

Pre-registration advice notes 2015

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

School name	Akaal Primary School
DfE registration number	831/2014
Unique reference number (URN)	142109
Inspection number	464431
Inspection dates	10 July 2015
Reporting inspector	David Carter

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Akaal Free School will be located in purpose-built new premises adjacent to the National Sikh Museum and the Sri Guru Singh Sabha Gurdwara Temple in the Pear Tree area of Derby.
- Initially, there are two temporary buildings: one is an administration block; and the other a classroom block for four classes. The buildings are pre-made but have not yet been placed on the site. The plans clearly show that there is sufficient space for play and recreation, including an outdoor area for children in the Early Years Foundation Stage. The buildings are due to be in place for 28 August 2015.
- The school has applied to be registered to admit up to 420 boys and girls in the age range of four to 11 years. The free school will open in September 2015 and admit pupils in the Early Years Foundation Stage and Year 1. There are 56 pupils registered for enrolment at present, with scope for up to 120 pupils in the first year of opening. None of these pupils has special educational needs. The proprietor has made it clear in the admission policy that the school will admit pupils from different faiths and backgrounds.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4 to 11
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The personal, health and social education curriculum is clearly planned to show how fundamental British values will be promoted through a range of activities. These include extra-curricular activities such as choir, art and dance as well as mini-topics which focus upon aspects such as democracy and respect for the rule of law. In addition, each half-termly topic has activities that have been identified, across a range of subjects, which show how the school intends to ensure that British values will be promoted. Pupils will learn about the workings of civil law and English public services and institutions. The school intends to follow the locally agreed syllabus for religious education; pupils will have opportunities to learn about the beliefs and practices of those from different religions. Hence, there are clear plans in place for pupils to develop tolerance and respect for others who hold different beliefs or faiths to their own. The daily act of worship will focus upon the beliefs of a wide variety of faiths.
- The behaviour policy emphasises how pupils will be taught the difference between 'right and wrong', with a clear set of rewards and sanctions cited to support pupils in choosing appropriate behaviours. The policy emphasises the need for high standards of conduct and dovetails with the detail set out in the anti-bullying policy which explains how different types of bullying will be dealt with.
- Staff will be provided with training to help them know how to prevent radicalisation and extremism. The school does not promote any particular political or religious views to pupils; a balanced presentation of viewpoints will be offered to pupils.

Part 3. Welfare, health and safety of pupils

- The free school is likely to meet all the regulations, although the implementation of policies could not be seen in full.
- The free school has a detailed policy in place to safeguard pupils when undertaking educational visits, including residential trips. The policy sets out clear information relating to supervision of pupils, risk assessments of

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

activities and the roles and responsibilities of adults during the visits. The free school has a suitably detailed health and safety policy to ensure that pupils are likely to be safe while attending the school. The policy includes guidance to staff on how to report accidents. Staff are all due to be trained in first aid, including paediatric first aid, prior to the school opening in September 2015. A full fire risk assessment has been booked for 28 August 2015 when the buildings will be in place. Arrangements for evacuation in the event of fire are clearly set out in the health and safety policy. The school has drawn up appropriate and suitable policies to promote positive behaviour and to prevent bullying. Suitable attendance and admission registers are ready for use.

- The headteacher has undertaken training as the designated lead for safeguarding pupils' welfare and safety. Training on safeguarding and child protection is planned for other staff prior to the free school opening, as part of their induction.

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

- The school is likely to meet all of the regulations.
- A suitable single central register is in place and includes all the relevant details of the five members of staff who have been appointed so far. These checks include: enhanced disclosures from the disclosure and barring service; checks against the children's barred list; checks on identify and checks on the right to work in the United Kingdom. The free school has made all the relevant checks on the suitability of the proprietor and governors. The free school is not planning on using supply staff; however, it is aware of the systems that need to be in place if it does so.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school will initially comprise of two prefabricated buildings: one is an administration block; and the other a two-storey classroom build. The contractor is experienced in managing educational projects and the buildings are on track to be fully compliant with all relevant standards. This includes: a suitable medical room; labelled sources of drinking water; and labelled and regulated sources of hot water. The site will have external lighting attached to the buildings. The buildings and the play areas are of sufficient size to meet the needs of the initial numbers of pupils in the Early Years Foundation Stage and in Year 1. The school is also planning to use a large hall in the Gurdwara for school lunches, as well as for assemblies and physical education lessons. In addition, the school is planning to hire the sports hall that is near the site for when pupils undertake physical education lessons that require more space. The school aims to commence construction of permanent accommodation during its first year of opening on a strip of land that is adjacent to the temporary accommodation. Outline plans were made available

for scrutiny; these appear likely to meet all requirements. During construction, plans are in place to secure the health and safety of parents, staff and pupils.

- The current site has appropriate security fencing and access to the building is through a secure reception area. The site has sufficient parking facilities for the use of parents and staff.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- The prospectus contains details of the proprietor as well as senior leaders, including who to contact if there are issues related to safeguarding. The school website provides all the required information for prospective parents. The free school's policies, including those for safeguarding and child protection, behaviour and anti-bullying are all placed on the website. Senior leaders have already undertaken home visits and visits to nurseries, to ensure that children have a smooth transition into the school. Senior leaders have clear plans for how they will assess and record pupils' achievements, with an annual report to be sent home to parents and carers. Leaders are aware of the need to provide the local authority and others with information as required, to enable them to meet their statutory obligations.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The complaints policy is detailed and covers all of the relevant aspects as set out in the regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The proprietor and the headteacher have established systems and procedures to ensure that all the standards are likely to be met and pupils' wellbeing assured. They have a clear vision of what they want to achieve and are driven by a clear purpose of providing an education for Sikh and non-Sikh pupils in the local community that promotes a set of core virtues. These include: courage; justice; honesty; compassion; self-discipline; gratitude; humility; contentment; service; resilience; determination; and creativity.

Schedule 10 of the Equality Act 2010

- The proprietor and senior leaders have a clear understanding of how to meet the requirements of the Equality Act 2010. The free school's equal opportunities policy and accompanying disability discrimination policy, sets

out how the school intends to promote the individuality of children irrespective of ethnicity, religion, attainment, age, gender, background or disability and provide them with an equal chance of succeeding in their education. The site enables full access to disabled pupils, parents and staff.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all of the requirements, although implementation could not be seen.
- The headteacher is a specialist in early years education. The planned curriculum is based around four principles: the unique child; developing positive relationships; enabling environments and ensuring that children can explore and learn securely and safely. The curriculum is planned against the prime and specific areas of learning as set out in the statutory framework for the Early Years Foundation Stage.
- Clear systems are in place to assess children’s progress against the early learning goals and they set out how parents will be involved in contributing to the assessment of their child’s development through the use of learning journeys. Senior leaders plan to draw upon the expertise within the George Spencer Teaching School Alliance to check that their assessments are accurate.

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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Recommended number of day pupils	420
Recommended age range	4 to 11
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	ARK Byron Primary Academy
DfE registration number	307/2004
Unique reference number (URN)	142110
Inspection number	464346
Inspection dates	22 June 2015
Reporting inspector	David Scott

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Ark Byron Primary Academy is sponsored by the Ark Schools Trust, a family of 34 primary and secondary schools. It is due to open as an academy on 14 September 2015. For its first year, it will occupy the second floor of the Ark Priory Primary Academy, in Acton. It consists of two main classrooms for Reception-aged children and a further two rooms providing an 'outdoor learning space', indoors. Suitable toilets and a medical room are also provided. The planned new purpose-built accommodation is due to open in September 2016 on its permanent site, located nearby.
- The Ark Byron Primary Academy will open with up to 60 children, in two full-time Reception classes, expanding year by year to provide for two forms of entry from Reception to Year 6. At present, the number of pupils registered for enrolment is 60. It is not known at this point in time how many of the pupils will have education, health and care plans or statements of special educational needs.
- The academy will have no specific religious affiliation. The academy's mission aims to 'begin the journey to provide every pupil with the opportunity to progress to university, or pursue the career path of their choice'.

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- Ark Byron Primary Academy is likely to meet all of the regulations, although implementation could not be seen. The planned provision aims to develop 'pupils both as individuals and as valuable members of society'. On entry to the academy, pupils will be helped to recognise right from wrong and the effects of their actions and words on the feelings of others.
- The academy's intended ethos is based on three core values of 'exploration, endeavour and excellence'. These qualities will be at the heart of the well-planned personal, social, health and citizenship education (PSHCE) curriculum. The curriculum is designed to promote British values, good citizenship and all-round personal development. Planned visits to the local library and visits to the school, by speakers and organisations appropriate to the age group, are intended to ensure that pupils grow in knowledge and understanding of British institutions, democracy and services in the locality and in England.
- Curriculum plans aim to help children gain a knowledge and understanding of religious insights, beliefs and practices so that they respect the views of others from different faiths and traditions, and to embrace the diversity of living in modern Britain.
- The academy will provide appropriate opportunities for pupils and their parents and carers to work 'in partnership with the wider academy community', by undertaking joint projects with the local library and watching demonstrations from members of the local emergency services.
- Social development will be further enhanced by pupils and parents and carers committing to the 'Ark Byron Primary Charter'. Families will be encouraged to undertake activities in life skills, such as cooking and camping, in order to prepare for the next stage of pupils' careers.
- It is intended that every pupil will have equal access to the curriculum, as well as an abundance of opportunities to extend their personal development. For example, the academy intends to promote and develop children's self-confidence and leadership skills by encouraging them to act as members of the school council and to think of the needs of others before their own. They will be expected to contribute ideas in the planning for their new school, so that everybody will benefit from the facilities on offer.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Scrutiny of the academy's documentation shows that, through planned observations and unannounced visits to lessons, it has effective proposals in place to monitor both the quality of teaching and the content of the planned curriculum, to ensure that pupils are always presented with balanced views on global and political issues.
- The teaching and learning handbook gives clear guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views. Where political issues are discussed, staff are expected to present opposing views in a balanced and objective manner.

Part 3. Welfare, health and safety of pupils

- Scrutiny of the documentation and evidence from the on-site visit to the temporary accommodation, indicate that all regulations are likely to be met.
- Policies for safeguarding, including 'disqualification by association' and 'safer recruitment and appointment of staff', equality, behaviour, anti-bullying, and e-safety have been prepared in accordance with requirements. The behaviour policy emphasises that pupils and staff have 'the right to feel safe, secure and to learn at Ark Byron Primary Academy'. It goes on to state that everyone at the academy should 'treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness'.
- Expectations of staff, parents, carers and pupils are clear with respect to managing all types of bullying.
- The executive headteacher and head of school have both been trained in safer recruitment and child protection, at the correct level, for the designated and deputy designated child protection officer positions. The academy's safeguarding policy reflects and references the guidance from the Department for Education's publications '*Keeping Children Safe in Education*', and '*Working Together to Safeguard Children*', March 2015.
- All staff have either completed, or will have completed, appropriate training in safer recruitment, child protection, safeguarding and first aid, before the academy opens. Pre-employment, including medical, checks on the suitability of staff to work with children are in place.
- Suitable policies and risk assessments have been completed for all required aspects of health and safety, including fire safety, to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Emergency evacuation procedures are in place. Checks on the fire-fighting equipment and electrical appliances at the temporary site at Ark Priory Primary

Academy have been completed. A visit from an independent external fire consultant took place in October 2014 and found the academy to be compliant with the regulations.

- The first-aid policy provides sufficient guidance for staff on the treatment and recording of medical conditions, and on hygiene procedures in case of spillage of blood or bodily fluids. Three members of staff are already trained as certified first-aiders, and training is planned for the remaining members of staff. As a result, all staff will be certificated first-aiders before the academy opens in September.
- The admission and attendance registers are ready for use. The academy's three-year accessibility plan details arrangements to review and, if necessary, improve access for disabled students. The new building in September 2016 will be equipped with a lift to the first floor. The current (temporary) building (from September 2015) also has a lift to all floors, enabling greater access.

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

- All the required vetting checks, on the two staff appointments to date, are listed in a single central record which meets requirements.
- The academy does not intend to employ agency supply staff but has appropriate procedures in place to conduct the required checks, should the need arise.

Part 5. Premises of and accommodation at schools

- The academy is likely to meet all of the requirements.
- The academy is due to open on 14 September 2015. In its first year it will occupy temporary accommodation on the second floor of the Ark Priory Primary Academy in Acton. The new academy will have a separate entrance to that of the Ark Priory Primary Academy, and there is a lift to the first and second floors. The four classrooms are likely to meet all the requirements for the two Reception classes. The space will include two classrooms designated for outdoor learning. Children will also have access to the outside play area on the ground floor of Ark Priory Primary Academy.
- There are a suitable number of washrooms available, including one designated for disabled users, with safely regulated hot water. Heating, lighting and fire safety systems are likely to meet requirements. A labelled supply of drinking water will be accessible to pupils. An appropriate location has been identified for a medical room, complete with hand basin and with a disabled toilet located nearby.
- By the end of August 2016, it is intended that the academy will move into its new purpose-built accommodation in The Vale, Ealing. The pre-application plans indicate that the proposed two-storey building will include 14 classrooms, a hall/dining area and provision for 18 toilets and washbasins. This is likely to be

adequate for staff and the proposed number of pupils, and includes two disabled toilets. There will also be a lift to both floors.

- The architect's plans also detail the provision of a sick bay and medical inspection room which pupils may use if they become unwell. Toilets are located nearby and the rooms are complete with a hand basin, with clearly labelled hot and cold running water..
- The plans identify appropriate outdoor areas where pupils can play safely. These include a specialist outdoor area for pupils in Reception classes, a multi-use games area which will be suitable for a range of sports including, football and netball, as well as 'hard' and 'soft' play areas.
- All the necessary checks on the academy building to ensure that the acoustic conditions, sound insulation, lighting and water supplies, including safely regulated hot water controlled by individual thermostatic valves, will be completed. All aspects are likely to meet requirements.
- The space available in both the temporary accommodation and the proposed permanent academy building is adequate for the number of pupils proposed by the trust.

Part 6. Provision of information

- The academy's provision of information, for parents, carers and others, is likely to meet all of the requirements. The academy has a comprehensive website, together with a printable prospectus. The safeguarding policy is on the website. Printed copies of all documents are available on request. The academy has its own website and there is a separate website for the Ark Schools Trust.

Part 7. Manner in which complaints are handled

- The academy's complaints policy and procedures are likely to meet all the requirements. The policy is clearly written and comprehensive.

Part 8. Quality of leadership in and management of schools

- The experienced executive headteacher and head of school demonstrate a very good knowledge and understanding of their roles and responsibilities. Their leadership and management are rigorous in ensuring that all the independent school standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The academy has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- All of the statutory requirements of the Early Years Foundation Stage are likely to be met by this provision.

Advice to the Secretary of State for Education

Overall outcome	The academy is likely to meet all the relevant independent school standards when it opens
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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Atrium Studio School
DfE registration number	999/1874
Unique reference number (URN)	1874
Inspection number	464430
Inspection dates	12 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Atrium Studio School is being built on the South Dartmoor Academy campus on the outskirts of Ashburton, Devon. It will specialise in the Built Environment (architecture, surveying and planning, engineering, design, ecology and town planning). The school is currently under construction and the accommodation is well on schedule to be completed by the end of October 2015. The first students to be admitted on 1 September 2015 will be temporarily accommodated in one of the academy's teaching blocks, overlooking their new school.
- The school is to be run by the South Dartmoor Academy Trust. This multi-academy trust includes a number of primary schools in the area. The trustees have applied to be registered to admit up to 375 boys and girls in the age range 13 to 19 years. It will admit up to 150 students in Years 9 and 12 in its first year and grow to capacity by September 2020.
- The school will be non-selective and intends to admit students with special educational needs.
- The school will make use of specialist facilities on the campus and some of the academy staff will provide tuition for students in the studio school.
- The school aims to 'prepare students for successful professional careers in the Built Environment and expose them to a culture of success through our well-developed professional partnerships with employers'.

Information about the registration

The school is seeking registration as a studio school for:

Number of day pupils	375
Age range	13–19
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims to equip them to be active members of a democratic society, aware of their rights but also appreciating that they have responsibilities. Students will learn how they can make a positive contribution to their local communities while becoming more aware of national and global issues.
- The principal designate has recently returned from teaching in New Zealand. He has brought a fresh perspective to how the school can best provide students in this predominantly rural area with a clear understanding of British values and an appreciation of the diversity evident in modern day Britain.
- The school's programme for students' personal, social, health and economic education (PSHEE) covers such topics as: distinguishing between right and wrong; making the right choices when faced with difficult decisions; promoting respect, tolerance and understanding for the diversity of beliefs and opinions of others; developing an appreciation of the needs, interests and feelings of other people; and providing direct links with the world of work and the wider community through using applying skills from their learning in everyday situations.
- It is intended that students will be effectively supported in developing their self-confidence, self-esteem and self-knowledge as they become adults and continue their education, training and employment. Links with local businesses and industries, such as the neighbouring quarry, will provide them with opportunities to learn at first-hand about their role as working adults in the modern world.
- The school has drawn up a topic-based curriculum for PSHEE. Students will learn about civil and criminal law, in order to help to develop their understanding of the role and work of public institutions and services in England. It is intended that they will increase their understanding of keeping healthy, dealing with mental health issues, an awareness of cancers that can affect young adults, and the value of healthy eating and exercise.
- Students will be taught about how their rights and responsibilities are framed within a society which has democracy, freedom of speech and individual liberty at

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

its heart. Visits out of school and visiting speakers, including specialist presentations for topics such as sexual health and relationships, will feature regularly in the programme.

