevant information and mandatory policies for the school to parents. There is a website for the school. Leaders have made provision for the information that academies must publish. Leaders are currently populating the website with up-to-date information and relevant policies. Contact details on the website are for the trust. When the building is complete, leaders intend to publish contact details for the school.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. The complaints policy is suitable for the context of the school. It has information that clearly explains the procedure to be followed and the timescales involved.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. Leaders are ambitious for the provision they wish to establish. Their aspirations for pupils are clear in their vision for the school to support 'every child, every chance, every day'. Trustees have extensive knowledge and expertise in the field of special educational needs provision. They have ensured that senior leaders have the relevant knowledge and skills to provide effective leadership to the school. Leaders demonstrate a good understanding of the independent school standards. They understand the aspects of the school they need to address when the building is complete, to ensure that the independent school standards are met consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements of Schedule 10. The school is designed to be inclusive. It is accessible for disabled pupils and staff. Leaders have action plans in place to regularly monitor and review accessibility arrangements. The policy for equal opportunities makes clear how the school will support pupils with different characteristics.

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