

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

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School name	Marie Weller Primary School
Department for Education (DfE) registration number	941/2248
Unique reference number (URN)	148571
Inspection number	10189039
Inspection dates	21/06/2021
Reporting inspector	Helen Williams

## 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 lead proposer and the chair from the trust. The inspector discussed plans for the proposed school site. They were not able to visit the school site because building works were not completed to a stage where it was possible to do so.

The inspector was able to make an assessment of the standards relating to the school premises by reviewing the school's plans for the building.

## 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 100
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

This new provision is a primary school within the Hawksmoor Learning Trust. The primary school will serve a new housing development on the outskirts of Towcester, Northamptonshire.

The school will open in September 2021 for up to 30 children in the Reception Year. In September 2022, the school roll will open to a further 60 Reception-age children. This will take the maximum number of pupils on roll to 90. The school's roll will then rise by 60 pupils each year until the school is at a capacity of 420, with 60 pupils in each year group.

The Hawksmoor Learning Trust has previously successfully opened a primary school. It has a track record of strong leadership and school improvement. This is reflected

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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.

in the quality of the school's preparation for the opening of the school. This includes the systems and procedures already in place across the trust for holding leaders to account, health and safety, and ensuring the welfare and safety of pupils.

## **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 the requirements in this part. The trust-wide health and well-being curriculum encompasses the development of pupils' spiritual, moral, social and cultural education. These will be taught in strands such as healthy relationships, growing and changing, valuing difference, keeping safe, rules, rights and responsibilities, and money. The aim of this curriculum is to prepare pupils for life in modern Britain, exploring themes such as media influence, democracy and tolerance. Pupils will be taught about the protected characteristics through the curriculum and the literature that staff will share with pupils.

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

The school is likely to meet all the relevant requirements in this part. There are already policies in place for behaviour, anti-bullying, safeguarding, health and safety, and first aid. Fire safety and risk assessment procedures across the trust are robust and these will be replicated at the school. Leaders know and understand their responsibilities. Trust-wide auditing and checking procedures will make sure the policies are carried out and are effective.

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

The school is likely to meet all the relevant requirements in this part. The single central record is already in place. Processes for vetting and recruiting staff are clearly outlined and follow the trust's procedures. The trust's monitoring of the school's single central record and recruitment processes is already in place. This includes scrutinising that all the required checks are made for staff, trustees, future governors, volunteers, contractors and supply staff.

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

The school is likely to meet all the relevant requirements of this part. The school's accommodation is well planned to provide for 420 pupils. The premises will meet requirements. There is appropriate provision of toilets and a medical room. As well as sufficient classroom space, the building also includes purpose-designed spaces such as a design and technology room, and a hall that can be partitioned to make a smaller studio space. Around the school there will be a playground, a multi-use games area, a playing field and football pitch.

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

The school is likely to meet all the requirements in this part. All the required policies are in place. Some of these are available to parents on the school's website. Other websites of schools in the trust show that once the school is open, this information will be easily accessible to parents. In the interim, policies are available on request.

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

The school is likely to meet all the requirements in this part. The school's complaints policy is already in place. It meets all the requirements of the standards, including setting out the timeframe for the complaints process, and the complainant's right to be accompanied to hearings. The policy is available on request.

## **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 a strong track record of school improvement and development. It has already successfully opened a school within the trust and has supported others in difficult circumstances. The leadership accountability structures are already in place and will ensure that the school's policies will be implemented effectively. Leaders and trustees have the required expertise and experience to continue to run and monitor the school's performance and development.

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

The school is likely to meet all the requirements of Schedule 10. The school's policy sets out how it aims to eliminate discrimination, harassment and victimisation. It aims to promote positive attitudes to difference and ensure equality and inclusive practice. These principles are echoed in other school policies, such as the anti-bullying policy.

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

All the statutory requirements for the early years are likely to be met. The school's appointed staff will have the required expertise to work in the early years. The trust's lead practitioner for the early years will be the head of school when it opens. The school's policies include the early years.

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