- Leaders recognize that, living in a rural and often remote environment, students may often have little experience of different faiths and ethnic groups. They plan for students to visit places of worship and widen their experience of different cultures. Leaders recognize that students may have limited awareness and understanding of the dangers of extremism and radicalization; their planned approach is both proportionate and comprehensive.
- Students will participate in a number of business-linked community projects, working with mentors in school and in the workplace. The school's programme for students' economic education includes giving guidance for gaining employment, managing money, parenting and independent living.
- The school's behaviour and anti-bullying policies promote high expectations for students' conduct in education and business settings.
- The school's proposed PSHEE programme will develop students' knowledge and understanding of different faiths and beliefs as they learn about family life, social responsibility, race and discrimination. Tutor time will provide opportunities for them to discuss and reflect on their personal values and beliefs. Students will be encouraged to take responsibility for developing their understanding and respect for different alternative viewpoints and the lifestyle preferences demonstrated in cultures.
- The school has taken steps to ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Staff will be guided that, where any political issues are discussed, a balanced view must always be presented.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met. Implementation could not be seen.
- All the required policy documents are in place and available for scrutiny at the school, including detailed, up-to-date and compliant policies for safeguarding, safer recruitment, positive behaviour management, anti-bullying and first aid. The safeguarding policy reflects the latest guidance, *Keeping Children Safe in Education (March 2015)*, and refers to the local safeguarding children board. The school's website was checked as part of this inspection; the safeguarding policy was available and compliant at the time of the check.
- While customised to the school, all these policies follow a common format adopted by all the schools in the multi-academy trust so that students should find the transition from one school to the next is seamless.

- Senior staff involved in making appointments have been trained in safe recruitment. The school's recruitment policy is fully compliant and one of the trust administrators is responsible for ensuring that this is implemented rigorously. All the required checks are made on staff prior to their appointment and these are systematically recorded on a single central register.
- Staff already appointed have received training in child protection procedures. Similar training is firmly scheduled for those yet to be appointed as part of their induction programme before the first students arrive in September. Staff who are appointed subsequently will be individually briefed on child protection procedures as part of their induction. The lead and deputy designated leads for child protection are trained to the required level. Other staff members, including those in pastoral roles, are already trained at the higher level.
- The school's behaviour and prevention of bullying policies reflect national guidance. Rewards and sanctions are proportionate to the age of the students and context of the school. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- The first aid policy is compliant. It includes advice about calling for medical help and for dealing with spilt body fluids. Some of the staff already appointed are trained in first aid and further training will be provided for others as the school grows.
- Admission and attendance registers will be maintained electronically.
- All the required aspects of health and safety are covered by the school's policies. These include making risk assessments and the procedures for taking action to reduce any identified risk. A fire safety risk assessment is already in place for the temporary accommodation. When complete, the fire alarm in the new premises will be linked to the academy so that the whole campus is able to react to an emergency.
- When the new accommodation is completed, the contractors will be providing the school with confirmation of compliance with the relevant building regulations

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

- The school is likely to meet all of the regulations.
- All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are systematically completed and entries made on the register updated as new staff are appointed. While the school does not intend to employ supply staff, leaders are aware of their responsibilities should supply staff be appointed in the future.

- The school has made the required checks on the members of the multi-academy trust and records these appropriately.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school will open in its new premises during the autumn term 2015. These are being completed and furnished to accommodate the maximum number of students sought from the outset.
- Until the new premises are ready, the first intake of students will be accommodated temporarily in a self-contained classroom block made available by the partner academy.
- Scrutiny of the plans for the new premises indicates that a range of teaching rooms, including laboratories and practical facilities, will be available to students. The specification indicates that the teaching rooms will be well-equipped, well lit and maintained to a high standard. Furniture and fittings are already ordered and awaiting delivery. The building work is on target for completion before the end of October 2015.
- There are sufficient washroom facilities in the temporary accommodation. Showers and changing rooms are available for students using the on-site indoor and outdoor sports facilities. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water throughout the school day.
- The temporary accommodation is sufficient for the initial intake of students in September 2015. The accommodation and site are suitably secure. Suitable arrangements have been made for the medical examination or treatment for students who may be ill. There is sufficient outside space for students' recreation. Playing fields and all-weather sport facilities will be available on the site.

Part 6. Provision of information

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school's website is likely to include all the required information for prospective parents and others. The school's safeguarding policy will be provided in full and other policies are likely to be signposted in accordance with requirements.

- The school intends to provide regular written reports to parents, who will also be able to monitor their child’s progress electronically.
- Leaders are aware of the requirements to provide specified information to local authorities, and to publish reports and other information, as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The school’s complaints procedures are clearly outlined in its policy. Provision is made for a panel hearing, if required. The policy reflects the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The school’s senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students’ well-being.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	375
Recommended age range	13–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	The British Sikh School
DfE registration number	336/4003
Unique reference number (URN)	142080
Inspection number	465530
Inspection dates	19 June and 10 August 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The British Sikh School is being established in Wolverhampton and will open on 1 September 2015. It is a member of the Khalsa Academies Trust. The school is open to Sikhs and non-Sikhs alike, and will admit up to 840 boys and girls in the age range 11 to 18 years.
- At the time of the initial visit on 19 June 2015 a number of regulations were not likely to be met.
- At the time of the initial visit, the school was planning to admit 67 students in Year 7 and 24 students in Year 8 in its first year and grow to capacity by September 2022. This has subsequently been revised following consultation with the Department for Education; the school will now admit up to 80 Year 7 students in its first year and grow to capacity by September 2023.
- The school will be non-selective. It intends to admit students with special educational needs. The school will occupy temporary premises in a wing of a former secondary school for its first year before moving to new premises in the former head office of a national construction company.
- The school aims to 'ensure that our learners acquire the skills they need to contribute and prosper in the 21st century and beyond'.

Information about the registration

The school is seeking registration as an academy school for:

Number of day pupils	840
Age range	11–18
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The initial visit to the school found that all the requirements for this standard were likely to be met. The follow-up exercise confirmed this judgement, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development is central to its aims to equip them to live and work as members of a democratic and integrated society. Students will learn to find acceptance of themselves as unique individuals in a community where forgiveness and the opportunity to start again are fundamental to the ethos of the school.
- Students will be encouraged to make a positive contribution to society and their communities as they develop their awareness of local, national and global issues, fully aware that rights and responsibilities are interdependent.
- Students will be taught about British values which include the rule of law, democracy, cultural habits and behaviour, and 'being a good British citizen'. They will develop an appreciation of the diversity in modern-day Britain as they develop their understanding and respect for alternative viewpoints and lifestyle preferences.
- Students will be encouraged to value themselves and others. They will develop their self-confidence, self-esteem and self-knowledge as they prepare for higher education and the world of work. Partnerships with local businesses, education providers and parents will shape their future pathways as working adults in the modern world.
- The school's programme for students' personal, social, health and economic education (PSHEE) will be delivered through specific topics and in themes in subjects across the curriculum. The programme includes such topics as distinguishing between right and wrong; making the right choices when faced with difficult decisions; promoting respect, tolerance and understanding for the diversity of beliefs and opinions of others; and developing an appreciation of the needs, interests and feelings of other people. Students will be taught to use and apply skills and knowledge from their learning in everyday life.
- Students will learn to understand the need for rules and for these to be abided by for the good of everyone; this will underpin their knowledge of, and respect for,

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

civil and criminal law. The school's behaviour and anti-bullying policies promote high expectations for students' conduct in and out of the school.

- Students will make good use of the school's local links to develop their understanding of the role and work of public institutions and services in England. They will learn about keeping healthy and eating sensibly, physical and mental health, relationships and personal presentation.
- Students will learn to value democracy, freedom of speech and individual liberty. Visits out of school and visiting speakers, including specialist presentations on personal targets and aiming high, will feature regularly in the programme.
- The PSHEE programme will promote students' knowledge and understanding of different faiths and beliefs as they learn about family life, social responsibility, race and discrimination. Leaders anticipate that students may have limited first-hand knowledge of different faith and ethnic groups. Accordingly, they plan for students to visit places of worship and widen their experience of different cultures.
- Leaders recognise that students may be vulnerable to extremism and radicalisation. They aim to raise students' awareness and understanding of the dangers they may face. Leaders will ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Staff are guided that, where any political issues are discussed, a balanced view must always be presented.
- Assemblies, tutor group meetings and the school's enrichment programme will provide opportunities for students to discuss and reflect on their personal values and beliefs. Students will be encouraged to explore subjects and activities that are not offered in timetabled lessons during after-school and Saturday sessions.
- Students will participate in community projects and charity fund raising. The provision for their economic education includes giving guidance for securing employment, managing money, parenting and independent living skills.

Part 3. Welfare, health and safety of pupils

- The initial visit found that some but not all the requirements for this standard were likely to be met. Although it referred to the local safeguarding children board, the school's safeguarding policy seen on the initial visit did not reflect the latest guidance, *Keeping Children Safe in Education (March 2015)*. The school's website was checked as part of the initial visit; the safeguarding policy available at that time was not compliant.
- The follow-up exercise found that all the relevant requirements for this standard are now likely to be met.
- The required policy documents are in place for safer recruitment, behaviour management, anti-bullying and first aid. The school's safeguarding policy has

been updated to reflect the latest guidance, *Keeping Children Safe in Education (July 2015)*. This is to be presented and ratified by the governing body at their meeting on 26 August 2015. The school has prepared materials for training staff, including a declaration that Part One of *Keeping Children Safe in Education (July 2015)* has been read and understood, as required.

- The school's website was checked as part of this follow-up exercise; a note advising that the safeguarding policy has been revised and is awaiting ratification is posted on the website. Overall, the evidence indicates that the requirement is likely to be met.
- Senior school and administrative staff involved in making appointments are trained in safe recruitment. The multi-academy trust provides human resources specialist support which ensures that procedures are implemented rigorously. All the required checks are made on staff prior to their appointment and these are systematically recorded on a single central register.
- The principal will be the designated person for child protection. At the time of the initial visit, his higher-level training in safeguarding procedures was booked to take place on 22 July 2015.
- This follow-up exercise found that this training was completed on 10 August 2015 and the certificate was seen during the exercise. The certificates confirming the higher-level training undertaken by other senior staff were also scrutinised and found to be valid. Training for staff is firmly scheduled as part of their induction programme prior to the first students arriving.
- The school's behaviour and prevention of bullying policies reflect national guidance. Rewards and sanctions are proportionate to the age of the students and context of the school. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- The first aid policy is compliant. It features advice about calling for medical help and when dealing with spilt body fluids. Some of the staff already appointed are trained in first aid. Further training will be provided for others when student numbers increase.
- Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.
- All the required aspects of health and safety are covered by the school's policies. An external consultant has undertaken a full fire safety risk assessment on the premises. There are clear guidelines for making risk assessments about all aspects of the school's procedures and actions to reduce any identified risk are suitable.
- When the new accommodation is completed, the contractors will be providing the school with confirmation of compliance with the relevant building regulations, including fire safety requirements. The school is aware that the Department will need to be informed when this has confirmation has been issued.

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

- The follow-up exercise confirmed that, as found at the time of the initial visit, all the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are systematically completed and entries made on the register updated as new staff are appointed. While the school does not intend to employ supply staff, leaders are aware of their responsibilities should supply staff be appointed in the future.
- The school has made the required checks on the members of the trust and records these appropriately.

Part 5. Premises of and accommodation at schools

- The follow-up exercise confirmed that, as found on the initial visit, all the requirements for this standard are likely to be met. The school will open in its temporary premises on 1 September 2015. There is some refurbishment work to be completed before then but most of the rooms are already furnished to accommodate the students expected.
- A tour of the new premises undertaken as part of this follow –up exercise indicates that appropriate teaching rooms will be available for students. They will be well equipped, well lit and maintained to a suitable standard. The school intends to take all the furniture and fittings it has purchased for the first year of its work to the new premises, when ready.
- There are likely to be sufficient washroom facilities for students, staff and visitors. Showers and changing rooms are available for students using the indoor and outdoor sports facilities on site. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water throughout the school day.
- The accommodation and site are likely to be secure. Appropriate arrangements have been made for the medical examination or treatment for students who may be ill. There is sufficient outside space for students' recreation.

Part 6. Provision of information

- The initial visit found that some but not all of the requirements for this standard were likely to be met. The school published its safeguarding policy in full but this was not compliant (see Part 3 above). Details of the provision for students for whom English is an additional language was not signposted, as required.
- The follow-up exercise found that the school's website includes the address, telephone number and the names of key people. The safeguarding policy is likely to meet requirements (see Part 3 above) and all of the other required policies and other information are signposted in accordance with requirements.

- The school intends to provide regular written reports to parents about their children's attainment and progress.
- Leaders are aware of the requirements to provide specified information to local authorities and to publish reports and other information as required.

Part 7. Manner in which complaints are handled

- The initial visit found that some but not all the requirements for this standard were likely to be met. The school's complaints procedures were incomplete. No provision was made for a panel hearing, if required, or for recording and making available the outcomes of complaints taken to the formal stage and beyond.
- The follow-up exercise found that all the requirements for this standard are now likely to be met. The school's complaints procedures have been revised. Provision is now made for a panel hearing, if required, and for recording and making available the outcomes of complaints taken to the formal stage and beyond.

Part 8. Quality of leadership in and management of schools

- The initial visit found that school was not likely to meet all of the requirements for registration. The school's senior leaders did not demonstrate good skills and knowledge appropriate to their role. They did not fulfil their responsibilities effectively. Their plans and policies did not actively promote students' well-being. The safeguarding policy posted on the website was not compliant with the latest statutory requirements applicable at the time of the inspection visit.
- The follow-up exercise found that the school is now likely to meet all of the requirements for registration. The school's senior leaders demonstrate good skills and knowledge appropriate to their role. They fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being. The safeguarding policy published on the school's website is likely to be compliant with the latest statutory requirements (see Part 3, above).

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	840
Recommended age range	11–18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Channeling Positivity
DfE registration number	892/1103
Unique reference number (URN)	141942
Inspection number	464434
Inspection dates	4 August 2015
Reporting inspector	George Derby

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Channeling Positivity Free School is to be located in the former administration centre of fashion designer Paul Smith Limited. It is a detached, single-storey building, constructed in the early 1980s, fronting Riverside Way in Nottingham.
- This new school will be part of the Channeling Positivity Trust and is due to open on 7 September 2015.
- The school has applied for registration as an alternative education provider, free school, for up to 56 male and female students in the age range 13 to 16 years. It will admit students in Years 9 to 11 in its first year. The school will be non-selective and there are 24 students registered for enrolment at present.
- During the inspection on 15 July 2015, leaders identified that the school was to be located in different accommodation to that originally planned. The new accommodation (although not completed) was inspected. Full plans for the new premises were not available at the time and a request was made for additional documentation to show how this would be adapted for use as a school. This advice note reflects the evaluation of the additional documentation which took place on 4 August 2015.
- The school aims 'to inspire young people to lead positive lives'.

Information about the registration

The school is seeking registration as a free school:

Number of day pupils	56
Age range	13-16
Gender of pupils	mixed
Type of special educational needs	Behavioural, emotional and social development needs

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations, although implementation could not be seen.
- The school's vision, ethos and policies set out a clear commitment to provide all students with an equal opportunity to develop socially, academically and morally.
- The school's focus on students' spiritual, moral, social and cultural development is strong. The curriculum is designed to combine academic studies with opportunities for work placements to develop students' employability and enterprise skills.
- The school's 'big questions' and PSHE programmes will enable students to learn about, and from, other religious, cultural and philosophical positions, in order to demonstrate respect for, and tolerance of, the views of others. All students will explore the culture and language of other societies through their 'living in the wider world' theme.
- Students will be challenged to analyse, interpret and evaluate issues of truth, belief, faith and ethics and to explore the impact upon their fundamental British values. There is a clear expectation that staff and visitors to the school will not promote extreme religious or political views, in any subject they teach, or topic they discuss with students.
- The planned mentor-time programme, range of group tasks and visiting speakers will provide opportunities for students to learn about public institutions in England.
- The work placement, volunteering and collaborative projects with local companies will provide students with a range of opportunities to show initiative and contribute positively to the lives of others.
- The behaviour policy clearly identifies the school's high expectations of students. The 'student empowerment' system encourages them to take responsibility for their actions and behave well, both in and around the school.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- There are suitable policies for the management of students' behaviour, e-safety, the prevention of bullying and health and safety.
- The school's safeguarding policy reflects the latest guidance in *Keeping Children Safe in Education (March 2015)*. The principal is the designated lead person for child protection and is suitably trained. Child protection training is included in the arrangements for the induction of all staff joining the school from September 2015 and this will be updated annually.
- The school's management information system will be used to record and analyse student attendance and this will also be used to log any incidents which will be reported to parents and the commissioning schools.
- The school has undertaken suitable risk assessments for off-site activities. The school understands its responsibilities. Risk assessments are now planned for students' use of facilities within the premises once the building has been completed on 28 August.
- Staff have been identified as having responsibility for the medical care of students and have suitable first aid training; an appropriate policy for the administration of medicines is now in place.
- Suitable fire evacuation procedures have been provided and a fire risk assessment is in preparation.

