

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

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School name	The Cavendish School
Department for Education (DfE) registration number	873/7012
Unique reference number (URN)	148578
Inspection number	10189030
Inspection dates	22/06/2021
Reporting inspector	Tessa Holledge

## 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 and spoke to the headteacher and deputy headteacher. The inspector toured the proposed temporary school site, viewed the permanent building site (not yet fully built) and discussed the plans.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	80
<b>Age range</b>	7 to 18
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Autistic spectrum disorder

## Context of the school

The Cavendish School is proposed to open in September 2021. The permanent site will be on the site of Impington Village College, also part of the Eastern Learning Alliance multi-academy trust. Leaders intend to develop close working relationships between the two schools, the existing enhanced resource bases for pupils with special needs and/or disabilities (SEND) on site and the Impington International College sixth form, which is also on the same site.

The school will initially open in temporary accommodation with 10 Year 7 pupils on the site of Girton Glebe Primary School, also part of the same multi-academy trust. The permanent site is currently on track to be finished at the end of November 2021, with a move to this building as of January 2022. The local authority has started to allocate places for January 2022. There are likely to be 40 pupils in total on roll from Year 3 to Year 7 at that point.

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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.

The school intends to provide up to 80 spaces for pupils with autistic spectrum disorders who are at a cognitive ability either just below what is age appropriate or above.

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

<b>Overall outcome</b>	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 is likely to meet all of the requirements. The intended curriculum for the school has pupils' cultural development woven through it. Leaders intend for pupils to study texts and peoples from around the world as part of the International Baccalaureate programme.

Leaders have thought carefully about how to develop the spiritual, moral and social needs of their particular pupils.

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

The school is likely to meet all of the requirements. All appropriate policies are in place. Detailed risk assessments show that leaders have considered the welfare of pupils throughout their work. Leaders have considered first aid and fire safety. Several of the leadership team will be carrying out further training in these areas ahead of the school opening. The multi-academy trust has strong oversight of the health and safety of all.

Anti-bullying and behaviour policies appropriately reflect the likely needs of the pupils in the school.

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

The school is likely to meet all of the requirements. All appropriate checks have been made on the small number of staff already in place. Leaders are clear on the processes they need to go through as they recruit more staff.

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

The school is likely to meet all of the requirements. The temporary building for the autumn term 2021 is a self-contained part of another school in the multi-academy trust. Leaders have ensured separate access and appropriate facilities for the short term. There is not room for the school to expand beyond the initial 10 Year 7 pupils if the permanent building site is delayed.

The permanent building plans indicate that the site will provide well for the needs of pupils attending this school. There are multiple break-out spaces and sensory rooms, as well as appropriately sized class bases. As the pupils move through the school, they will have access to a wide range of specialist learning rooms, including for drama, science, art and life skills.

There are outside play spaces at both sites. The permanent site will have enough space for younger pupils' outdoor physical education lessons. The site will have a large hall and is next door to the Impington Sports Centre (managed by the same

trustees). Leaders intend to use the facilities there for activities such as swimming and fitness. Both the temporary and permanent sites have access to shared large playing fields.

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

The school is likely to meet all of the requirements. The school already has a website. It is clear and easy to navigate. All appropriate policies and information for parents will be uploaded as soon as they have been ratified by the governing body. The school has systems already in place to enable daily communication with parents and termly/yearly reporting.

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

The school is likely to meet all of the requirements. The complaints policy is that of the multi-academy trust. It is detailed and meets all requirements.

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

The school is likely to meet all of the requirements. Leaders have a comprehensive understanding of both the practicalities of setting up a school and knowledge of the potential needs of the pupils who will be attending.

The multi-academy trust has extensive experience of provision for pupils with SEND through its enhanced resource bases. Leaders who have been appointed to directly run the school come with experience of working in specialist provision. They are working closely with the local authority and other nearby special schools.

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

The school is likely to meet all of the requirements. Careful consideration has been made to ensure that equalities are provided for. There will be direct teaching around equalities through the planned curriculum.

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