

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

School name	Great Oldbury Primary Academy
Department for Education (DfE) registration number	916/2115
Unique reference number (URN)	148595
Inspection number	10189063
Inspection date	25/05/2021
Reporting inspector	Mark Burgess



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 headteacher designate of the new school and the estates manager, chief operations officer and director of academies from Gloucestershire Learning Alliance. He scrutinised evidence from the school website and reviewed various policies and procedures, including those related to safeguarding. The inspector toured the site of the new school building.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	315
Age range	2 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Great Oldbury Primary Academy will be a newly built school in Stonehouse, Gloucestershire. The site of the school is on a new housing development. The academy will be part of the Gloucestershire Learning Alliance. This is a multi-academy trust comprising a further seven primary schools.

The building is not yet complete. Completing the building work is on track for August 2021. The proposed school is due to open to Nursery and Reception class children in September 2021. The final capacity of the school will be 315 pupils.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the 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 is likely to meet the requirements in this part. The school's policy for spiritual, moral, social and cultural education will align with the other schools in the trust. The school will use a published scheme of work to deliver this aspect of the curriculum. The scheme of work has an appropriate emphasis on pupils developing self-esteem and self-confidence. Knowledge of and respect for different cultures and faiths, individual liberty, diversity and democracy also feature in the school's plans. Leaders have selected reading books that represent people of different cultures. An elected school council will support an understanding of democracy.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant requirements in this part. Policies aligned with those across the trust are in place. These comply with the requirements for health and safety (including fire safety), behaviour, supervision, first aid and safeguarding. Suitable risk assessments underpin these policies and procedures. Trust leaders have established systems to ensure high standards of safety and pupil welfare in the new school.

Leaders will train staff to recognise potential concerns about pupils' welfare. Staff will use an electronic system to pass concerns on to the designated leaders of safeguarding.

The behaviour policy makes clear how staff will recognise, and subsequently reward, pupils' positive behaviour. The behaviour policy is clear for all to understand, so there is likely to be no confusion about the use of reward or sanction.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all the requirements in this part. The school's single central record is in place. Based on the single central record of the trust's current schools, it meets requirements. Leaders have received training in safer recruitment. They are fully aware of their duties regarding checking the suitability of staff to work with children.

Part 5. Premises of and accommodation at schools

The new school building is not yet ready for occupation. The inspector saw plans showing the proposed layouts of the building. The inspector visited the site and was able to see the design of the classrooms and the toilet and washing facilities for pupils. Contractors have considered the standards for lighting, drinking water and acoustics. The site visit showed evidence of this. There is a combination of hard surfaces with strategically placed safety surfacing and grassed areas for pupils' use outdoors. Pupils

in Nursery and Reception classes will have access to outside learning spaces. There is accommodation for the short-term care of sick and injured pupils. There are additional facilities, including provision for a hoist system in a medical room, should any pupils have significant special educational needs and/or disabilities.

Architect's plans to extend the size of the school are in place should there be a need for the school to increase the number of pupils on roll.

Part 6. Provision of information

The school is likely to meet all of the regulations in this part. The website is clear and contains all the necessary information. All required policies have been drawn up and are already available on the website, including the safeguarding policy. Links to the trust's website are clear. Teachers will use established trust reporting systems to share pupils' progress and attainment with parents and carers.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. The trust has a well-established policy for handling complaints. It is compliant with guidance. Great Oldbury Primary Academy will use this policy.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. Leaders demonstrate a clear understanding of all the regulations. They articulate how they will continually review the provision to ensure that it continues to meet requirements. In planning for the new school, leaders have drawn on expertise from within the trust of establishing a new school in a similar environment. Leaders are clear about how they will evaluate and monitor all aspects of the school's work. Leaders are working closely with other staff in the trust to prepare to meet pupils' needs. School staff will have access to the trust's training and development programme.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements of Schedule 10. The school's accessibility plan, together with the equalities policy, contains clear information on how leaders aim to promote an inclusive and welcoming environment for all pupils and adults. The design of the building shows that suitable adaptations are included.

Statutory requirements of the early years foundation stage

All the statutory requirements for the early years are likely to be met. Inside and outside spaces for children are planned to be well matched to the needs of the children. Leaders have a good understanding of the early years curriculum and have appointed staff who are suitably qualified and experienced.

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