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

- The school is likely to meet all the regulations.
- The principal is trained in safer recruitment and is a member of all staff appointment panels.
- Full details of checks on existing staff are recorded, including checks against the children's barred list. The school has now undertaken the required checks against the list of prohibited teachers and the school's single central register records these checks.
- Suitable arrangements are in place to make additional checks when appointing staff who have been working overseas. There are no plans to employ agency supply staff at the school but leaders are aware of the checks required, should this position change.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the independent school standards. The premises will be remodelled in two phases. The first phase (to accommodate the first intake of students) is due for completion on 28 August 2015. The space is sufficient for the number of students to be admitted.
- The school will occupy the former administration centre of fashion designer Paul Smith Limited in the Riverside area of Nottingham. The buildings and access points to the grounds are fully secure and well lit externally.
- The planned extensive refurbishment of the building had not begun when the on-site inspection took place. Orders for decoration, equipment and furniture had yet to be submitted and no delivery dates had been agreed.
- The school had outline plans to provide facilities for the preparation and serving of food, a medical room for first aid, shower facilities and separate drinking water facilities but these had yet to be finalised. Checks relating to the requirements for lighting and acoustics had not yet been undertaken.
- Subsequent detailed plans show that the accommodation needs little adaptation. Arrangements for a medical facility which has a sink and which is near a toilet are in hand. Physical education will take place offsite and students will utilise changing facilities and showers at a local sports centre until these are provided in phase two of the remodel.
- The plans show that the acoustics and lighting will be adequate and that labelled drinking water will be provided through the use of portable water cooler dispensers which are on order. Thermostatic controls will regulate the temperature of the hot water; the school's technical team will check that the temperature is correct.

Part 6. Provision of information

- The school is likely to meet all the regulations. All the required information about the school, together with details of policies and procedures, is available on the school's website and in the school prospectus.
- The safeguarding policy is published in full on the website. School leaders intend to provide parents with regular online and written reports on their children's attainment and progress.

Part 7. Manner in which complaints are handled

- The school's arrangements and policy are likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The requirements for this standard are likely to be met.
- Although the inspection visit identified shortcomings in the provision for promoting student’s welfare, health and safety; the suitability of staff and in the premises of and accommodation of the school, the school has responded quickly. It has put plans in place to ensure that accommodation is to the required standard and that all welfare, health and safety standards are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- The school’s ‘Single Equality Policy’ makes a general commitment to providing equality of access for disabled students. The school has provided a suitable plan to increase accessibility to the premises, the curriculum and information provided to parents and visitors.

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

School name	Deer Park School
DfE registration number	318/2017
Unique reference number (URN)	142012
Inspection number	464358
Inspection dates	11 June 2015
Reporting inspector	Helena McVeigh

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Deer Park School is to be located in a new building that is due to be constructed on the site of a former office block in Mortlake Road, Richmond. The school intends to open in temporary accommodation in the grounds of Richmond Adult Community College on 4 September 2015. In the long term, the intention is to move into the new building by spring 2017.
- The school is sponsored by the Bellevue Place Education Trust and has applied to be registered to admit up to 420 boys and girls in the age range four to 11 years. The plan is to admit up to 30 pupils in one Reception class in its first year and then to admit a further Reception class from September 2016 on the temporary site. From then on the school plans to admit two classes per year until pupils have reached Year 6. There are 13 pupils registered to start in September 2015, but the Trust expects that this number is likely to increase now that the location of the temporary site has been agreed. None of the pupils registered so far has a statement of special educational needs or an education, health and care plan, but the school is prepared to admit disabled pupils and those with special educational needs.
- The proposed Deer Park School aims to 'instil a love of learning and a desire to be motivated to enable pupils to become proud of their achievements and become responsible future citizens'.

Information about the registration

The school is seeking registration as a free school:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen. The school's behaviour policy emphasises the importance of developing pupils' personal qualities and social skills. It outlines rewards for good behaviour and disincentives for unacceptable conduct, with different levels for each. The leaders plan to use a 'cloud' display in the Reception classroom to give pupils a visual representation of when they are being rewarded or admonished for their behaviour.
- The school's policy for pupils' spiritual, moral, social and cultural development identifies how each aspect will be developed and promoted through the school ethos, assemblies, curriculum, visits and visitors. The school plans to teach pupils social and emotional aspects of learning in order to contribute to developing their self-esteem, knowledge and confidence. Detail in the policies for citizenship, community cohesion and personal, social and health education show how the school aims to offer opportunities for pupils to develop a range of social skills and to learn about how society is organised and governed.
- The school's statement on British values says that the qualities of tolerance and respect will permeate all aspects of school life. The leaders have prepared a timetable of assemblies for the next academic year that include a different cultural and faith topic each week to support pupils' understanding of cultural diversity and different faiths. The plans include opportunities for pupils to be taught about civil and criminal law in age-appropriate ways. There are plans to involve older pupils in Richmond's 'pupil parliament' elections and to teach about democracy through history lessons and by providing opportunities for pupils to vote, for example for school council representatives. The curriculum plans and policies indicate that pupils of all ages will learn about institutions in Britain through subjects but also through visits to places such as museums, libraries, theatres and places of worship. Visitors are planned to include emergency service personnel, police and members of the Red Cross, which has a centre next to the proposed temporary site.
- The staff code of conduct indicates that the promotion of partisan political views is prohibited and a disciplinary offence. The curriculum policy includes a statement that when any political issues are discussed in lessons or during extra-curricular activities and visits, a balanced view will always be presented.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- All of the regulations are likely to be met. The school has prepared a range of relevant policies, including safeguarding, safer recruitment, behaviour, anti-bullying, fire safety and first aid. There is a named designated officer and a deputy officer for child protection, who have had the appropriate level of training. They are booked on refresher training in July 2015.
- Training in safeguarding, child protection, fire safety and first aid for all appointed staff is booked for 1 September 2015 before the school opens. The headteacher and Trustees have undertaken safer recruitment training and applied these principles when appointing staff. The recruited teachers include an early years specialist who has a qualification in paediatric first aid. The headteacher is booked onto a paediatric first-aid course this summer and along with the designated assistant headteacher will attend fire warden training on 16 July 2015.
- There are suitable policies for all aspects of health and safety, including fire safety and risk assessments; a fire safety inspection of the temporary accommodation is scheduled for 20 August this year. Admission and attendance registers are planned to be completed manually in the first instance and then recorded electronically each day, and their formats meet requirements.

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

- All of the requirements are likely to be met. All required checks have been completed for appointed staff and Trustees and these are recorded on a suitable single central register. Documents have been prepared and made ready to be populated by checks on new staff, volunteers and governors, for example. The school does not intend to employ supply staff in the short term, but has plans to make use of an agency that is well known to the Trust should the need arise, and is aware of the checks to be made.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations. The detailed plans for the temporary buildings and site were scrutinised, but those for the permanent site have yet to be finalised. The intention is that building work will start on the permanent site later this year for completion by spring 2017.
- The temporary location is to be in existing modular classrooms currently used for adult education and forms part of Richmond Adult Community College. The classrooms will need some modification and the plans indicate that there will be two classrooms (one on each floor), offices, a staff room, a disabled toilet and a medical room.
- The plans include adequate toilet facilities for pupils, with washbasins and hot and cold running water; the temperature of the hot water is to be limited. Drinking water will be provided by bottled water and will be labelled. The medical/sick room for pupils will have a washbasin and access to toilets close by. The space inside is adequate for the proposed two classes by 2016 and lighting and acoustics are planned to meet regulations. The acoustics are to be improved by

replacing the internal walls. There are lights outside and the grounds and building are to have a secure external fence only accessible via a security gate, with buzzer, CCTV and intercom.

- The outdoor space is likely to be adequate for play and physical education and there are plans to use the adjacent college drama studio for physical education and assemblies, should the need arise. The school also plans to take advantage of the nearby Deer Park and Richmond swimming pool for some physical education lessons.

Part 6. Provision of information

- The provision is likely to meet all the regulations. The school website includes a copy of the school's safeguarding policy.

Part 7. Manner in which complaints are handled

- The school meets all the regulations. The complaints policy is clear and comprehensive and available on the school website.

Part 8. Quality of leadership in and management of schools

- The requirements for this standard are likely to be met. The headteacher designate is an experienced leader and the school is due to receive support from the Trust. Recruited teachers to date are well qualified and have appropriate expertise to teach children in the specified age range. The requirements for all of the standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The school's equality plan includes a clear commitment to providing equality of access for all pupils, including disabled pupils and those who have special educational needs or education, health and care plans. There is a three-year accessibility plan that sets out how access will be enabled through the curriculum and environment. The planned temporary accommodation will include ramps to the ground floor and a disabled toilet.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all requirements for the early years.

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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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	Derby Manufacturing UTC
DfE registration number	831/4003
Unique reference number (URN)	142129
Inspection number	464420
Inspection dates	19 June 2015
Reporting inspector	Nick Gadfield

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Derby Manufacturing UTC will be located in purpose-built new premises adjacent to Derby College of Further Education. It will be run under Derby Manufacturing UTC Trust sponsored jointly by the University of Derby, Derby College of Further Education, Rolls Royce, Toyota manufacturing UK and Derby City Council.
- Derby Manufacturing UTC will provide an engineering-centred education for up to 600 students aged from 14 to 19 years. Construction of the new site is well advanced and the UTC is on track to open in September 2015.

Information about the registration

The school is seeking registration as an UTC for:

Number of day pupils	600
Age range	14 to 19
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The college is likely to meet all the standards, although implementation could not be seen.
- An ethos of tolerance and respect pervades the UTC's approaches, its documentation and its values.
- Derby Manufacturing UTC has a written policy that sets out clearly how students' attitudes, knowledge and skills will be developed through personal, social, health

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

and education (PSHE) lessons to enable them to lead safe, productive and responsible lives in modern Britain.

- Students' personal skills will be developed through study topics grouped under three themes: health and well-being; relationships; living in the wider world. The actual topics include enterprise, about their own and others' values, physical and emotional health, on-line relationships and safety, equality and diversity and the human rights act, and political awareness (in Year 13).
- The personal, social and health education curriculum will be supplemented by a range of planned activities which promote British values. These will be through aspects such as extra-curricular activities, charity fundraising events, and elections to a student executive.
- The college's teaching and learning policy emphasises the importance of developing students' self confidence and personal skills. Teaching staff will be reminded that partisan political views or extreme religious views will not be tolerated in the curriculum and invitations to visiting speakers will be made on the same basis. The stated aim of teaching sessions is to generate an atmosphere where encouragement, tolerance, security, mutual respect and trust are prevalent.
- The UTC's behaviour policy and home/school agreement emphasise high standards of conduct. They identify the importance of respect and tolerance, promote positive behaviour through a rewards system and list unacceptable behaviour principally as bullying and intimidation, sexism, racism and homophobia.

Part 3. Welfare, health and safety of pupils

- The college is likely to meet all the standards, although implementation could not be seen in full.
- The college has a suitably detailed policy for educational visits and residential exchanges. It includes guidance on conducting risk assessments, emphasises child protection/safeguarding and supervision arrangements, explains the responsibilities of all adults involved and the duty of care that staff have under such situations. It also explains how parents will be involved and informed.
- The principal has been trained to act as a senior designated person for child protection purposes and the safeguarding policy commits the college to designating a child protection lead governor. Other members of the senior leadership team will be trained before the college opens in September and all newly appointed staff will undergo child protection awareness training.
- Behaviour and anti-bullying/harassment policies helpfully set out a definition and possible signs of bullying. They demonstrate the UTC's commitment to investigating, recording and reporting any instances, as well as listing its preventative strategy. The behaviour policy lists four objectives: to reward good

behaviour; to ensure individuals understand the impact of their actions and accept responsibility; to promote a positive climate for learning and ensure all staff and students understand the framework for managing behaviour. The UTC's home agreement, that all students are required to sign, sets out a corresponding code of conduct.

- The UTC has a written health and safety policy which appropriately covers its core principles, lists the actions to be taken to minimise risks, including in the catering facilities, and provides guidance on how to report accidents and incidents. The policy specifies at least three staff to be trained as first aiders and appropriately gives priority support to areas with the most potential hazards.
- Fire and emergency evacuation procedures are set out in a written policy, together with arrangements for drills and training to support evacuation of students with disabilities. A full fire risk assessment of the new building is to be commissioned before students enrol.

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

- The college is likely to meet all the standards.
- The college is contracting with Derby City Council to conduct the required pre-employment checks to be made before any staff can be appointed. These checks are extended to all members of the governing body. The principal is fully aware of the supervision arrangements needed when volunteers and visiting speakers are working in the college.
- A suitable single central register has been compiled and lists those staff already appointed. Governors are being added as they are recruited. The college has no plans to employ supply staff but the principal is aware of the rules that apply if they do so. The register will be available electronically on site.

Part 5. Premises of and accommodation at schools

- The college is likely to meet all the standards, although implementation could not be seen in full.
- The college will occupy a brand new building adjacent to Derby College of Further Education and near the main railway station. Construction is ahead of schedule and plans are in place for the principal and vice principal to move into the office accommodation in early August. The contractor is experienced in educational projects and the building is on track to be fully compliant with all relevant standards and sufficient for the needs of the planned number of students. The medical room, labelled sources of drinking water, regulated hot water supplies and shower facilities will meet requirements.
- Suitable space is provided for recreation in the area outside the building, appropriately protected by high level fencing. By arrangement with one of the UTC sponsors, Rolls Royce, students will be able to use part of the company

playing field for sports activities. Time in a nearby public velodrome and a swimming pool will also be made available, subject to demand from the students.

- Access to the building is appropriately safeguarded. A single entrance leads to a reception area; entry to the rest of the building is through coded barriers. Fire doors and an exit gate from the campus provide emergency exits to a suitable assembly area.
- Tenders for a maintenance contract for the new building will be issued in September 2015.

Part 6. Provision of information

- The college is likely to meet all the standards. The safeguarding policy is accessible via the website.

Part 7. Manner in which complaints are handled

- The college is likely to meet all the standards.

Part 8. Quality of leadership in and management of schools

- The proprietor and principal have established systems and procedures to ensure that all the standards are likely to be met. The principal has considerable experience of setting up new schools and understands very well the requirements and policies that have been prepared. The safety and well-being of students in the college are at the core of all its policies.

Schedule 10 of the Equality Act 2010

- A suitable disability access policy is in place covering access to the premises, curriculum and information, with plans for an annual review.

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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Recommended number of day pupils	600
Recommended age range	14 to 19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Digitech Studio School
DfE registration number	803/4007
Unique reference number (URN)	142079
Inspection number	465532
Inspection dates	30 June and 29 July 2015
Reporting inspector	Fatiha Maitland

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.

Context of the school

- The proposed Digitech Studio School is a free school. It will be one of the 13 schools within Cabot Learning Federation (CLF), a multi-academy trust. The school is to be situated in Warmley, Bristol. It is not operating at present, but intends to open its doors in September 2015.
- The school will occupy one part of the Grange Studio School and Sports College. The school is planning to use these premises temporarily to accommodate up to 140 students in Years 10 and 12 from September 2015.
- The school aims to move to permanent accommodation (a new school building) in September 2016. This accommodation is adjacent to the temporary site. The school will then admit up to 360 boys and girls, aged between 14 and 19 years.
- Disabled students and those with special educational needs will be admitted to the school. The school also plans to make provision for students who speak English as an additional language.
- During the initial visit on 30 June 2015, the inspector viewed the temporary premises. She also carried out a scrutiny of documentation and held discussions with the management team of the school.
- The inspector and some members of the senior management team visited the new site. The proposed school consists of three large buildings that belong to the Grange Studio School and Sports College. These are currently used as classrooms. It is reported that the buildings will be demolished in the near future and the land will be used to build a new school.
- The school aims 'to address the growing gap between the skills and knowledge that young people require to succeed, and those that the current education system provides'. The school has no specific religious affiliation.

Information about the registration

- The school received an initial visit on 30 June 2015. At that visit there were standards that were not likely to be met for the provision for students' welfare, health and safety, together with shortcomings in the premises and accommodation and the quality of leadership in and management of the school.
- The school drew up an action plan for improvement in response to the findings of the initial visit. This was sent to the lead inspector. The school submitted evidence to show how it has planned to rectify the shortcomings identified during the initial visit. This includes a wide range of risk assessments on the premises and resources.

- The lead inspector led on the initial visit, but did not visit the site during the follow-up exercise. She undertook a scrutiny of the documentation provided by the school.
- The inspector also had several telephone discussions with the senior leadership of the school. The information and evidence provided by CLF indicate that the school is likely to meet all of the relevant requirements.
- The school is seeking registration as a studio school for:

Number of day pupils	360
Age range	14–19
Gender of pupils	mixed
Type of special educational needs	n/a

Compliance with The Education (Independent School Standards) Regulations 2014¹

Part 2. Spiritual, moral, social and cultural development of pupils

- The planned provision for spiritual, moral, social and cultural development is likely to meet all of the relevant requirements, but implementation could not be seen.
- The provision clearly encompasses the development of self-knowledge and the acceptance of responsibility for each student’s behaviour and actions.
- Planned activities in personal, social, health and economic education, assemblies and tutorial support will enhance students’ spiritual, moral and social development, some examples of which are noted below.
- Students will be helped to differentiate right from wrong, to empathise with people who are different from themselves and to respect the civil and criminal law. Learning about different religions, cultures and traditions and taking part in inter-faith dialogues will provide students with opportunities to develop an appreciation and respect for other faiths and cultures around them.
- Visits to places of interest, support from workplace professionals in school, alongside the citizenship programme, will provide students with adequate opportunities to gain knowledge and understanding of public institutions and services in England and to respect the fundamental British values of democracy.
- The school will take advantage of its location to enable students to visit the local law courts and, in doing so, they will gain an increased awareness of civic responsibilities in society.
- The school has prepared clear guidance for staff, parents and others to prevent radicalisation and extremism. The school will be vigilant in ensuring that balanced

¹ <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

political messages are promoted.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the relevant requirements, although implementation could not be seen in full. The follow-up exercise found that the school has appointed a health and safety adviser who has inspected the temporary accommodation and has made recommendations for the school to act upon. The school has implemented its health and safety and risk assessment policies and procedures. Leaders have conducted interim checks on the school's temporary premises and resources to reduce risks and to ensure students' health and safety. Checks include all parts of the school, such as classrooms, the staffroom, administration offices, science laboratories, the information and communication technology suite, physical education equipment, sports facilities, the first aid room, toilets and outdoor areas. There are firm plans to update the risk assessments on the temporary premises once the building work has been accomplished. Therefore, the school is likely to meet these requirements.
- The initial visit noted that the school had not conducted the required fire risk assessment on the temporary premises to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. The school has now appointed PCS Enterprises Ltd to undertake the required fire risk assessment on the temporary premises. The fire risk assessment is now scheduled to take place on 24 August 2015. A copy of the fire risk assessment will be sent to the Department for Education before the school receives students. Therefore this standard is likely to be met.
- Fire evacuation procedures are in place. Fire equipment and electrical appliances have been recently tested by professional engineers to ensure that they are safely operational. There are two fire wardens in school. The school has firm plans to provide fire awareness training to its staff by the end of July 2015.
- The school is aware of its duty to carry out the necessary fire risk assessments and checks on the new premises and resources once the new school is built and is ready to accommodate students.
- The school's safeguarding policy has regard to the latest safeguarding guidance provided in the Department for Education's publication *Keeping Children Safe in Education, 2015*. All members of staff, including the designated senior persons, have received the relevant child protection training. Staff members have read Part 1 of the above guidance, as required. There are clear plans to train more staff in child protection once the school opens.
- The school has prepared written policies and procedures to promote good behaviour among students, with clear codes of conduct and a set of rewards and sanctions, and information about the prevention of bullying.
- A first-aid policy is in place. The school has a sufficient number of first aiders to attend to the needs of individuals. The admission and attendance registers are ready for use.

