

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

School name	High Point Academy
Department for Education (DfE) registration number	333/7000
Unique reference number (URN)	148400
Inspection number	10189057
Inspection dates	26/05/2021
Reporting inspector	Deb Jenkins 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.¹

The inspector scrutinised a range of documentation related to the school's likely compliance with the independent school standards. She met with the chief executive officer of the trust, the headteacher and the deputy headteacher. The inspector toured the school, which is still under construction, with the headteacher.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	90
Age range	11 to 16
Gender of pupils	Mixed
Type of special educational needs	Autism spectrum disorder, moderate learning difficulties and speech, language, and communication needs

Context of the school

The new provision is a special school for secondary-age pupils. All pupils will have an education, health and care plan. Their main difficulties will be: autism spectrum disorder and associated learning difficulties, and speech, language and communication needs.

Three classes are due to open in September 2021. Leaders plan to open an additional class in the spring term 2022 and another in the summer term 2022. It has been agreed with the DfE that the school will admit a maximum of 38 pupils in the first year of opening. Pupils will be admitted to key stage 4 from September 2022.

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.

The school is part of the Forward Education Trust. The purpose-built facility is on track for completion in July 2021 and is due to open in September 2021.

Forward Education Trust is comprised of three special schools, with a fourth due to join the trust in September 2021. The lead school in the trust, before its conversion to an academy, was judged to be outstanding at its previous two inspections.

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 the requirements in this part. Leaders have a clear plan of how they will ensure that pupils will be supported to develop spiritually, morally, socially and culturally. Each curriculum subject has explicitly identified links, relevant to the pupils' likely interests and abilities. Pupils are likely to gain an understanding of fundamental British values through the academic and wider curriculum, such as through participation in the school council, visits to local community settings, understanding of rules, and respect for one another.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part. All relevant policies are in place and personalised to the school. Arrangements for safeguarding and reporting concerns are clearly stated. New staff are likely to benefit from a comprehensive induction in all aspects of health and safety. Leaders have carried out their own fire risk assessment and associated checks while the school is under construction. The school's approach to behaviour and anti-bullying is suitable and takes account of the specific special educational needs of the pupils.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all the requirements in this part. The proposer has carried out suitable pre-employment checks on staff who have been appointed to the school. These are recorded on the school's single central record. Newly appointed governors have also been subject to relevant checks on their suitability.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in this part. The new two-storey purpose-built provision benefits from lots of natural light and good acoustics. It is on track for completion and handover in July 2021. Pupils will be able to access additional high-quality teaching areas, and breakout/therapy rooms. All of the requirements in terms of medical, first-aid and hygiene facilities are met.

Part 6. Provision of information

The school is likely to meet all the requirements in this part. Leaders are developing a website for the new school. In the interim, all the required policies, including the safeguarding policy, are available to parents as a paper copy. Leaders have set up an enquiry email address to enable parents to contact the school to request information.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. The complaints policy sets out clearly the steps that will be taken when handling a complaint, as well as the timelines for the completion of the process.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. Trust leaders are experienced in running schools for pupils with special educational needs and/or disabilities. Leaders who have been appointed are also suitably experienced in school management. They have ensured that the policies and preparatory work they have carried out will support pupils' welfare, health and safety. Policies are suitably personalised to reflect pupils' needs. Leaders understand the importance of meeting the independent school standards, and have suitable knowledge and skills to ensure that they are met consistently and continually.

Schedule 10 of the Equality Act 2010

Leaders have developed a suitable accessibility plan that shows how its impact will be measured. The plan recognises the benefits of a fully accessible building, while incorporating future actions to ensure high-quality teaching for pupils, along with full access to an appropriate curriculum.

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