

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

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School name	Livingstone Academy Bournemouth
Department for Education (DfE) registration number	839/4009
Unique reference number (URN)	148590
Inspection number	10189040
Inspection dates	11/06/2021
Reporting inspector	Stewart Gale

## 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.<sup>1</sup>

The inspector scrutinised a range of documentation related to the school's likely compliance with the independent school standards. The inspector spoke to the managing director and deputy director from the Aspirations Academies Trust (AAT), which is proposing to open the school. He also met with senior leaders from the school, including the executive director of learning and head of secondary. The inspector toured the school site and discussed plans for the phased capital works. The inspector scrutinised information on the school's website and the most recent version of the single central record (SCR).

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	1,585
<b>Age range</b>	4 to 18
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

The AAT is proposing to establish an all-through school in Bournemouth town centre from September 2021. The school will initially open for 30 children in Reception and 150 pupils in Year 7. From this starting point, the school will add a further group to Reception and key stage 3 each academic year until the school reaches its agreed capacity. The sixth form is likely to open in September 2023.

When it opens, the school will have access to the trust's services and support, including for health and safety, school improvement and pupils with special educational needs and/or disabilities. In September 2021, the school will join the trust's south coast regional board. This is one of four hubs that aim to ensure the

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

local accountability and governance of the school, in accordance with the published scheme of delegation.

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

<b>Overall outcome</b>	The school is likely to meet all of 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 is likely to meet all the relevant requirements in this part. The school's policies actively promote fundamental British values and place pupils' spiritual, moral, social and cultural (SMSC) development at the centre of its work. Leaders are enthusiastic to promote SMSC development. They are keen to make the school a thriving centre for the local community, and to prepare pupils as citizens in a global context. Leaders have detailed plans that are likely to promote fundamental British values. For example, the school building will retain the listed Victorian courtrooms, complete with the original judge's seat, counsel benches, jury seats and 'dock', where pupils will learn about criminal law in England. This will also be used to learn about other fundamental British values, for example democracy and the rule of law. Leaders want pupils to make strong contributions and to be successful, regardless of their starting points. Plans and policies to promote the Equality Act (2010) are well developed.

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

The school is likely to meet all the relevant requirements in this part. Policies are already in place and are adapted to meet the school's context. The policies for health, safety, behaviour, supervision, risk assessment, first aid and safeguarding are likely to be implemented effectively. School staff and leaders speak knowledgeably about the standards under this part. They are appropriately trained. Trust leaders have commissioned suitably qualified external partners to assure themselves of the safety of the site. For example, there are ongoing checks to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. Leaders are likely to make pupils' safety a priority to promote pupils' welfare, health and safety, including a culture of safeguarding.

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

The school is likely to meet all the relevant requirements in this part. The SCR is already in place. This records the required evidence of checks made on staff, by whom and when, including for governors. The school will use the system that is already in operation across the trust. The school is already implementing its recruitment policy to ensure that staff recruitment, vetting and checks comply with government expectations for this part. The SCR is likely to be maintained legibly and in an electronic format.

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

The school is likely to meet all the requirements in this part. There are suitable plans in place to build on the current site, while retaining listed parts of the building's previous use as courtrooms. The expansive site is designed well to cater for the

different needs of all pupils from four to 18 years old. The proposed buildings meet all current requirements, including provision for washing and toileting, learning, accessibility and outdoor play. The building work is being broken into three expansion phases, to accommodate the growth of the school. Although the school is being built from September 2021, leaders have made sure that there are appropriate plans for Year 7 pupils to have high-quality physical education with suitable showering facilities. This is to be achieved through agreements to use local facilities and a sports club. The school has appropriate plans for a medical and first-aid room, including for the paediatric care of children in the early years. Plans take full account of the early years foundation stage (EYFS) statutory framework. Therefore, children in the Reception Year will benefit from opportunities to play outside and enjoy the full range of learning through an appropriate curriculum.

## **Part 6. Provision of information**

The school is likely to meet all the requirements in this part. All required policies are in place, including those relating to safeguarding and child protection. The website is fully operational. It is well organised and easy to navigate. Copies of all policies are to be made available to parents on request. The school also has information for parents about how it is likely to implement a remote education policy, should it need to, in accordance with the government document 'Review your remote education provision' (2021).

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

The school is likely to meet all the requirements in this part. The complaints policy is comprehensive and clear. It contains all necessary steps with timelines for the efficient handling of complaints. The policy appropriately sets out formal and informal stages with explanations of how these can be escalated, if needed. The policy describes how complaints will be recorded. It provides relevant information about the confidential nature of these, except where the Secretary of State or a body carrying out an inspection requests to access them. The complaints policy is published on the school's website.

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

The school is likely to meet all the requirements in this part. The trust has already set out clear accountabilities and duties, in line with its funding agreement, to assure itself of the likely effective running of the school. School leaders will be accountable through the local hub, whose role is to scrutinise the effectiveness of leadership and management. Trust leaders will ensure that the school will have local support, while it 'gets off the ground'. For example, the school will have additional part-time support from a local and experienced special educational needs coordinator (SENCo) to supplement the work of the recently appointed SENCo. There will be regular visits to provide targeted support and challenge, including from the managing director of the AAT, who will be taking on the role of chief executive officer for the region. Trust leaders have a proven track record, having already sponsored and improved schools that were previously in categories of concern. Trust leaders also have recent

experience of opening free schools, having opened four recently. Leaders have the necessary knowledge and skills to meet the independent school standards in all parts.

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

The school is likely to meet all the requirements of Schedule 10. Policies clearly identify equalities for all vulnerable groups and pupils, including those with protected characteristics. There is an accessibility plan that is already published on the school's website.

## **Statutory requirements of the early years foundation stage**

All the statutory requirements for the early years are likely to be met. Staff who have already been appointed are suitably qualified and experienced. Supervision will be at least in line with stipulations in the EYFS statutory framework. For example, the advertisement for a teaching assistant post in the Reception class (for September 2021) includes essential qualifications and experience relevant to this age group. This provides firm assurances for the safety and well-being of the children when they start.

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