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

- The school is likely to meet all of the relevant requirements related to the suitability of the proprietor and staff. Scrutiny of documentation and discussions with the management of the school indicate that they are aware of all safeguarding requirements.
- The school leaders have made all of the required vetting checks on all members of staff to ensure their suitability to work with young people.
- Suitable recruitment procedures are in place in the event that additional staff are employed.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- The school has prepared a suitable single central register and recorded in this all the necessary information on all members of staff and the proprietorial body.

Part 5. Premises of and accommodation at schools

- The school's temporary accommodation is likely to meet all of the relevant requirements, although implementation could not be seen in full. The initial visit noted that some areas of the school were in need of decoration and the installation of flooring. Discussions with the executive headteacher of the school and checks of the school's documentary evidence suggest that the refurbishment programme is due to be completed by 24 August 2015. Weaknesses have been attended to and the school is likely to meet this requirement.
- The premises include several classrooms, practical areas and designated facilities for science, information and communication technology, art and design and photography.
- The school has ensured that there is a suitable designated area for students to go to when they are unwell. The provision has a washbasin and is located near toilet facilities.
- The current provision of toilets and washbasins is sufficient for staff, visitors and the proposed number of students.
- Students will have access to an outdoor area to play safely. They will use the local sports centre for physical education. This facility is adjacent to the school's building. A written agreement has been signed between the school and South Gloucestershire local authority for such use.
- The acoustic conditions, sound insulation, lighting and water supply, including labelled drinking water facilities, are likely to meet requirements.
- The new school will consist of several classrooms and 'break out' areas, as seen from the site plan. The premises will benefit from specialist facilities for science, computing, art and design and drama.
- There are outdoor areas for students to use. The school will continue to use the local leisure centre where students will have access to showers and changing facilities under appropriate supervision.
- The plan of the premises also shows that the new school will have a medical room for students to go to when they are unwell or injured. This provision will have a washbasin with running water and will be located reasonably near washroom

facilities. There will be a sufficient number of toilets for staff, students and visitors to access.

- The Education Funding Agency is managing the process of acquiring the new premises on behalf of the governing body. The Department will continue to monitor the progress of the premises directly with the Agency.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the relevant requirements. The school has a website. All of the required information is provided and made available to parents on the school's website, including the safeguarding policy. Copies of policies and procedures, including the safeguarding policy, have been prepared and are made available to parents from the school's office on request.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all the requirements in relation to this part.

Part 8. Quality of leadership in and management of schools

- The school leaders have taken effective steps to remedy the weaknesses identified at the initial visit.
- They have demonstrated sufficient knowledge and understanding appropriate to their roles and have ensured that all of the required independent school standards are likely to be met.
- Students' well-being is likely to be assured.

Schedule 10 of the Equality Act 2010

- The school has a written equal opportunities policy. It has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

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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Recommended number of day pupils	360
Recommended age range	14-19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	Drapers Maylands Primary School
DfE registration number	311/2020
Unique reference number (URN)	141549
Inspection number	464380
Inspection dates	19 June 2015
Reporting inspector	Clementina Olufunke Aina

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Drapers Mayland is a primary school with no religious affiliation. The school has applied to register for up to 420 boys and girls in the age range four to 11 years. Opening on 1 September 2015, the school will be located next to the Drapers Academy, Settle Road, Romford.
- The school is sponsored jointly by the Drapers Company and Queen Mary, University of London.
- The school welcomes pupils from all backgrounds, which is reflected in the diverse ethnic mix of the pupils. Fifteen pupils are currently registered for enrolment.
- None of these pupils has a statement of special educational needs, but the school will be non-selective and is prepared to admit pupils with special educational needs.
- Located in the London Borough of Havering, admissions are managed centrally through the London local authority system. The majority of pupils currently registered for enrolment come from the local area.

Information about the registration

The school is seeking registration as an academy.

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. 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, pastoral care and prevention of bullying policies set out a clear framework that aims 'to promote a caring and supportive environment that enables all members of the school community to feel secure and respected'.
- The school has devised a personal, social, emotional and health education programme with the aim of meeting its pupils' spiritual, moral, social and cultural needs.
- The plans to incorporate the school values into all aspects of the curriculum will ensure that pupils learn about different cultures. Planned activities will enable pupils to work well together, adopt healthy practices and develop tolerance of diverse cultures and faiths.
- The personal, social, emotional and health development programme will include regular collective worship in assemblies and the celebrations of Jewish, Muslim and Hindu festivals that will develop pupils' respect and tolerance of the different faiths represented in Britain.
- There are planned systems in place to raise pupils' awareness of the high standards of conduct expected and to encourage pupils to take responsibility for their actions. The code of conduct is based on the school's core values of respect, trust, determination and tolerance, which will be used by staff to maintain high expectations for good behaviour and to model harmonious and positive relationships.
- The school's values will help ensure that pupils are confident, respectful and responsible members of the school community. A rewards programme focused on individuals, based on accrued house points and subsequent awards of certificates, will provide positive behaviour incentives for pupils.
- The school plans to deliver a broad and diverse range of learning experiences. The focus will be on developing the key skills of communication, mathematical understanding, scientific enquiry and information technology, so that pupils will be well prepared for the next stage of their education.
- The theme-based curriculum topics will provide opportunities for pupils to be active learners through finding out about the world. The school's ethos of 'everybody can achieve' will ensure that all pupils have equal access to the school's activities and programmes.
- There are plans to enlist parental support through active engagement in the school's learning activities. The school does not promote any particular political views and

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

scrutiny of the curriculum plans indicates that it will ensure that balanced views are presented when relevant issues are considered.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the requirements, provided that it addresses the regulations in the box below.
- The school has clear procedures and detailed policies for all areas of health, welfare and safety.
- The safeguarding and child protection policy focuses effectively on ensuring the safety and well-being of all pupils. There is a commitment to provide a safe, supportive and consistent teaching and learning environment.
- All governors and the designated person for safeguarding have had training in child protection to the required level. All staff will be trained in child protection before the school opens.
- The headteacher has undertaken safe recruitment training. 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 school has identified staff with responsibility for first aid, although training in first aid has not been undertaken. The first aid policy has all the required information and first aid training for all staff will be part of the induction training before the academy opens.
- The school has not conducted a fire risk or premises risk assessment because refurbishment works are being undertaken.
- Admission and attendance registers will be will be maintained electronically and their formats meet requirements. The school plans to undertake regular review of the admission procedures to ensure that it is fit for purpose and tracks pupils' attendance.

In order to meet the requirements in full, the school should:

<ul style="list-style-type: none"> ■ comply with the Regulatory Reform (Fire Safety) Order 2005 by producing a satisfactory fire risk assessment 	paragraph 12
<ul style="list-style-type: none"> ■ ensure that an appropriate number of staff are trained in first aid 	paragraph 13

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

- The school is likely to meet all the requirements, although implementation could not be seen in full.
- The required background checks have been made on the headteacher, recruited 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.
- Currently, the school will not engage any staff who will not be directly employed by the school. Leaders are aware of the necessary checks including checks for disqualification by association should it do so in future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the requirements.
- For the first year, the pupils will be accommodated temporarily in the lower wing of Drapers Academy, which is adjacent to the new school site. There will be a separate and secure side entrance for primary pupils.
- The temporary accommodation will include two classrooms, shared hall space for collective worship, a music room, a physical exercise room, direct access to an outdoor learning area, a lunch hall and a medical room. Inspection of the temporary accommodation confirms that there are ample toilets, washing and drinking facilities for pupils.
- Water supplies, including regulated hot water and labelled drinking water will be available. Consideration has been given to acoustic conditions with sound absorbing panels.
- The new building, which is due for completion in September 2016, will be a two storey building with a purpose built early years area with outdoor space.
- Scrutiny of the plans indicates that there will be specialist rooms, such as a technology zone, library, and learning support rooms, a main hall and a studio room.
- The site plans make provision for disabled access to all parts of the building including fire exit points.
- Pupils will also have access to an extensive outdoor environment for their learning and recreational purposes.
- The ground floor of the school will be accessible to wheelchair users.

Part 6. Provision of information

- The school is likely to meet all of the requirements.
- All the required information for prospective parents and others is provided on the school's website or in printed format.
- The school's safeguarding policy is included on the website and other policies are signposted as required. The policy makes reference to current legislation and guidance on the required steps to keep children safe.
- The school intends to provide written reports to parents three times a year. Leaders are aware of the requirements to provide local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet the requirements provided it addresses the regulation in the box below.

- The procedures for handling complaints have recently been reviewed and updated, but the complaints policy does not provide for key documents to be kept confidential.

In order to meet the requirements in full, the school should:

<ul style="list-style-type: none"> ■ ensure that correspondence, statements and records of complaints are kept confidential 	paragraph 33(k)
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Part 8. Quality of leadership in and management of schools

- All of the requirements for this standard are likely to be met.
- The senior leadership team demonstrates good skills and knowledge appropriate to their role, including knowledge of the steps to take to ensure the safety and well-being of pupils.

Schedule 10 of the Equality Act 2010

- The school's Equalities Plan makes a general commitment to providing equality of access for disabled pupils. The school's three-year accessibility plan aims to review procedures to ensure continued access for disabled pupils.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet the statutory requirements for Early Years Foundation Stage.
- The school's early years policy plans to provide activities that ensure a broad and balanced curriculum which covers the seven areas of learning.

Advice to the Secretary of State for Education

Overall outcome	<p>The school is likely to meet all the relevant independent school standards when it opens provided it</p> <ul style="list-style-type: none"> ■ complies with the Regulatory Reform (Fire Safety) Order 2005 by producing a satisfactory fire risk assessment (paragraph 12) ■ ensures that an appropriate number of staff are trained in first aid (paragraph 13) ■ ensures that correspondence, statements and records of complaints are kept confidential (paragraph 33(k)).
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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	EBN Academy 2
DfE registration number	330/1110
Unique reference number (URN)	141739
Inspection number	464440
Inspection dates	9 July 2015 and 24 August 2015
Reporting inspector	Deborah Sanders

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹
- The school was initially inspected on 9 July 2015. A follow-up visit took place on 24 August 2015 due to a decision to re-locate the school premises and so as to ensure that the regulations in relation to the new premises and accommodation would continue to be likely to be met.

Context of the school

- EBN Academy Phase 2 is to be located on the existing site of the Metropolitan University in Castle Vale, Birmingham, in a building shared with the Tennant Resident Association, which is on the second floor, and the community library on the ground floor.
- The school will be located on the third floor for the first six months, after which time the second floor will be vacated and a separate entrance will be made available for the general public to the library.
- This will be the second academy to be registered under the EBN Trust. As a new academy, it wishes to admit students aged 13 to 16 years.
- The academy will provide places for 90 students. In the first year there will be two Year 11 groups, two Year 10 groups and one Year 9, there are a total of 45 students registered for enrolment in the autumn term 2015.
- EBN Academy Trust provides alternative provision across East Birmingham. They work closely with twelve secondary schools to ensure that students who find it difficult to integrate into main stream school are offered an alternative environment which meets their individual needs.
- The academy's vision is to provide the best possible opportunity for students to achieve their potential by breaking down barriers to learning that may exist. The leaders plan to improve future lives of the students and to work closely with the community to achieve this. Their aim is to create an inspirational culture for all individuals who come to the academy.

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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	90
Age range	13–16
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The academy is likely to meet all the regulations, although implementation could not be seen.
- The academy's aims and values, and its strong spiritual, moral, social, health and citizenship programmes put students' personal development and academic progress at the centre of all its work.
- The academy's policies set out a clear commitment to provide equal access to a full range of educational experiences. These experiences are designed to develop a sense of self worth, develop independence and responsibility and improve students' learning and performance.
- Subject planning shows details of how students' spiritual, moral, social, and cultural development will be a central part of everyday life and planned into a personal development calendar. Events like Democracy week are planned to encourage students to elect student council members and to understand what it is like to live in a democracy. Events like Armistice Day will help students to understand the importance of commemoration, and an anti-bullying week aims to reinforce the academy's ethos and support students to recognise and challenge bullying behaviours.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Students will discuss a range of issues to raise awareness of the law and the understanding of right from wrong. A programme of visits will help students to learn about public institutions in England. Visits to different places of worship are planned to enable them to deepen their understanding of tolerance of different faiths and beliefs in modern Britain.
- High standards of behaviour are expected. Through its detailed policies and procedures, the focus is clearly on students' learning to take responsibility for their actions and how to make safe and moral choices.
- The governing body has made it clear, through its policies on teaching, learning and the curriculum, that extreme religious and political views will not be tolerated. It is emphasised that any work around faith or politics must always be balanced and non-contentious.

Part 3. Welfare, health and safety of pupils

- The academy is likely to meet all the regulations,.
- Suitable policies and procedures are in place for the safeguarding of students. There are policies for the management of behaviour, e-safety, and prevention of bullying. Health and safety policies include comprehensive risk assessments for on- and off-site activities. The behaviour policy details the procedures for rewards and sanctions.
- All members of the senior management team have been trained to the required level, to act as a designated lead person on child protection, and child protection training is included in the arrangements for the induction of all new staff. Safeguarding arrangements include suitable links with the Local Authority Designated Officer (LADO).
- The academy intends to implement and record a strict attendance policy that has rewards and sanctions to ensure that students attend school regularly during term time.
- A safety audit of the premises has been completed together with fire risk assessment. A monitoring log is in place to check fire equipment, fire drills and evacuations procedures, as well as ensuring that there is emergency lighting and that there is routine external contractor maintenance visits. The academy intends to have regular fire drills which will take place each term and fire marshals have been appointed.
- All staff will complete a food hygiene course for the safe handling of food. Healthy lunches will be bought in by a catering contractor and will cater for special dietary need, including vegetarian and vegan diets.
- There is designated refrigerated space provided to store lunch boxes should pupils wish to provide their own meals.

- The academy has provided an appropriate policy for the administration of first aid and all staff will have up-to-date training in first aid prior to opening.

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

- A single central register is in place, completed to the required standard. Full details of checks on all staff are recorded, including against the children's barred list and the list of prohibited teachers. The register includes the trustees, and the governors.
- All staff will be required to sign a declaration in relation to disqualification by association as part of their induction process and this will be reviewed annually.
- Overseas checks have not been required for any staff and there are no agency staff currently employed.
- The headteacher has been trained in safe recruitment procedures. All checks on previous employment, professional and character references and medical fitness are completed for all staff.

Part 5. Premises of and accommodation at schools

- The provision is likely to meet all the regulations.
- The premises consist of eight large class rooms which are all accessible from the main staircase and lift to the third floor.
- A suitable medical room is available with hand wash facilities and a large disabled toilet nearby.
- There are the required amount of toilets and wash hand basins available separately for both male and female students. Staff toilet facilities and a staff room are available on the second floor.
- All the requirements regarding lighting and acoustics are met.
- Arrangements for the provision of hot and cold water, including fresh drinking water, meet requirements.
- There is no separate outdoor space at present but there is an area available to be developed. During the first six months students will use the facilities at the nearby Greenwood Academy for physical activities.
- The plans show that there is space for the provision of showers.

Part 6. Provision of information

- The provision is likely to meet all the regulations. The safeguarding policy is on the academy's website.

