

Advice note for a pre-registration inspection of an academy/free school/studio school/university technical college (UTC)

School name	King's College London Mathematics School
DfE registration number	208/4002
Unique reference number (URN)	140564
Inspection number	446980
Inspection dates	10 July 2014
Reporting inspector	Clementina Olufunke Aina

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Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

King's College London Mathematics School is to be a specialist mathematics school for students aged between 16 and 19. The school has applied to register 120 boys and girls with a particular aptitude and enthusiasm for mathematics, who wish to study mathematics and other subjects at university level. The school aims to widen participation in high-quality mathematics teaching by recruiting students who would not otherwise have access to specialist mathematics teaching at post-16.

King's College London Mathematics School aims to serve London but it aims also to have a national profile. The school, established by King's College London, will open in September 2014. A trust, established earlier in the year by a board of governors, will be responsible for running the school.

The school's catchment area will cover all of the London boroughs; however, the school will accept applicants who can travel a reasonable distance to the site. The school has no religious affiliation and is committed to recruiting a significant proportion of students from socially deprived backgrounds. The school plans to provide an outreach programme of professional development for teachers of mathematics working in further education.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The school is likely to meet the requirements, although implementation could not be seen. The school's behaviour and prevention of bullying policies set out a clear framework that guides students, staff, parents and governors on how students will be encouraged to make positive choices that benefit themselves and the wider community. The policies emphasise the importance of students taking responsibility for their actions. They also highlight the school's intention to promote students' ability to managing their behaviour particularly as this aspect of their development is seen a key factor of effective teaching and learning. There are planned systems to raise awareness of the school's core values and promote good behaviour and attitudes among students through praise, reward and celebration of improvement. The school has outlined its commitment to motivating students to make sensible choices through the use of incentives for high standards of work and by making

¹ www.legislation.gov.uk/ukpga/2008/25/section/99

positive contributions to the school community. The school's plan to enhance students' personal development will involve students taking on leadership roles, for example as 'head of house'. The school plans to provide students with opportunities to express their 'voice' and to participate in prize-giving events for commendations accrued by them. The school aims to make use of special courses, such as the Course for Life, to promote students self-awareness, self-development and ethical development. The implementation of this course is likely to develop students' understanding and tolerance of the cultures, beliefs and faiths of others. The college plans to extend the curriculum through ethical and citizenship topics which will require students to undertake follow-up project work and make presentations to their peers. Further plans to undertake community service will ensure that students become familiar with local and national institutions and gain an awareness of civil and criminal law.

The provision of extended day activities, such as sports and music, are expected to promote good relationships and cultural understanding between students from different ethnic backgrounds. The school does not promote any particular political views. Scrutiny of the plans indicates that these are likely to lead to students being presented with balanced views when relevant issues are considered.

Welfare, health and safety of pupils

The school is likely to meet requirements, although implementation could not be seen. The school has clear procedures and detailed policies for all areas of health, welfare and safety. The child protection policy clarifies the roles and responsibilities of all staff in relation to keeping students safe. The policy outlines the school's commitment to ensuring that all staff receive the required training on safeguarding and promoting well-being of students. The designated person for safeguarding has had recent training in child protection. Newly appointed staff are scheduled for safeguarding training in September 2014, before the school opens, so that requirements are likely to be met.

Previous background checks on staff and volunteers, which include their previous employment history, professional and character references have all been undertaken. Policies for the prevention of bullying, safeguarding, first aid, emergency evacuation and off-site visits have been completed. The first-aid policy has all the required information and newly-recruited staff are booked for first aid training before the school opens, so that requirements are likely to be met. The school's behaviour policy outlines rewards and incentives as well as consequences. It further highlights the high standards of conduct that all staff and students are expected to demonstrate. The school has not yet conducted a fire risk assessment because building works are incomplete. However, it has firmly booked a fire risk assessment for late August 2014 when the building works will be completed so that requirements are likely to be met. The school's site plan makes provision for a 'refuge area' next to the main building, as well as access to a fire exit plan on each floor of the school premises. The school's three-year accessibility plan makes a commitment to taking positive action to reinforce a culture of inclusion and to make reasonable adjustments to accommodate the needs of disabled students.

Suitability of staff, supply staff, and proprietors

The school is likely to meet all the requirements, but implementation could not be seen. The required background checks have been made on the headteacher, staff and governors. Checks for newly-recruited staff are currently being processed. The outcome of applications and stages of the verification process and the dates on which the information is received are recorded on a single central register which meets requirements. Currently, the school has not engaged any staff who will be directly employed by the school. However, leaders are aware of the required checks that need to be made.

Premises of and accommodation at the school

The school is likely to meet all the requirements. The school will be located on Lambeth Walk, near to the Imperial War Museum. This is a short distance from King's College London's Waterloo campus. The indications are that the learning areas will be suitable and will have areas specifically designated as classrooms, an administrative room and a suitably-equipped medical room. Plans are in place to give consideration to acoustic conditions with sound absorbing panels. There are suitable

toilet and washing facilities, including ample disabled toilet facilities. Water supplies, including regulated hot water and labelled drinking water, are likely to meet requirements. Students will have access to the local gymnasium and its changing and shower facilities for fitness and sports activities.

Provision of information

The provision is likely to meet all the regulations.

Manner in which complaints are to be handled

The provision is likely to meet all the regulations.

Recommendation to the Department for Education

Registration

- **YES. The school can be registered and allowed to open.**

Recommended number of day pupils: 120

Recommended number of boarders: 0

Recommended age range: 16 to 19 years

Recommended gender of pupils: Mixed

Recommended type of special educational needs: N/A.