

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

---

School name	School 360
Department for Education (DfE) registration number	316/2023
Unique reference number (URN)	148623
Inspection number	10189035
Inspection dates	23/06/2021
Reporting inspector	Gary Rawlings 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](#).

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 chief executive officer and the co-headteachers. The inspector toured the school site.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	420
<b>Age range</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

School 360 will join the Big Education Trust. The trust comprises of three other schools, including School 21 which the chief executive officer co-founded. The school is located in Stratford and is part of a wider re-development project in the Sugar House Island area. School 360 is a new, purpose-built school which will serve primary-age pupils. At its full capacity, the school will serve up to 420 pupils. There will be two forms of entry in each year group from Reception to Year 6. In the first year, leaders will admit children in the Reception Year only.

## 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.
------------------------	-------------------------------------------------------------------------------------------

---

<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.

## **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 standards in this part. The school's mission statement and values exemplify how leaders intend to promote pupils' spiritual, moral, social and cultural development. Leaders want School 360 to be representative of the local community and to celebrate diversity among the school's pupils, parents and carers and others. Leaders intend to use a variety of approaches to help pupils to learn about themselves and others. These will include discrete lessons in personal, social, health and economic education, assemblies and whole-school events, such as special celebration days. Leaders have carefully considered the resources, including books, that will be used to promote inclusion and equality.

Leaders have procedures in place to assure themselves in advance of the quality and content of what visiting speakers or external providers of workshops and other activities might use.

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

The school is likely to meet the standards in this part. The school will draw on expertise within the trust to ensure compliance with all health and safety legislation. Leaders understand the checks that need to take place to keep the school site safe for pupils, staff and visitors. An experienced facilities manager will take responsibility for site safety. Leaders have appropriate procedures in place to check fire-safety arrangements. They intend to use a specialist company to carry out annual fire-risk assessments as well as check other aspects of health and safety.

The co-headteachers will take responsibility for safeguarding arrangements. Their training and knowledge is up to date. The safeguarding policy is appropriate. It is published on the school's website for parents to read. Arrangements are in place for administering first aid, medication and the treatment of sick or injured pupils. All staff have received or will shortly receive fire-warden training and paediatric first-aid training.

Leaders have prepared attendance and admissions registers. They know how to check and follow up on pupils' absence. They understand the procedures to follow before taking any pupils off roll and how to share information with local authorities in order to keep pupils safe.

The school's approaches for promoting good behaviour among pupils are well thought through. These are linked closely to the school's values. Leaders plan to use an online system to record and monitor all incidents. The anti-bullying policy and strategy is appropriate. Leaders have considered how every aspect of the school's work will promote pupils' well-being and safety. The curriculum will include a variety

of opportunities for pupils to understand and know what to do should they encounter any form of bullying.

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

The school is likely to meet the standards in this part. The trust has a small central team of staff which oversees, among other things, human resources and recruitment. Together with the co-headteachers, the trust has ensured that all the required checks on staff suitability have been carried out appropriately. The school's single central record is compliant. It records the checks on all members of the trust board and central teams as well as the three members of staff who have been appointed. In the first year of opening, leaders do not anticipate using agency staff. They have well-established procedures in place in order to check staff suitability should they use supply agencies in the future.

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

The school is likely to meet the standards in this part. The school will occupy a new, purpose-built three-storey building. It has been designed specifically with primary-age pupils in mind. It is comprised of classrooms, halls, activity spaces and specialist rooms for art and creativity. The classrooms and other spaces that will be used for teaching are large and airy. Natural light is plentiful. Leaders have ensured that all rooms will be appropriately sound insulated, including the main hall which can be used for performance as well as physical education.

As the building is new, all toilets, handwashing facilities and access to drinking water are likely to meet requirements. Water temperature is controlled beneath each basin so that pupils do not burn themselves when they wash their hands. The medical room is large, contains a toilet and is likely to meet requirements in treating sick or injured pupils.

Children in the early years will have their own dedicated outdoor areas. There is sufficient space for physical education and outdoor play. The school has a roof garden with a caged multi-use games area, an outdoor sheltered classroom and an area for planting.

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

The school is likely to meet the standards in this part. The website is already live and will be developed further as the school develops. Leaders have ensured that the required policies and procedures are published on the website. They understand what information must be shared with parents, including the procedures related to safeguarding.

School 360 will use an online platform to deliver any remote education in the future. Leaders established these procedures in other schools within the trust and plan to replicate these for this school. Staff that have been appointed have the necessary experience to implement a remote education programme.

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

The school is likely to meet the standards in this part. The complaints policy, which is available to parents on the school's website, meets requirements. It provides the necessary details about how leaders will manage complaints at both the informal and formal stages. The policy outlines the timescales for handling complaints. It includes information about the role of a complaints panel and the roles and responsibilities of leaders, governors and the trust.

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

The school is likely to meet the standards in this part. Leaders have developed a clear vision for School 360. The chief executive officer and other directors and members of the trust bring a wealth of expertise, skills and knowledge to School 360. They have a wide range of experiences, including in education leadership and teaching.

Leaders will work with other schools in the trust and draw on opportunities that exist for staff training and professional development.

Leaders have a secure understanding of the statutory requirements of the early years and the independent school standards. They have procedures in place to monitor and evaluate the school's effectiveness and compliance with the standards. The trust has established lines of accountability to ensure strong oversight over all aspects of the school's work.

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

The school is likely to meet these arrangements. The school's accessibility plan and related policies provide a very clear steer on how leaders intend to ensure that curriculum and enrichment activities are available and accessible to all.

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

Leaders demonstrate a secure understanding of the statutory requirements of the early years. They have worked with specialists and advisers to construct an early years curriculum in line with the new statutory guidance. Leaders have the necessary experience in working with children in the early years. The teachers that have been appointed for Reception Year are suitably qualified with early years experience.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022