Part 7. Manner in which complaints are handled

- The academy is likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- Senior leaders are well qualified and experienced and have a complete understanding of the independent school standards; all regulations are likely to be met.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place which covers access to the curriculum, information and premises.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all relevant independent school standards when it opens
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Recommended number of day pupils	90
Recommended age range	13-16
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Eden Boys' School, Birmingham
DfE registration number	330/4021
Unique reference number (URN)	141969
Inspection number	464411
Inspection dates	16 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proprietor, the Tauheedul Education Trust, seeks to establish a free secondary faith school for up to 700 boys aged 11 to 18 years in Perry Barr, Birmingham. The school will occupy purpose-built premises near the City University campus. Construction of the permanent buildings has started and is likely to be completed in the spring of 2016.
- The school plans to open on 1 September 2015 with 106 students in Year 7 and 50 students in Year 8. The sixth form will open in September 2019 and the school will reach its capacity by 2022. While the new school is being built, students will be accommodated temporarily in a former secondary school just over a mile away.
- The school plans to admit students from the Muslim faith and those from other or no faiths; most students are likely to come from Pakistani, Somali or Bangladeshi backgrounds. The school will specialise in the study of English. The school will recognise pupils' achievement in their personal development and community work through awarding The Tauheedul Baccalaureate.
- The school aims to 'promote a culture of educational excellence, from within a caring and secure Islamic environment, enriched with the values of discipline, mutual care and respect which extend beyond the school into the wider community'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	700
Age range	11–18 years
Gender of pupils	boys
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met, although implementation could not be seen.
- The proposed provision for students' spiritual, moral, social and cultural development is appropriate for the age range of the students and accords with the school's aims. The school has devised a comprehensive programme of enrichment that provides for students' personal, social and health education through the taught curriculum, extra-curricular activities and individual support. Each Friday afternoon, students will be engaged in organised activities within the local community. Students will learn how they can make a positive contribution to their local communities while becoming more aware of national and global issues.
- The school's proposed personal, social, health and economic (PSHEE) education programme focuses on preparing students for their future lives in society and in the workplace. At the heart of this lies promoting students' self-respect, an understanding and tolerance of others and their differences, and building healthy relationships. Students will be supported in valuing themselves as individuals and in developing their talents to the full, while at the same time learning to manage success and failure as part of this process.
- Students will be effectively supported in developing their self-confidence, self-esteem and self-knowledge as they become adults and continue their education, training and employment. The school's programme for students' economic education includes providing guidance for gaining employment, managing money, parenting and living independently. The school's behaviour and anti-bullying policies promote high expectations for students' conduct in and out of school.
- Students' cultural development will be promoted through annual arts days, visits to museums and galleries, and an 'Eden's Got Talent' day where learners will rehearse and exhibit artistic performance on a chosen theme. The provision includes helping students to understand their rights and responsibilities within a democratic society, leading healthy and safe lives, and developing a healthy set of values and attitudes within a robust moral code.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school's proposed PSHEE programme will develop students' knowledge and understanding of different faiths and beliefs as they learn about family life, social responsibility, race and discrimination. Tutor time will provide time to discuss and reflect on their personal values and beliefs. Students will be encouraged to take responsibility for developing their understanding and respect for alternative viewpoints and for those living different lifestyles from their own. Plans focus on preparing students well for life in modern Britain.
- Students will develop a broad knowledge of the law, public institutions and services in England through the life skills and citizenship curriculum. The school's policies and procedures promote high expectations, together with a strong sense of motivation and sense of purpose.
- Leaders recognise that, even though students live in the heart of a large and diverse city, many may have limited experience of different faiths and ethnic groups outside their own communities. They plan for students to visit places of worship and to widen their first-hand experience of different cultures.
- Leaders know that students may have not have a sufficiently developed awareness and understanding of the dangers of extremism and radicalisation; their planned approach, following national strategies and working with local support teams, is both proportionate and comprehensive.
- Students will learn how to exercise their rights and responsibilities within a school that promotes the fundamental British values of democracy, freedom of speech and individual liberty. Visits out of school and visiting speakers, including specialist presentations for education in sexual health and relationships, will feature regularly in the programme.
- The school has taken suitable steps to ensure that partisan political views are not promoted in the teaching of any subject and, where political issues are brought to the attention of the students, that reasonable steps will be taken to offer a balanced presentation of opposing views at all times.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met.
- All the required policy documents are in place and available for scrutiny. These include detailed, up-to-date and compliant policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The safeguarding policy reflects the latest statutory guidance, *Keeping Children Safe in Education* (March 2015), and refers to the local safeguarding children board. The school's website was checked as part of this inspection; the safeguarding policy was available and compliant.
- While adapted to the school, all these policies follow a common format adopted by all the schools in the multi-academy trust.

- Senior leaders involved in making appointments have been trained in safe recruitment. The school's recruitment policy is fully compliant and a member of the trust's central administration team is responsible for ensuring that this is implemented rigorously. All the required checks are made on staff prior to their appointment and these are systematically recorded on a single central register.
- Staff already appointed have received training in child protection procedures. Similar training is scheduled for those yet to be appointed, as part of their induction programme, to be held before the first students arrive in September. Staff who are appointed to posts after the school's opening will be individually trained in child protection procedures as part of their induction. The designated lead for child protection is trained to the required level and a deputy is about to undergo the higher level training.
- The school's behaviour and prevention of bullying policies reflect national guidance. Rewards and sanctions are proportionate to the age of the students and context of the school. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- The first aid policy is compliant; it includes advice about calling for medical help and for dealing with spilt body fluids. Some of the staff already appointed are trained in first aid and further training will be provided for others as the school expands.
- Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.
- All the required aspects of health and safety are covered by the school's policies. These include making risk assessments and the procedures for taking action to reduce any identified risk. A fire safety risk assessment is already in place for the temporary accommodation.
- When the new accommodation is completed, the contractors will provide the school with confirmation of compliance with the relevant building regulations. The school is aware that the Department will need to be informed when this confirmation document has been issued.

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

- All the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are systematically completed and entries made on the register updated as new staff are appointed. While the school does not intend to employ supply staff, leaders are aware of their responsibilities should supply staff be appointed at a future time.

- The school has made the required checks on the members of the multi-academy trust and records these appropriately.

Part 5. Premises of and accommodation at schools

- All the requirements for this standard are likely to be met. The school will open in its new premises during the summer term 2016. The site was visited as part of this inspection. The steel frame of the building has been erected and the work is on schedule.
- The new premises will provide a range of teaching rooms, including laboratories and practical facilities. The specification indicates that the teaching rooms will be well-equipped, well lit and maintained to a high standard.
- Until the new premises are ready, the first intake of students will be accommodated temporarily in a former secondary school just over a mile from the new school site. The temporary accommodation is sufficient for the initial intake of students in September 2015. The site and accommodation are suitably secure.
- The temporary provision provides suitable accommodation for the school in its first two terms. The premises most recently housed a studio school and have been refurbished to provide a good standard of accommodation. They are already fitted out with furniture and equipment, including a good range of computers and other multimedia equipment.
- There are sufficient washroom facilities in the temporary accommodation. Showers and changing rooms are available for students using the on-site indoor and outdoor sports facilities. The hot and cold water supplies are likely to be compliant. Students will have access to suitably labelled drinking water throughout the school day.
- Suitable arrangements have been made for the medical examination and treatment for students who may be ill. There is sufficient outside space for students' recreation and physical education at the temporary premises. Playing fields and all-weather sport facilities will be available on the new site.

Part 6. Provision of information

- All the requirements for this standard are likely to be met. The school's website is likely to include all the required information for prospective parents and others. The school's safeguarding policy is provided in full and other policies are signposted in accordance with requirements.
- The school intends to provide regular written reports to parents, together with regular opportunities to contact teachers in person and electronically.

- Leaders are aware of the requirements to provide specific information to local authorities and to publish reports and other information, as required.

Part 7. Manner in which complaints are handled

- All the requirements for this standard are likely to be met. The school's complaints procedures are outlined clearly in its policy. Provision is made for a panel hearing, if required. The policy reflects the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the requirements for registration. Senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being.
- The safeguarding policy is posted in full on the school's website and compliance was confirmed during this inspection visit.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	700
Recommended age range	11-18 years
Recommended gender of pupils	boys
Recommended type of special educational needs	not applicable

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

School name	Eden Boys' School, Preston
DfE registration number	888/4014
Unique reference number (URN)	141971
Inspection number	464409
Inspection dates	12 June 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed free school is to be located in a part new-build and part refurbished premises close to Preston city centre. The building is at the advanced stages of planning. The school aims to be operating from the permanent premises from 1 September 2016. The school intends to make use of a temporary building in the centre of Preston until the permanent premises are completed, on 1 August 2016.
- The school's temporary premises are currently being refurbished. Most of the rooms, areas and facilities are advanced in terms of completion. Checks of documentation indicate that the contractors are slightly ahead of the planned schedule of work.
- The school is to open to students on 2 September 2015 in the temporary building. It will admit boys only aged between 11 and 13 years, some of whom may have special educational needs or education, health and care plans. When the permanent building opens in September 2016, the school will admit boys aged between 11 and 19 years, some of whom might have special educational needs or education, health and care plans. The temporary premises will have a maximum capacity of 150 students. The permanent premises will have a maximum capacity of 700 students.
- The school will operate as a Muslim faith school and intends to provide both an academic and religious education. Its aims include to 'promote a culture of educational excellence from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community'.
- The school is part of a multi academy trust (Tauheedul Education Trust). The other schools currently going through the process of registration are: Eden Boys' School, Birmingham and Eden Girls' School, Slough. The Trust's up-and-running schools are: Tauheedul Islam Girls' High School, Blackburn; Tauheedul Islam Boys' High School, Blackburn; The Olive School, Blackburn; The Olive School, Hackney; Eden Boys' School, Bolton; Eden Girls' School, Coventry and Eden Girls' School, Waltham Forest.

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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	700
Age range	11 – 19
Gender of pupils	male
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- Schemes of work and other documentary evidence indicate that the school will provide an appropriate curriculum for spiritual, moral, social and cultural development. The school has a detailed 'PSHE (life skills) and Active Citizenship Policy' which specifies many opportunities for students to develop their personal, social, health and citizenship skills. The school has also developed a clear 'Faith, Values and Ethos Policy'. This provides details about matters such as 'community cohesion' and 'tackling extremism'. Different lessons, tutorial periods, assemblies and other learning activities will include various themes and areas of study to promote personal development.
- There are suitable plans for the development of self-awareness and self-esteem. For example, students will have opportunities to take up roles such as mentoring younger students or acting as prefects with specific duties to perform. Moral development is to be supported through studying topics such as leniency, fairness, oppression, bullying and sexism. Religious education will include stories and sayings of the prophets which include a moral dimension. The student code of conduct includes details about the school's very high expectations regarding behaviour and discipline. Students will be encouraged at every opportunity to take responsibility for their behaviour and to behave impeccably. The planning also indicates that students will have opportunities to develop a strong understanding of the civil and criminal law in England. For example, visitors will be invited from the legal profession to give talks.

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Documentary evidence also indicates that there will be a range of opportunities for students to learn about the public institutions and services in England such as local and central government, the role of parliament and voluntary services.
- The school has a detailed policy and many planned opportunities to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. For example, topics of study include democracy and freedom of speech. A school council is planned for students to gain first-hand experience of an election process and for members to comment on school matters without fear of criticism.
- A good number of different opportunities are planned to further tolerance and harmony between different cultural traditions and for students to develop their understanding. For example, religious education and assemblies include much attention to diverse faiths and lifestyles in modern Britain. Planned visits include cultural centres and a number of different places of worship. The proprietors already have links with bodies such as the Lancashire Diocese.
- The school's staff code of conduct includes clear guidance to ensure that extremist views are not promoted or tolerated in school. Furthermore, political matters will be covered in a balanced, unbiased way.
- Students will be encouraged to take part in community initiatives such as fundraising for a wide variety of worthy causes.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- Documentary evidence indicates that the required policies are all in place, including for risk assessment, first aid, safeguarding, health promotion and fire safety.
- All staff will undertake training in health, general safety, fire safety and safeguarding before the school opens. Providers and dates have been identified in each of these regards.
- The school has a suitable risk assessment policy. This provides staff with details about the procedures to be adopted so that significant risks to health and safety are clearly identified and managed regarding learning activities in and out of school.
- Fire safety matters have been carefully considered and planned for. The school has engaged a private fire safety company to plan compliance with all fire safety requirements. The company has produced detailed policies and staff guidance. An officer from the local Fire and Rescue Service will visit regularly and will produce a report about fire safety at the premises which will be passed to the Department for Education. Confirmation of the fire safety of the building will be included in the building standards compliance certificate on completion of the school premises. The fire risk assessment will be completed when the building is handed over to the school by the contractors on 1 August 2015.
- Robust procedures are in place to ensure the safe recruitment of staff. Senior staff have been trained in safe recruitment.
- The school has a clear policy for the safeguarding of students. This provides comprehensive guidance for staff and governors about their roles and

responsibilities. A member of staff is appropriately trained as a safeguarding lead. All staff will undertake accredited training in safeguarding before the school opens, including two staff who are due to undertake higher level designated officer training.

- The school's first aid policy meets requirements. Sufficient staff will be trained in first aid to ensure continuous cover in and out of school.
- The school's anti-bullying policy provides clear guidance to staff on how to deal with the many forms of bullying, including cyber-bullying and that which is racially-based.
- Admission and attendance registers will be maintained as required and the school has prepared suitable formats in these respects.

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

- The school is likely to meet all of the regulations.
- All required checks relating to the suitability to work with children have been completed for the proprietors and for staff appointed so far. These are recorded on a single central register. The school does not intend to employ supply staff but is aware of its responsibilities should it choose to do so in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The temporary premises were formerly used as offices for a private company. The premises and accommodation are being carefully modified and refurbished to ensure students' welfare, health and safety. Arrangements for the reception of visitors and for security are in place.
- The building comprises four floors. There is a lift to all upper floors. The school has several good-sized classrooms. Specialist teaching and learning spaces include an information and communication technology room. The school has a suitable assembly area. The school is planning appropriate facilities for the preparation and serving of food.
- The school has a suitable first aid room which includes a washing facility.
- Hot and cold water supplies, including labelled drinking water, are also likely to meet requirements.
- The school has a good number of toilets and washing facilities for students. There are separate facilities for staff as is required. The school has two toilets and washing areas for disabled students.
- Furniture and fittings for all areas are ready for installation as soon as the refurbishment is completed. Documentary evidence indicates that the building will be ready in this regard before the school opens.
- Outdoor space comprises a hard-surfaced play and relaxation area. The school is planning to rotate usage so that all students are able to enjoy the area daily at break-times. The school may also use a local park which lies a few minutes walking distance from its premises.

- Physical education will take place at a sports centre owned by the University of Central Lancashire. The school has established clear procedures for the use of the sports centre’s shower and changing facilities.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- All the necessary information for prospective parents and others is provided in the school’s brochure and associated documents. The school does not currently have a website. The proprietors are aware that if a website is developed it must include a copy of the school’s safeguarding policy.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The school has easy access to the multi academy trust and the several schools which are currently open and operational, to support its leadership and management.

Schedule 10 of the Equality Act 2010

- The school’s equality and diversity policies make a strong commitment to providing equality of access for disabled students. A detailed three-year accessibility improvement plan is in place.

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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Recommended number of day pupils	700
Recommended age range	11 – 19
Recommended gender of pupils	male
Recommended type of special educational needs	not applicable

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

School name	Eden Girls' School, Slough
DfE registration number	871/4003
Unique reference number (URN)	141970
Inspection number	464412
Inspection dates	15 June 2015
Reporting inspector	Paul Metcalf

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Information about the inspection

This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

The Eden Girls' School, Slough, plans to open in September 2015 as a secondary school for female students aged 11 to 18 years. The school is being opened in response to the under-provision of secondary school places in the area and the demand for high quality education especially for Muslim girls. The school is sponsored by the Tauheedul Education Trust which was established to extend the educational opportunities for young people across the United Kingdom in areas characterised by deprivation and underachievement. The trust already operates similar free schools in Coventry and Waltham Forest. Eden Girls' School will be temporarily housed on the site of a former office block which is being extensively refurbished. In September 2016, it is intended that the school will move to new purpose-built accommodation on a site which has already been agreed. In the first year, the intention is to open with 100 students in Year 7 and 50 students in Year 8. A further 100 students will join the school each year until the school reaches its maximum capacity of 700 students in 2021. To date, 145 students have been registered for enrolment. The school will offer a broadly academic curriculum focused on academic excellence, personal development and contribution to the community. An academic, but highly personalised, offer is envisaged for the sixth form.

Information about the registration

Eden Girls' School, Slough is seeking registration as a free school for:

Number of day pupils	700
Age range	11–18
Gender of pupils	female
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's policy on faith, values and ethos supports the spiritual, moral, social and cultural development of students, aspiring to 'develop learners who excel in academic achievement, personal development and community service'. The personal, social and health education and 'active citizenship' programmes are designed to support students' understanding of themselves and self-esteem 'as individuals and caring members of society'. The spiritual, moral, social and cultural provision is mapped across a range of subjects and is designed to help students to acquire a sense of moral and social responsibility in line with the fundamental values of British society. It sets out to help students develop a wide range of relationships with those of all backgrounds, cultures and belief systems. It aims to help students understand the contribution which they can make to the community and recognise the value of their involvement.
- The planned citizenship curriculum will focus on democracy, diversity, equalities, fairness, liberty, the rule of law, freedom of religion, social responsibility, and tolerance and respect. Documentary evidence confirms that there will be a range of opportunities for students to learn about public institutions and services in England, such as local and central government, the role of Parliament and voluntary services. The school's pastoral handbook expresses the school's intention to ensure that students are not exposed to inappropriate messages and that teaching is free from partisan political or religious views, with political issues being presented in a balanced way which acknowledges a range of opposing views. Extremist views will not be promoted or tolerated in school.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- The required policies are all in place, including those for risk assessment, first aid, safeguarding, health promotion and fire safety. The school has produced a wide range of further policy documents including a faith, values and ethos policy, as well as policies covering anti-bullying, behaviour and off-site visits. The health and safety policy highlights the school's legal obligations as well as the need to provide a safe and healthy environment for students, staff and visitors. The

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

recently updated safeguarding policy confirms the school's commitment to providing a safe, caring and welcoming environment where 'every child is able to reach their full potential free from harm, abuse and discrimination'. Emergency evacuation procedures are well considered, with a responsible officer identified and fire officers appointed.

