

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

School name	Windrush Church of England Primary School
Department for Education (DfE) registration number	931/2038
Unique reference number (URN)	148570
Inspection number	10189016
Inspection date	21/05/2021
Reporting inspector	Catherine Old



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 lead proposer from the trust, the principal designate and the trust school improvement representative. Building works were ongoing so the inspector toured the proposed school site and also discussed plans for the completed proposed school site.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	345
Age range	2 to 11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The proposed school is being built in response to the local need for more school places in Witney, as a result of around 1,500 new homes being built in the local area. The school is sited in the middle of one of the new housing developments. The school's initial intake will be for 30 pupils in Reception and up to 30 pupils in the nursery. The school will continue to take a similar number of pupils into Reception each year, rising to 45 pupils in each year group over time.

The school will be a voluntary-aided Church of England school. It will be under the Oxford Diocesan Board of Education.

The school will be part of River Learning Trust. The trust runs 24 schools in and around Oxfordshire, including 16 primary schools. It also has a school-centred initial teacher training programme and a teaching-school hub. As part of the trust, the new school will have access to a range of high-quality leadership and management

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

expertise. Governance will be through a local governing body appointed by the trust, which includes a foundation governor from the diocese.

Advice to the Secretary of State for Education

Overall outcome	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 standards in this part. The school's vision of 'love, learn and live life in all its fullness' is at the centre of the schools' promotion of spiritual, moral, social and cultural development. Leaders have carefully planned how personal, social and health education and the wider curriculum will promote pupils' well-being and help them to stay safe, build relationships and understand the community. Pupils will learn to understand difference, including between people with different protected characteristics. Understanding fundamental British values and institutions will be an integral part of the curriculum. Pupils will celebrate a variety of different faith-based events. Spirituality is especially part of the school's philosophy through the promotion of performing arts and the intention to use the school grounds to celebrate nature.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in this part. Well-established, trust-wide policies have been adapted to suit the new school. Behaviour and anti-bullying policies promote good behaviour. Leaders have used their strong knowledge of the local community, as well as statutory guidance, to inform their safeguarding policy and procedures. The principal is planning to update her knowledge of a specific sexual behaviours traffic light tool, named in the policy, so that she is prepared in advance for any emerging issues in pupils' behaviour. Training sessions in safeguarding, first aid and fire safety are planned for staff. Leaders have a detailed understanding of how to check risks associated with trips and visits. An appropriate risk assessment is in place for the community room in the school, which will be used by the NHS. Members of the public will be able to access this room but will not have access to the main school. Admission and attendance procedures are in line with statutory guidance. The trust and appropriate external agencies will monitor that all procedures are in place and working well.

Part 4. Suitability of staff, supply staff and proprietors

The proposed school is likely to meet the requirements of this part. All the necessary checks on staff, governors, volunteers and supply staff are being made and recorded securely on the single central record. The trust monitors this. Leaders are trained in safer recruitment and demonstrated that safer recruitment practices are being used when employing staff. Leaders understand the importance of checking that staff at alternative provisions have also had the required checks.

Part 5. Premises of and accommodation at schools

The school is likely to meet the requirements of this part. The school building is purpose built. It is well proportioned, with appropriate lighting and acoustics. There

are enough toilets and washing facilities to meet requirements. Toilets and sinks in the early years area are to be of the right height for young children. There are additional facilities for pupils with special educational needs and/or disabilities (SEND), including a hygiene room with shower and hoist. There are separate changing areas for children in the nursery. All water is drinking water, with fountain points to be labelled as such. Hot water will be temperature controlled and labelled. Outside, a one-way road with a lay-by will allow parents to safely drop off and pick up pupils. External areas are to be lit and well maintained. There is plenty of space to play, including separate spaces for the SEND unit, early years and the main school. There is a large field suitable for playing and physical exercise, as well as a small nature reserve. There is to be a security fence around the site, with restricted access to the school through a fob-based security system.

Part 6. Provision of information

The school is likely to meet the requirements in this part. The school's website is being built. It will include all the relevant policies and procedures. In addition, these will be available to parents free of charge on request. There are clear plans in place to report to parents at least annually and termly for pupils in the early years. Leaders have a COVID-19 (coronavirus) policy ready to put on the website, which includes the appropriate safety measures to be followed and details of how the school will provide remote learning should it be needed.

Part 7. Manner in which complaints are handled

The school is likely to meet the standard in this part. The complaints policy is a trust-based policy. It contains all the required steps and appropriate timelines for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the requirements of this part. Leaders of the school and the trust demonstrated secure knowledge of the independent school standards and, more broadly, what it takes to run a school efficiently, effectively and safely. The trust has a track record in opening and running similar schools successfully. There are strong central systems in place within the trust to oversee the leadership and management of the school, as well as the regulatory requirements. A local governing body is in place to oversee the strategic running of the school. It is made up of experienced governors, with a range of useful expertise, including in education and finance. The principal has some experience of school leadership in an interim role. She will receive mentoring from an experienced headteacher and also support and challenge from a trust improvement partner who is demonstrably experienced and knowledgeable about running schools. Together, leaders have the necessary skills and knowledge to ensure that pupils will achieve academically and personally. They have due regard for pupils' well-being, which is rooted in the school's Christian values.

Schedule 10 of the Equality Act 2010

The school is likely to meet the requirements of Schedule 10. Leaders demonstrated a strong understanding of equalities. Leaders will base their objectives on the cohort of pupils in the school when they arrive. A helpful policy includes possible objectives and strategies that the school may use. The school building is accessible for pupils and adults with disabilities. The accessibility policy is in place and provides for site and education inclusion.

Statutory requirements of the early years foundation stage

The school is likely to meet the statutory requirements of the early years foundation stage. Leaders are knowledgeable and experienced in the learning, development and welfare requirements and have plans and policies in place to meet them. Staff already appointed are experienced in early years education. Appropriate staff-to-pupil ratios will be in place so that there will always be adults supporting learning in outside areas, as well as inside. Adults in the early years will all be trained in paediatric first aid.

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