- The vice principal is the school's designated safeguarding lead officer and he has received recent and appropriate training for this role. Suitable training courses have been booked for two staff to attend first aid training provided by the Red Cross. The school's induction programme includes additional training for staff covering safeguarding, child protection, fire safety, first aid and community cohesion prior to the school's opening. The principal and two governors have received suitable safer recruitment training and safer recruitment practices have been applied to the selection of all staff to date. Risk assessments have been carried out for access to the building and educational visits. A fire safety risk assessment is booked to be carried out at the temporary accommodation before the school opens. Suitable admission and attendance registers have been prepared. An equal opportunities policy and an accessibility plan have been written.

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

- The school is likely to meet all of the regulations.
- The school has carried out checks on the suitability of staff and governors to work with children and young people. These are recorded on a suitable single central register. Entries on the register are updated as new staff are appointed. The school does not intend to employ supply staff, but is aware of its responsibilities should such staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school will be temporarily housed on the site of a former office and will comprise of seven classrooms, a science laboratory and a computer room. The building has suitable access for those with disabilities and a room with a hand-wash basin, near to toilet facilities, has been identified for medical examinations or for students who may be ill. Physical education will be provided off the site at a local leisure centre which has suitable changing and showering facilities. A dining area and a kitchen are available. There is an adequate number of staff and student toilets, and sufficient space for safe outdoor play. Due regard has been given to health, safety, access and security of the site. Plans suggest that the buildings and access points to the grounds will be fully secure. Suitable furniture, fixtures and fittings have been ordered and the premises are likely to meet the requirements for heating, lighting, ventilation, decoration and flooring. Water supplies, including safely regulated hot water and a labelled supply of drinking water will be available.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- The required information for prospective parents and others is provided in the school brochure and available on request. The school's safeguarding policy is already included on the website, along with policies on admissions, behaviour and complaints. The school intends to provide written reports to parents twice a year. Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- Emphasis is given to the informal resolution of complaints. The formal procedures for handling complaints are clearly set out, with clear timescales and detailed procedures and practices.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- Leaders demonstrate a good awareness of the required regulations and their responsibilities. Leaders are very well supported by the Tauheedul Education Trust which has considerable experience of opening and operating free schools. The safety and the well-being of students are promoted well.

Schedule 10 of the Equality Act 2010

- The school's 'Equalities Policy' expresses the school's commitment to 'promoting fairness and equality in everything that it does, acknowledging the people who make up our communities'. The accompanying accessibility plan endorses the school's commitment and is likely to meet requirements.

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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Recommended number of day pupils	700
Recommended age range	11–18
Recommended gender of pupils	female
Recommended type of special educational needs	not applicable

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

School name	Elliot Hudson College
DfE registration number	383/4070
Unique reference number (URN)	141940
Inspection number	465528
Inspection dates	11 June and 6 August 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹
- During the initial visit on 11 June 2015 there were standards that were not likely to be met in a number of areas and these are detailed in the main compliance section below.
- The school drew up an action plan for improvement in response to the findings of the initial visit. The school submitted evidence to show how it has planned to address the weaknesses identified during the initial visit.
- The lead inspector from the initial visit was not available and another lead inspector undertook this follow-up exercise. He checked the action plan and documentation provided by the school, had telephone discussions with the headteacher and visited the school's site on 6 August 2015.
- The inspector considered a wide range of documentary evidence, including detailed refurbishment and new build plans. The school's plan for remedial actions following the initial visit was also considered. A tour of the school's building site was conducted.

Context of the school

- The proposed Elliot Hudson College free school is to be located on the outskirts of Leeds close to the White Rose shopping centre. The surrounding area is part industrial and part disadvantaged residential area. The school is managed by The Gorse Academies Trust which comprises two secondary schools and another secondary school which is due to join the trust in September 2015. Elliot Hudson College also has two partner secondary schools whose students will gain preferential access to the college. The school is due to open on Monday 14 September 2015 and it is anticipated that staff will take part in induction training that week. The school has planned for students to attend a half-day induction day in the first week and to commence full-time education in the week beginning 21 September 2015. The school has applied to be registered to admit 1,000 boys and girls aged 16 to 19 years. The school intends to have admission selection criteria for students. It intends to offer a highly academic curriculum with no vocational provision. Although a number of students have shown an interest in attending the school, results of qualifications gained are not yet available, preventing any enrolment taking place. It is expected that approximately 25 percent of the

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

students will be non-white British and 40 percent will be eligible for pupil premium funding. The school is prepared to admit students with special educational needs.

- The Education Funding Agency, the Department's delivery agent, is managing the preparation and building process for the refurbishment and new build on behalf of the proprietors.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,000
Age range	16–19
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The initial visit reported that at the time of that visit the school was unlikely to meet all the relevant standards. The school had plans to introduce a system of Alliances, similar to a house system. Each student was to be placed into one of four Alliances. These Alliances would decide which group the students would attend for weekly assemblies and tutorial groups. However, there were no details or plans in place regarding what was to be discussed or taught in assembly or tutorial groups. There was no policy for the spiritual, moral, social and cultural development of students. The PSHCEE (personal, social, health, citizenship and environmental education) policy noted that 'a high quality citizenship education must aim to promote British values: tolerance of faith, democracy, liberty and rule of law'. However, there were no further details or guidance to note how and when these areas of learning were to be taught. The policy was a generic one for all schools in the trust. Finally, the school had no plans to deliver PSHCEE lessons.
- The school has attended to each of the shortcomings identified above by producing new or revised policies and plans.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school has detailed plans in place regarding what will be discussed and taught in assembly and tutorial groups. The school has developed a clear policy for the spiritual, moral, social and cultural development of students. The personal, social, health, citizenship and environmental education (PSHCEE) policy is firmly supported by the development of detailed guidance to staff on how and when these areas of learning will be taught. The policy is specific to the school and there are suitable plans for the delivery of PSHCEE lessons.
- The documentary evidence indicates that the school will provide many opportunities for spiritual, moral, social and cultural development. Vehicles for personal development include PSHCEE lessons, assemblies and opportunities through participating in community initiatives, educational visits and receiving presentations and talks from visitors.
- There are clear plans to develop self-awareness and increase self-confidence. For example, students will be encouraged to develop leadership skills through participating in the Duke of Edinburgh activities, applying for positions in the college union or acting as peer mentors for younger students.
- Moral development will be promoted through the consideration of issues such as bullying, racism, disability discrimination, stereotyping and human rights. PSHCEE lessons will focus on matters such as current affairs in the news from a moral perspective. Student conduct will be referred to in assemblies to encourage high standards of behaviour in and out of school.
- Students will be encouraged to take part in community initiatives such as recycling. The school has planned MAD ('make a difference') days in the community and will also encourage what it calls RAK ('random acts of kindness') in school and in the community.
- There is evidence that students will have opportunities to develop an understanding of the civil and criminal law in England. For example, students will learn about the difference between a criminal offence and a civil dispute. Visitors to the school will include magistrates and legal practitioners.
- The planning indicates that there will be a number of opportunities for students to learn about public institutions and services in England such as local authorities, higher education establishments and the welfare services.
- The school has a detailed policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions. Opportunities for the student voice to be heard are well planned. The students' union will enable students to gain direct experience of how a democracy works and issues such as the importance of freedom of speech.
- Many opportunities will be available for students to learn about different cultures in modern Britain in a way that promotes tolerance, harmony and understanding between different cultural values. Students will consider diversity and equality in depth through PSHCEE. Visits are planned to cultural centres and different places of worship such as churches and mosques.
- The school provides clear guidance to staff regarding extremist views which are not to be tolerated. For example, there is written guidance to staff around dealing with issues which may arise regarding promoting British values. There is also

written guidance for staff regarding political matters. The school's teaching and learning policy is explicit about this and requires that political matters are only referred to in an unbiased and balanced way.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the requirements in this part.
- As the initial visit found, admission and attendance registers will be kept as required. Behaviour and positive discipline policies give very clear indications of the level of behaviour expected of students. They give clear accounts of how the school will warn students when their behaviour does not reach the standards required and what the consequences will be. Staff are to be given detailed instructions on how to record positive behaviour and also how to record any sanction given for inappropriate behaviour. An anti-bullying policy takes all reasonable steps to protect students from bullying. Policies regarding fire safety give guidance on the responsibility of the school such as undertaking fire risk assessment, fire drills and maintaining fire safety equipment. It is the intention of the school that a trained fire marshal will be employed prior to the school opening. Health and safety policies and a risk assessment policy identify clear responsibilities and procedures. These policies also link to other policies such as the education visits policy. All staff who have been offered posts from September 2015 attended child protection training in June 2015. The headteacher and a prospective governor have attended safer recruitment training. A safer recruitment policy details procedures to be followed when recruiting staff. A member of staff who will become the designated safeguarding lead is booked on appropriate training for mid-September. Another member of staff with appropriate training will hold the role of designated safeguarding lead until that date.
- The initial visit found that the school intended that all staff would receive training in first aid and fire safety and further child protection training in the week beginning 14 September 2015. However, no arrangements or plans had been made for that training at the time of the initial visit. The school has now fully remedied this. First aid and fire safety training will now take place on 7 September 2015 and child protection training on 9 September 2015.
- The initial visit also found that first aid documents gave guidance on administering medication, what should be in first aid boxes and how to complete documentation to report an accident. However, the first aid policy did not set out arrangements for ensuring that there was always an adequate number of qualified first-aiders on site, including contingency plans in the event of absence. Furthermore, the policy did not confirm that risk assessment had taken account of any hazards on site and the needs of staff and students with medical conditions or disabilities. The school has now rectified these concerns and the first aid policy is fully compliant.

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

- The school is likely to meet all of the regulations.

- A suitable single central register contains all the required checks and includes columns to record information about training completed. All the required checks have been made on those staff who have been offered posts from September 2015. The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future. The school is aware of its responsibility to refer a person who is deemed to be unsuitable for working with children to the Disclosure and Barring Service.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The initial visit reported that the school was likely to meet most of the regulations. The building is still under construction but has advanced considerably since the initial visit. Plans show that appropriate toilet facilities for students, staff and those with a disability are available. A lift gives access to all floors for those who are unable to use the stairs to access other floors. Suitably equipped medical facilities and labelled drinking fountains are planned for. The provision for showering and changing meets requirements. Shower facilities for males and females are available adjacent to the gymnasium on the lower ground floor. Classrooms have been planned so that they are appropriate for academic study sessions.
- The initial visit identified that there was no available space outside for students' recreational purposes. The school has now developed suitable plans to remedy this. A good-sized and safe outdoor hard-surfaced area is earmarked for recreational purposes. This will be available when the school opens. There are also plans to build an additional, largely grassed area in phase two of the building work to provide further recreational space for students.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- A school website is already active and contains a number of policies including a suitable child protection policy.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The complaints policy is available for parents on the school website.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The leadership has attended to all of the shortcomings identified in the initial visit effectively and all of the relevant independent school standards are likely to be met.

- The school is likely to safeguard students' wellbeing effectively.

Schedule 10 of the Equality Act 2010

- The school is likely to meet the requirements in relation to Schedule 10 of the Act.
- The initial visit found that the school's Equal Opportunities Student Policy made a commitment to 'make reasonable and practical arrangements for those with a disability or need within financial constraints'. However, the required three-year plan to increase accessibility had not been completed. The school has now developed a detailed three-year accessibility improvement plan encompassing the areas of information, the curriculum, accommodation and premises.

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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Recommended number of day pupils	1,000
Recommended age range	16–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Finham Park 2
DfE registration number	331/4006
Unique reference number (URN)	141939
Inspection number	464390
Inspection dates	18 June 2015
Reporting inspector	Cathy Morgan

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Finham Park 2 is to be located in a former government building in the Tile Hill area of Coventry. For the first year, the school will be located on the site of the existing Finham Park school.
- This new school will be part of Finham Park Multi-Academy Trust and the headteacher of Finham Park school will also be the executive headteacher of this free school.
- The school will provide places for up to 800 students aged 11 to 19 years; 120 students will begin Year 7 in September 2015.
- The school's ethos is to 'inspire students through the delivery of a World Class education'.

Information about the registration

The school is seeking registration as a free school for:

Number of day students	800
Age range	11–19
Gender of students	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations, although implementation could not be seen.
- The school's vision, ethos and policies set out a clear commitment to provide all students with an equal opportunity to develop socially, academically and morally.
- The school's focus on students' spiritual, moral, social and cultural development is strong. The curriculum is designed to nurture their curiosity and encourage innovation. The Children's University Programme will be used to strengthen students' leadership skills and the innovative 'Baraza' peace courts model will be used to enable them to focus on the school's core values of pride, respect and responsibility.
- The school's religious education programme will enable students to learn about, and from, other religious, cultural and philosophical positions in order to demonstrate respect for, and tolerance of, the views of others. All students will explore the culture and language of China through their study of Mandarin.
- Students will be challenged to analyse, interpret and evaluate issues of truth, belief, faith and ethics and to explore the impact upon their fundamental British values. Staff and visitors to the school will be reminded of the importance of avoiding extreme religious or political views in any subject they teach, or topic they discuss with students.
- The planned mentor-time programme, range of assemblies and visiting speakers will provide opportunities for students to learn about public institutions in England.
- Cross-curricular themes, such as 'How we become a responsible citizen', community activities, functions for the elderly and collaborative projects with local companies will provide students with a range of opportunities to show initiative and contribute positively to the lives of others.
- The robust behaviour for learning policy clearly identifies the school's high expectations of students. The restorative justice system encourages them to take responsibility for their actions and behave well, both in and around the school.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of students

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The school's policies and procedures for the safeguarding of students are robust and extensive. There are suitable policies for the management of behaviour, e-safety, the prevention of bullying and health and safety, including comprehensive risk assessments for on- and off-site activities and for visitors to the school.
- The school's safeguarding policy reflects the latest guidance in *Keeping Children Safe in Education (March 2015)*. Safeguarding arrangements include suitable links with the Local Authority Designated Officer (LADO). The policy is available on the school's website; it was checked and found to be compliant during the inspection.
- The headteacher is the designated lead person on child protection and is suitably trained at the higher level. Two additional staff members will be trained to the required higher level before the school opens. Child protection training is firmly included in the arrangements for the induction of all staff joining the school from September 2015 and this will be updated annually.
- All parents are provided with an informative handbook to help them to support their children's learning and behaviour. All parents and students will be required to declare their acceptance of the school's behaviour and attendance policies by signing the home/school agreement.
- The school's management information system will be used to record and analyse student attendance. This will also be used to log any incidents which will be reported to parents on a half termly basis.
- Extensive risk assessments are being carried out by senior leaders, particularly those associated with potential delays in the construction of the temporary accommodation. Risk assessments of all curriculum areas are being undertaken. Appropriate arrangements have been made to enable students to access toilet, changing and shower facilities.
- The school has an appropriate policy for the administration of medicines and staff who are responsible for the medical care of students have up-to-date first aid training.
- Fire evacuation procedures and refuge areas have already been developed. Plans are in place to conduct regular fire drills which will take place each term under the supervision of appointed fire marshals.
- The school will occupy new premises during the autumn term. The building will be subject to a full health and safety audit, including a fire risk assessment by a qualified fire safety representative, before the building is handed over by the contractor.

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

- The school is likely to meet all the regulations.
- The headteacher and executive headteacher are trained in safer recruitment and are members of all staff appointment panels. All required checks, on previous employment history, professional and character references and medical fitness, are completed for all staff. Additional arrangements are in place for when visitors or volunteers are invited to the school.
- The school's single central register is completed to the required standard. Full details of checks on existing staff are recorded, including checks against the children's barred list and the list of prohibited teachers. Trustees and governors are included in the register.
- Suitable arrangements are in place to make additional checks when appointing staff who have been working overseas. Agency supply staff are not to be employed at the school but leaders are aware of the checks required, should this position change.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations although implementation could not be seen.
- The school will occupy a former government building in the Tile Hill area of Coventry. For the first year, the school will be located in a new building on the site of the existing Finham Park school.
- The plans for both the temporary and permanent accommodation indicate that both buildings are likely to be fully compliant with all relevant standards and sufficient for the needs of the planned number of students.
- The building work on the temporary site of the school is yet to commence and it is not likely to be completed for the planned opening in September. Robust plans are in place to accommodate students within the existing Finham Park School and to ensure that there will be no negative impact on the quality of provision for students as a result of delays.
- The existing temporary accommodation provides plentiful outdoor space for play and recreation and all external boundaries are suitably fenced. There is a fully equipped medical room for first aid with a sink and hot and cold water, and it is near to a toilet.

Part 6. Provision of information

- The school is likely to meet all the regulations. All the required information about the school, together with details of policies and procedures, is available on the school's website.
- The safeguarding policy is published in full on the website. School leaders intend to provide parents with regular written reports on their children's attainment and progress.

Part 7. Manner in which complaints are handled

- The school's arrangements and policy are likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The proprietor and headteacher have put in place systems and procedures which ensure that all the school standards are likely to be met. They have a good understanding of what is needed for successful implementation of the school's policies, although implementation at this stage cannot be seen. Students' safety is of paramount importance; this is borne out through the full compliance with all the safeguarding standards and the good attention to rigorous welfare, health and safety procedures.
- The school's website includes a copy of the compliant safeguarding policy.

Schedule 10 of the Equality Act 2010

- A suitable accessibility development policy is in place which covers access to the curriculum, information and premises.

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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Recommended number of day students	800
Recommended age range	11-19
Recommended gender of students	mixed
Recommended type of special educational needs	not applicable

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

School name	Floreat Brentford Primary School
DfE registration number	313/2023
Unique reference number (URN)	141956
Inspection number	465534
Inspection dates	3 July and 6 August 2015
Reporting inspector	Fatiha Maitland

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- The school was first visited on 3 July 2015. At that visit the inspector identified standards that were not likely to be met for the provision for pupils' welfare, health and safety, together with shortcomings in the quality of leadership in and management of the school. The school had not made any arrangements to fulfil its duties under schedule 10 of the Equality Act 2010.
- The school drew up an action plan for improvement in response to the findings of the initial visit. This was evaluated by the lead inspector. The school submitted evidence to show how it had planned to address the weaknesses identified during the initial visit.
- The lead inspector led on the initial visit, but did not visit the site as part of the follow-up inspection activity. She scrutinised the documentation provided by the school and had telephone discussions with the managing director of the school. The information and evidence provided by FEA indicate that the school is likely to meet all of the relevant independent school standards.

Context of the school

- The proposed Floreat Brentford Primary School is a free school. It will be one of the four schools within Floreat Education Academies (FEA), a multi-academy trust. The school is to be situated in the London Borough of Hounslow. It is not operating at present, but intends to open in September 2015.
- The school will install temporary demountable accommodation in one part of Brent Lea Recreation Ground by the end of this month. The school is planning to use these premises temporarily to accommodate up to 30 children in the Reception Year from September 2015. The school will grow gradually to accommodate up to 60 pupils in the temporary premises over two years. There are currently 30 families interested in places.
- The school aims to move to permanent accommodation, a new school building, in September 2017. The school will use the other part of Brent Lea Recreation Ground to build the new school. It has planned to admit up to 420 boys and girls, aged between four and 11 years.
- The school has planned to admit any pupils applying who are disabled and those with special educational needs. The school also plans to make provision for pupils who speak English as an additional language.
- During an initial visit to the school, on 3 July 2015, the inspector conducted a scrutiny of documentation and held discussions with the school's senior management team.
- The inspector also visited Brent Lea Recreation Ground with the project manager of the school. The land will be used to build a new school.
- The school aims 'to help children develop the knowledge and character virtues they need to flourish'. The school has no specific religious affiliation.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	n/a

Compliance with The Education (Independent School Standards) Regulations 2014¹

Part 2. Spiritual, moral, social and cultural development of pupils

- The free school is likely to meet all of the requirements for spiritual, moral, social and cultural development of pupils, but implementation could not be seen.
- The planned provision clearly encompasses the development of self-knowledge and the acceptance of responsibility for each child's own behaviour and actions. This is well supported by the school's stated aims, the programme of personal, social, health and economic education, the school's behaviour and anti-bullying policies and procedures, assemblies and circle time.
- Pupils will be taught to differentiate between right and wrong, to be kind and considerate to one another, to contribute to the life of the school and the wider community, and to respect the rule of law.
- Learning about different religions and festivals and visits to places of worship are likely to help pupils to develop an appreciation of, and respect for, other faiths, cultures and traditions around them.
- Visits to places of interest and support from 'People who help us', alongside the citizenship programme, are likely to provide pupils with adequate opportunities to gain knowledge and understanding of public institutions and services in England. Pupils will learn to respect the fundamental British values of democracy and to be aware of the importance and workings of the civil and criminal law.
- The school has prepared clear guidance for staff, parents and others to prevent radicalisation and extremism. Leaders are clear about their roles and responsibilities for monitoring the content and the teaching of its curriculum. This includes monitoring extra-curricular activities and support from visitors to the school to ensure that the school does not promote any particular political views to pupils. The school plans to offer a balanced presentation of viewpoints.

¹ <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the requirements in this part.
- The initial visit found that the school had devised its health and safety, risk assessment policies and procedures, but these were not implemented. Temporary accommodation had not been installed. The management of the school had not planned to carry out risk assessments on its premises and resources to ensure pupils' health and safety. Fire evacuation procedures were in place. It was also found that fire equipment and electrical appliances would be tested by professional engineers to ensure that they were safely operational. The school had not planned to conduct the required fire risk assessment on the temporary premises to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The follow-up inspection activity found that the school has appointed a health and safety company which will conduct the risk assessments on the premises and resources, including fire safety checks. Such checks will take place once the building work has been completed. Discussions with the managing director and a scrutiny of the school's documentation suggest that the building will be handed over on 4 September 2015. The risk assessments will take place on 7 September 2015; a copy of this report will be sent to the Department for Education.
- The school is now aware of its duty to carry out the required fire risk assessments and checks on the permanent site once it is ready to receive pupils in the future. Therefore, the school is likely to meet all of the requirements.
- The school's safeguarding policy has regard to the latest safeguarding guidance provided in the Department for Education's publication *Keeping Children Safe in Education*, March 2015. All members of staff, including the designated senior persons, have received the relevant child protection training. Staff members have read Part 1 of the above guidance, as required. There are clear plans to train all the staff in child protection once the school opens.
- The school has devised written policies and procedures to promote good behaviour among pupils, with clear codes of conduct and a set of appropriate rewards and sanctions, including exclusions. It has also prepared information about the prevention of bullying and procedures for staff to follow related to physical interventions.
- A first aid policy has been produced and meets requirements. Specialist organisations will deliver a wide range of training to staff. This will include paediatric first aid training. The training will take place before the school receives pupils.
- The initial visit noted that the admission and attendance registers were not ready for use. This shortcoming has been attended to. The school has firm plans to use electronic attendance and admission registers. It has signed a written agreement with the system provider for such use. If implemented as set out, the school is likely to meet this standard.

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

- The school is likely to meet all of the requirements related to the suitability of the proprietor and staff. The school has made all of the necessary vetting checks on all members of staff to ensure their suitability to work with children. These checks include those on prohibition from teaching and disqualification by association.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- The school has established a single central register and recorded all of the required information on all members of staff and the proprietorial body, so that this is likely to continue to meet requirements.

Part 5. Premises of and accommodation at schools

- The school's temporary accommodation is likely to meet all of the relevant requirements as shown on the school's plan. The premises consist of four classrooms, offices and washrooms.
- The school has ensured that there is a suitable designated area for pupils to go to when they are unwell. The provision has a washbasin and is located near toilet facilities.
- The current provision of toilets and washbasins is adequate for staff, visitors and the proposed number of pupils, including children in the Early Years Foundation Stage.
- Pupils will have access to an outdoor area to play safely. They will make use of the local leisure centre for swimming and other physical activities.
- The acoustic conditions, sound insulation, lighting, flooring and water supply, including labelled drinking water facilities, continue to be likely to meet requirements.
- The new permanent school building will consist of several classrooms and practical areas, as seen from the site plan. There is one hall which will be used for physical activities, lunch and assemblies. There is an outdoor area for pupils to use.
- The premises plan for the new permanent school building also shows that the school will have a medical room for pupils to go to when they are unwell or injured. This provision will have a washbasin with running water and will be reasonably located near washroom facilities. There will be sufficient toilets for staff, pupils and visitors to use.
- The Education Funding Agency is managing the process of acquiring the new premises on behalf of the governing body. The Department will continue to monitor the progress of the premises directly with the Agency.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the requirements in this part. The school has a website. All of the required information, including the safeguarding policy, is made available to parents and carers on the school's website. Paper copies of policies and

procedures, including the safeguarding policy, will also be made available to parents and carers from the school's office on request.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all the requirements in this part.

Part 8. Quality of leadership in and management of schools

- The school leaders are likely to meet all of the requirements. They have demonstrated sufficient knowledge and understanding appropriate to their roles and have ensured that all of the required independent school standards are likely to be met.
- The school is likely to safeguard pupils' well-being.

Schedule 10 of the Equality Act 2010

- The school has a written equal opportunities policy. The school has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- Discussions with the executive headteacher of the school and a scrutiny of the early years curriculum planning indicate that children will be provided with suitable learning opportunities to help them develop their knowledge and understanding in all of the required areas of learning. As a result, all the requirements for this aspect are likely to be met, but implementation could not be seen.
- Staff will make observations of adult-led and child-initiated activities. This information will be used firstly to identify the children's starting points and then to inform future planning and assessment.
- Staff will carry out home visits in order to get to know the children and their families. They will work in partnership with parents and keep them fully informed about their children's progress, including their personal, social and emotional development.
- The school will work closely with agencies to ensure the appropriate support for children and families.

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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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a Free School

School name	Forest Bridge School
DfE registration number	936/4002
Unique reference number (URN)	142066
Inspection number	464375
Inspection dates	10 July 2015
Reporting inspector	David Scott

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Forest Bridge School is to be located in Maidenhead on the site of a former primary school. The school is sponsored by the Forest Bridge School Ltd, which is a single academy trust. It is due to open on 9 September 2015. The school has applied to be registered to admit up to 96 boys and girls in the age range four to 16 years. It will admit pupils from Reception to Year 7 in its first year of operation. There are currently 31 pupils on roll for entry in September 2015. The school will be non-selective and will admit pupils with special educational needs who have a diagnosis of autism. It is likely that all pupils will have a statement of special educational needs, or an education, health and care plan. However, details are not yet known.
- The school will not have any particular religious affiliation and intends to provide each individual pupil with a 'meaningful whole school and classroom' experience that is designed to enable pupils with autism to achieve their best. The principles of 'team teach' and 'applied, behaviour analysis' (ABA) will form the basis of the teaching methodology throughout the school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	96
Age range	4–16
Gender of pupils	mixed
Type of special educational needs	autistic spectrum disorder

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.

- The proposed citizenship programme will be delivered during personal, social and health education (PSHE) lessons. For example, in the unit 'Being in my World', it is intended that pupils will study the structure of local and national government, examine how Members of Parliament are elected and how Parliament works. Pupils will consider the importance of voting and participating in the election process in order to develop their understanding of the rule of law, religious tolerance and what it means to live in a democracy and experience life in modern Britain. Pupils will also learn about the role of public institutions.

- The schemes of work show a strong emphasis on developing pupils' personal development, literacy and numeracy skills. It is intended that enrichment activities, two extended days per week and visiting speakers from local businesses will help older students in particular to make informed choices to enable them to make good progress and to be well prepared for the next stage of their education.

- The well thought out assembly and tutorial programme, linked to the personal, social and health education (PSHE) curriculum, intends to help pupils deepen their understanding of spiritual, moral, social and cultural issues and to enable them to learn and achieve well. Planned provision includes opportunities for pupils to develop their own awareness of right and wrong and how their choice of actions can affect the feelings of others, and so promote tolerance and understanding.

- It is intended that every pupil will have equal access to all areas of the curriculum and enrichment activities, so that all pupils will leave with at least one leisure interest or hobby. In addition, the school intends to provide many opportunities for pupils to develop their leadership skills. For example, all Year 7 pupils will undertake work experience. This is to encourage them to be independent, develop their confidence and self-esteem, while at the same time taking into consideration the needs of others.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- It is intended that, from Year 10, students will receive careers advice about their future training and employment opportunities. At this point, a dedicated transition support worker will prepare students for the next stage of their education.
- The staff code of conduct states that lessons and conversations with pupils are to be free from partisan political or religious views and that where any political issues are discussed, a balanced view is always presented. The school has produced clear policies on Promoting British Values and Preventing Radicalisation. In addition, the school has elected a link governor responsible for promoting British values and preventing radicalisation.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all regulations are likely to be met by the school
- Leaders have based the school's behaviour policy on the principles of 'team teach' and 'applied behaviour analysis'. Its key focus is to enable pupils to 'live a full and purposeful life ... in a way that is socially acceptable'. In order to achieve this, all staff, including volunteers, will undergo four days intensive training in these principles before the school opens. The behaviour policy gives very detailed strategies for staff to help prevent and/or respond to challenging behaviour. There is a clear framework of rewards and sanctions aiming to help pupils to make positive choices about their behaviour. The school's anti-bullying policies and procedures are well developed and robust.
- All the required policy documents have been produced, including safeguarding and child protection, equality, safer recruitment including 'disqualification by association', behaviour management, anti-bullying and first aid, and meet requirements.
- Arrangements have been made for the training, or refresher training, of all staff in child protection. This will take place before the school opens on 9 September 2015. The headteacher, who is the designated senior person and the family support worker, have been trained to safeguarding level 3. Three key members of staff are already trained in first aid, including one who is a qualified paediatric first aider.
- Suitable policies and risk assessments have been completed for all required aspects of health and safety, including fire safety, and a visit from the fire safety consultant has been arranged to be completed before the school opens in September, in order to check the compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Suitable arrangements for the supervision of all pupils throughout the school day, including lunchtimes, are in place.

- Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The school is likely to meet all the requirements related to the suitability of staff and the proprietor.
- All the required vetting checks on all appointed staff have been entered on to a single central record, which meets requirements.
- The school does not intend to employ supply staff, but is aware of its responsibilities should the need arise for them to be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the requirements.
- The school is due to open on 9 September 2015. For the first two years, it will occupy a recently vacated state maintained primary school, consisting of nine classrooms, therapy and sensory rooms, large hall, offices, store rooms, toilets, kitchen and a staffroom. The site plan for the temporary accommodation indicates that all the requirements for the five classes are likely to be met.
- The school buildings include a medical room, complete with washbasin and shower, with hot and cold running water. Toilets are located nearby.
- Washrooms and toilet facilities are for the sole use of pupils and are sufficient in number. Water supplies meet safety standards and pupils will have access to labelled drinking water. Although there are appropriate facilities for the preparation and serving of food on the school site, food will be brought in from an outside provider.
- A good range of sports facilities will be available for pupils of all ages to enjoy. There is an indoor hall, a large grassed area, a separate early years canopied play area, and a hard play area. On-site showers and changing facilities will be available.
- There will be separate entrances for the early years provision, primary and secondary departments, all of which have been made secure. Access points to the grounds and the boundary fence are likely to be fully secure. Disabled access and parking will be provided at each entrance to the building.
- External lighting is in place across the school, and the caretaker is currently risk assessing the building and the grounds.
- All the necessary checks on the temporary accommodation will be completed before the school opens in September. This is to ensure that the acoustic conditions, sound insulation, lighting and water supplies, including safely

regulated hot water which will be controlled by individual thermostatic valves, are all safe and compliant. All are likely to meet requirements.

- From September 2017, it is intended that the school will occupy a new purpose-built school. However, the architect's plans were not available for scrutiny.
- The space available on the temporary site is more than adequate for the number of pupils proposed by the trust.

Part 6. Provision of information

- The school is likely to meet all of the requirements. The required information for prospective parents, carers and others is already available, either on the school's website or in printed format. The school's policies, including the safeguarding policy, have been uploaded to the school's website.
- The school intends to provide weekly updates to parents. These will form part of their annual review reports.
- School leaders are aware of the requirements to provide the local authority and others with information, as required.

Part 7. Manner in which complaints are handled

- The procedures for handling complaints meet requirements.

Part 8. Quality of leadership in and management of schools

- All the requirements for the leadership and management of the school are likely to be met in full. The headteacher and trustees have put in place robust systems and procedures so that the independent school standards are likely to be met. They have a very good understanding of what is needed for the successful implementation of the school's policies to ensure pupils' well-being.

Schedule 10 of the Equality Act 2010

- The school recognises the need to make a commitment to providing equality of access for disabled pupils and has produced a three-year accessibility plan and equality policy for the temporary building.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to be compliant with the statutory requirements for the Early Years Foundation Stage.

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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Recommended number of day pupils	96
Recommended age range	4–16
Recommended gender of pupils	mixed
Recommended type of special educational needs	autistic spectrum disorder

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

School name	Grove House School
DfE registration number	999/1882
Unique reference number (URN)	1882
Inspection number	464441
Inspection dates	10 July 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Grove House School is to be located in the refurbished premises of a former maintained school in Brentwood, Essex. The school is sponsored by the Grove House School Trust and is due to open on 4 September 2015. The plans provide for new provision for pupils with speech, language and communication needs. There is a shortage of specialist provision in the locality and the plans are supported by the local authority.
- The school has applied to admit up to 105 boys and girls in the age range 8 to 19 years. In the first year it plans to admit up to 40 pupils in Years 4 to 8. All pupils will have a statement of special educational needs or an education, health and care plan related to their speech, language and communication needs.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	105
Age range	8 to 19 years
Gender of pupils	Mixed
Type of special educational needs	Speech, language and communication needs

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations but implementation could not be seen. The school's policies for the spiritual, moral, social and cultural development of pupils, collective worship and British values set out the context in which pupils' personal development will be addressed.

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The ethos of the school is planned to actively encourage pupils to develop their self-knowledge, self-esteem and confidence. Pupils will be required to set their own personal targets and review their learning objectives, including weekly review. Weekly merits and a celebration assembly will confirm pupils' achievements.
- The school plans to invite visitors from the Risk Avert programme to help pupils understand risk and how to consider the implications. All pupils will also be taught about being safe through the planned e-safety programme. The local bereavement counselling service will provide group work and family support related to mental health and well-being.
- The curriculum includes a comprehensive, personal, social, health and citizenship education programme for all pupils. This covers social and emotional aspects of learning and a specific social skills programme, including self-awareness and understanding emotions.
- Pupils will be encouraged to show initiative and make a contribution to the local and wider communities. An enrichment programme will run throughout school day, including links with the neighbouring secondary school. The Duke of Edinburgh Award scheme will operate for Year 9 pupils, including a community service element. Pupils will support national charities and take part in the local special schools' sports programme.
- Pupils will be provided with a broad general knowledge of the law and of public institutions and services in England. Plans are in place for local community visitors, including the police and fire services. Pupils will visit the local library and will be introduced to the work of local authors; they will also celebrate World Book Day. A link has been established with a local country park where the staff will provide a contact to lead the Duke of Edinburgh award scheme. Pupils will attend live performances such as the classical spectacular at the Albert Hall. Plans are in place for a theatre group visit in the autumn term.
- The school plans to ensure that pupils develop an understanding of diverse cultures and traditions. The curriculum includes a multi-faith religious education programme. Events will be celebrated, including European Languages Day and a variety of multicultural festivals. Pupils will contribute to overseas charities, supporting children from diverse backgrounds through the annual Comic Relief event. Art, music and humanities topics include multicultural themes. Plans are in place to visit the local Buddhist centre and Hindu temple.
- Fundamental British values, including democracy will be taught. The local Member of Parliament has agreed to visit the school. Visits are planned to the local council and to the Houses of Parliament. Pupils will take on roles and responsibilities, including monitor roles and electing representatives to the school council.
- The staff code of conduct requires all members of staff to adopt a balanced and non-partisan approach to any controversial religious or political issues. The same requirement will be placed on any visitors contributing to the curriculum.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all the regulations are likely to be met. The school has produced comprehensive policies for behaviour management and exclusions, anti-bullying and first aid.
- Training plans are in place for the induction of all staff before the school opens. These include training in fire safety, safeguarding, positive handling and the use of the school's electronic information management system for the recording of registers, incidents and exclusions. A sufficient number of staff members have up-to-date training in first aid.
- The safeguarding policy is fully compliant and has regard to the latest DfE guidance documents, including *Keeping Children Safe in Education*, 2015. It is available for download from the school's website. Designated lead persons for safeguarding are trained to the required level and named in the policy. The lead trustee for safeguarding is also named. Contact details are provided for the local authority safeguarding officer and emergency social services.
- Senior staff and representatives of the trustees have been trained in safer recruitment. The recruitment policy covers the completion of all required checks, including a health check and the receipt of suitable references.
- Suitable policies and procedures are in place for all aspects of health and safety, including fire safety and risk assessment. Firm arrangements are in place for completion of a fire risk assessment as soon as building works are completed. A date has also been agreed with the local fire officer to visit to confirm emergency evacuation procedures.
- Admission and attendance registers will be maintained on the school's electronic information management system, together with records of any serious incidents or exclusions.

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

- The school's planning for safe recruitment, and implementation to date, indicate that all of the regulations are likely to be met. All required checks have been completed for staff and trustees appointed currently. The details are recorded in a suitable single central register. Checks are completed and entered into the register as new staff are appointed.
- The school has not appointed any supply staff through an agency. The recruitment policy includes the required procedures should such staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations. The school is to be located in the premises of a former local authority maintained school. The premises are located in two blocks, one of which is undergoing refurbishment for occupation from 1 September 2015. Detailed plans for the premises and accommodation were scrutinised and a site visit completed.
- The building due to be occupied in the first year of the school's operation is on track for completion by the agreed date, together with associated external works. Work has not started on the internal refurbishment of the second block which is due for occupation in September 2016. The Education Funding Agency is managing the preparation and refurbishment work on behalf of the trust. The Department will wish to continue to monitor progress with the premises directly with the agency.
- The first phase of the premises includes sufficient rooms of suitable size to accommodate up to the maximum 40 pupils planned for admission in the first year. Teaching spaces are suitable for the curriculum and therapeutic provision planned for the first year of operation. These include subject specialist rooms in addition to general teaching rooms.
- Furniture suitable for the planned age range is ready to be installed on completion of the refurbishment work. There are sufficient washrooms and a suitable medical room which can also provide for any pupil who may be unwell during the school day. Food will be prepared off-site and served in appropriate facilities within the school.
- There is sufficient outside space for play and recreation. Arrangements have been agreed with the adjacent secondary free school for the safeguarded use of sports facilities which include changing rooms and showers. The external boundaries of the site will be fully fenced. Buildings and access points to the school will be fully secure.

Part 6. Provision of information

- The school is likely to meet all of the regulations for registration. All the required information for parents is provided on the school's website, including contact details for the school and the trustees.
- A number of school policies, including safeguarding and complaints, can be downloaded from the website. All additional required policies are available on request from the school; this is made clear on the website.
- Templates have been designed for regular reporting to parents. The school is aware of its responsibilities to provide local authorities and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all the requirements for registration. The policy and procedures for handling complaints follow the requirements of the independent school standards.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the requirements for registration. Trustees and senior leaders demonstrate a good understanding of the requirements of the independent school standards.
- Arrangements for governance have been agreed. These provide for appropriate support to school leaders and for robust accountability. The trustees, in their planned arrangements, have ensured suitable procedures for the monitoring of the quality of teaching and pupils' achievement and to ensure pupils' wellbeing.

Schedule 10 of the Equality Act 2010

- The school has produced the first draft of a three-year plan to increase accessibility. This will be reviewed and revised as each phase of the school commences operation.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all relevant independent school standards when it opens
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Recommended number of day pupils	105 (40 in the first year)
Recommended age range	8 to 19 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Speech, language and communication needs

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

School name	Hackney New Primary School
DfE registration number	204/2004
Unique reference number (URN)	142112
Inspection number	465598
Inspection dates	16 July and 4 August 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008¹.

Context of the school

- The proposed Hackney New Primary School is a free school. It will be one of the two schools within Hackney New School Trust (HNST), a multi-academy trust. The school is to be situated in Haggerston, in the London Borough of Hackney. It is not operating at present, but intends to open in September 2015.
- The school will occupy one part of Hackney New School that belongs to the HNST. The school wishes to use these premises temporarily to accommodate up to 50 children, in the Reception Year, from September 2015. The school will grow gradually to accommodate up to 100 pupils in the temporary premises over two years. There are currently 50 families interested in places.
- The school aims to move to permanent accommodation (a new school building) in September 2017. It has planned to admit up to 350 boys and girls, aged between four and 11 years.
- For the initial visit, the inspector visited the temporary premises where checks were made on the school's documentation and discussions were held with the school's senior management team.
- At the time of the visit, negotiations for the purchase of a site for the permanent school were reaching a conclusion. Consequently, a follow-up exercise was carried out by means of a pre-arranged telephone conversation with the headteacher and the inspector scrutinised further evidence provided electronically by the school.
- The school's core vision is based on 'academic excellence, self-belief, intellectual curiosity and responsibility'. The school has no specific religious affiliation.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	350
Age range	4–11

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

Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The free school is likely to meet all of the relevant requirements for spiritual, moral, social and cultural development of pupils, although implementation could not be seen.
- The planned provision clearly encompasses the development of self-knowledge and the acceptance of responsibility for each child's own behaviour and actions. This is well supported by the school's stated core vision, beliefs and characteristics, the programme of personal, social, health and economic education, and assemblies.
- Pupils will be taught to distinguish between right and wrong, and to build confidence, skills and a spirit of endeavour and cooperation.
- Learning about different religions, music, art and visits to places of worship will help pupils to learn about the wider world around them and to learn to tolerate the beliefs and views of others.
- Learning about British history and support from visits by 'people who help us' will provide pupils with learning experiences to gain knowledge and understanding of public institutions and services in England.
- Pupils will learn to respect the rule of law and fundamental British values of democracy. For example, pupils will be involved in the school's self-review and evaluation cycle by gathering views for 'Pupil Voice'.
- Visits to the Houses of Parliament and courts of justice will help pupils learn about criminal law and civic responsibilities in society.
- The school has prepared clear guidance for staff, parents and others to prevent radicalisation and extremism. Training for this purpose is now booked to take place

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

at the beginning of September 2015. The school does not promote any particular political or religious views; a balanced presentation of viewpoints will be offered to pupils.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the relevant requirements for this standard, although implementation could not be seen in full.
- The initial visit found that the school's safeguarding policy reflected the latest safeguarding guidance provided in the Department for Education's publication *Keeping Children Safe in Education*, March 2015. This is published on the school's website. The follow-up exercise found that this policy is in the process of being updated to reflect the very latest guidance, dated July 2015; the headteacher asserts that a revised policy will be published on the website imminently. The designated lead for child protection has undertaken the advanced child protection training, as required. Not all members of staff have yet received the relevant child protection training or read Part 1 of the above guidance. However, the school has clear plans to train staff appropriately before the school opens in September 2015. Therefore, this requirement is likely to be met.
- The school has prepared policies and procedures to promote good behaviour among pupils, with clear aims, responsibilities, codes of conduct and a set of rewards and sanctions.
- The school has devised and begun to implement its health and safety, risk assessment policies and procedures. It has carried out risk assessments on its temporary premises and resources to ensure pupils' health and safety.
- Fire safety and evacuation procedures are in place. Fire-fighting equipment and electrical appliances have been tested by professional engineers to ensure that they are safely operational.
- The school leaders have also conducted the required fire risk assessment on the temporary premises to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Discussions with the senior management team indicate that the school is aware of its duty to carry out the required fire risk assessments and checks on the permanent site before it opens.
- A suitable first aid policy is in place and meets requirements. The school has a sufficient number of first aiders, including paediatric first aiders, to attend to the needs of individuals. There are also firm plans to train more staff in first aid, including paediatric first aid, before the school opens.

- Admission and attendance registers are ready for use.

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

- The school is likely to meet all of the relevant requirements related to the suitability of the proprietor and staff. The headteacher of the school has completed a safe recruitment course, so she knows what is required when appointing new members of staff.
- All of the necessary vetting checks have been made on all members of staff to ensure their suitability to work with children. These checks include those on prohibition from teaching and disqualification by association.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- The school has established a single central register and recorded in this all of the required information on all members of staff and the proprietorial body.

Part 5. Premises of and accommodation at schools

- The initial visit found that the school was not likely to meet all of the relevant requirements for this standard. The inspector judged that the school did not have sufficient toilets for pupils to use, including children in the early years. The inspector found that the school had not ensured that there were separate toilet facilities for boys and girls aged eight years and over.
- The follow-up exercise established that there are now sufficient toilets for the number of children to be accommodated in the temporary buildings while the new school is built. Initially, there will be children from Reception and Year 1 in the temporary building. The school has contingency plans in place to take over another floor in the temporary premises, which includes sufficient toilet accommodation for the Year 2 pupils, if the new building is delayed.
- The premises consist of four classrooms, a music room and an office. The school has ensured that there is a suitable designated area for pupils to go to when they are unwell. The provision has a washbasin with running water and contains a toilet facility.
- Pupils will have access to an outdoor area to play safely. They will use Hackney New School hall for physical activities. The acoustic conditions, sound insulation, lighting, flooring and water supply, including labelled drinking water facilities, are likely to meet requirements.
- The new permanent school building will consist of several classrooms, a resource base unit, a therapy room, a music studio and a large hall. There will be an outdoor

area for pupils to use. The school will have a medical room for pupils to go to when they are unwell or injured. There will be sufficient toilets for staff, visitors and pupils, including those in the early years.

- The Education Funding Agency is managing the process of acquiring the new premises on behalf of the governing body.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the relevant requirements for this standard. A prospectus has been produced. The school has a website. All of the required information, including the safeguarding policy, is made available to parents and carers on the school's website.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all of the relevant requirements for this standard.

Part 8. Quality of leadership in and management of schools

- The initial visit judged that the free school leaders had yet to demonstrate sufficient knowledge and skills appropriate to their roles and so as to ensure that all of the relevant independent school standards were likely to be met.
- The follow-up exercise found that all the relevant requirements are now likely to be met. Accordingly, the school's leadership and management are likely to meet all the requirements for this standard, including ensuring pupils' well-being.

Schedule 10 of the Equality Act 2010

- The school has an inclusion policy. It has also drawn up an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- A scrutiny of the early years curriculum planning and discussions with the headteacher of the school show that children will be supported to develop their knowledge and skills in all of the required areas of learning. There will be a major focus on the teaching of phonics (the sounds that letters make), mathematical development and music. As a result, all the requirements for this aspect are likely to be met, but implementation could not be seen.
- Staff have conducted home visits and visited feeder nurseries in order to collate sufficient information on children who will join the school from September 2015.

- It is said that staff will observe children in play and will assess their learning when appropriate. They will use the information to plan exciting activities to support and maximise learning for all children.
- Staff have received the relevant training in child protection and know how to promote the welfare of children in the setting.

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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Recommended number of day pupils	350
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Halley House Free School
DfE registration number	204/2003
Unique reference number (URN)	141750
Inspection number	464364
Inspection dates	15 June 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Halley House Free School is to be located in Dalston, Hackney. The school is sponsored by the Bellevue Place Education Trust and is due to open on 7 September 2015. The school has applied to be registered to admit up to 420 boys and girls in the age range 4–11 years. It will admit pupils, into two Reception classes only, in its first year of operation. None of the pupils recruited to date have a statement of special educational needs or an education, health and care plan.
- The school will be non-selective and will admit pupils with special educational needs. The school is aiming for excellence. It seeks to foster 'a positive attitude to life' in pupils, by encouraging a 'be interested and be interesting' attitude. The school aims to promote a sense of 'strong moral purpose' and to create 'a unique ethos of warmth and responsibility'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	N/A

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, but implementation could not be seen. The school's behaviour and anti-bullying policies and procedures set out a framework within which pupils will be encouraged to know the difference between right and wrong, and to take responsibility for their own actions.
- The school's spiritual, moral, social and cultural development policy sets out a vision for pupils 'to become responsible future citizens' and 'valuable members of society'. Planned provision includes: encouraging pupils 'to show equality to others'; 'to communicate well with others and show consideration to others' beliefs and points of view'; ensuring pupils 'understanding of the importance of making a positive contribution to the community and society as a whole'; and pupils 'developing the ability to show empathy, compassion and give support to others'.
- The well-considered assembly programme aims to develop pupils' moral and social understanding and to instill a basic awareness of British values of democracy and the rule of law, including civil and criminal law. A house system, the school council and a pupil parliament are being designed to underline the importance of democratic values. Pupils will also be involved in charity work and community activities, including those organised by Hackney Council. Visits and visitors will promote pupils' insights into the workings of English public institutions.
- The planned curriculum incorporates opportunities for pupils to understand and respect different faiths and cultures. The proprietors are committed to ensuring that all lessons, including provision for pupils' personal development, are free from partisan political or religious views and that, where any political issues are discussed, a balanced view is always presented.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all regulations are likely to be met by the school; although implementation of policies and procedures could not be seen in full. All the required policy documents have been produced, including detailed policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. Senior staff have been trained in safe recruitment and the principles

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

have been applied appropriately to the recruitment process to date. Arrangements have been made for the training of all staff in child protection before the school opens in September.

- The designated person for child protection has been trained to the required level. All staff will be qualified in first aid, and training has been arranged. Suitable policies have been prepared for all required aspects of health and safety and for fire safety, including fire safety risk assessments. The school has confirmed that fire risk assessments will be carried out on the new buildings on 18 August 2015.
- It was not possible to visit the buildings during the inspection. Plans suggest that they are likely to conform to required standards and provide suitable and secure accommodation for the new free school. The buildings were previously configured as a further education college but are being completely refurbished and upgraded to meet a change of use and current safety standards.
- Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The school's planning for the completion of all required checks, on the suitability of staff, and implementation to date indicate that all regulations are likely to be met. All required checks have been completed, or are in the process of being completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register. Checks are being completed and entries on the register updated as new staff are appointed.
- The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The new school premises will be ready for occupation in September 2015. The Education Funding Agency is managing the preparation and refurbishment process on behalf of the Trust. The Department will wish to continue to monitor progress with the premises directly with the Agency. Building work is underway but access for this visit was not possible. Detailed plans for the premises and accommodation were scrutinised. The building is likely to meet all requirements, including provision for sick pupils and medical examinations. There will be appropriate facilities for the preparation and serving of food on the school site.
- The premises are suitable for the planned curriculum, but there are no sports facilities on site so arrangements have been made for physical education to take place at The Petchey Academy, which is located nearby. There is sufficient

outside space for play and recreation. Reception and Year 1 classes will use a third floor outdoor playground, which is being made secure for the purpose.

- Plans for the buildings indicate that classrooms are of adequate size and sufficient in number for the capacity intake of 420 pupils. Furniture, suitable for the proposed age range on opening, is to be provided ready for the start of school in September. There are sufficient washrooms and toilet facilities. Water supplies, including regulated hot water and labelled drinking water facilities, are likely to meet requirements. Showers and changing facilities will be available to pupils following physical education or sports at The Petchey Academy. Lighting and acoustics are planned to meet required standards.
- The buildings and access points to the grounds are likely to be fully secure.

Part 6. Provision of information

- The school is likely to meet all of the requirements for registration. The required information for prospective parents, carers and others is already provided either on the school's website or in printed format. Many of the school's policies, including the safeguarding policy, are already uploaded to the school's website but implementation could not be seen in full.
- The school intends to provide full written reports to parents once a year and face-to-face meetings with parents on a termly basis.
- School leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the requirements for registration. Clear and well-developed procedures for handling complaints are in use across the Trust.

Part 8. Quality of leadership in and management of schools

- All the requirements for leadership and management of the school are likely to be met in full. The headteacher has suitable experience and expertise, including significant knowledge of the local area.
- The Trust and the headteacher have put in place robust systems and procedures so that the independent school standards are likely to be upheld consistently.

- The Trust and the headteacher appear to have a good understanding of what is needed for successful implementation of the school's policies, although implementation at this stage could not be seen. Pupils' well-being is of key importance; this is borne out through the school's compliance with safeguarding standards and with welfare, and health and safety procedures.

Schedule 10 of the Equality Act 2010

- The school recognises the need to make a general commitment to providing equality of access for disabled pupils and has procedures in place to prepare the required three-year plan to increase accessibility before the school opens.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to be compliant with the statutory requirements for the Early Years Foundation Stage.

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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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	Harington School
DfE registration number	999/1878
Unique reference number (URN)	1878
Inspection number	464436
Inspection dates	9 July 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Harington School is to be located on the campus of Catmose College, an 11–16 secondary school in Oakham. The school is sponsored by The Harington Trust which includes two local maintained secondary schools and a local independent secondary school. It is planned to open on 1 September 2015.
- The school has applied to admit up to 300 male and female students in the age range 16 to 19 years. It plans to admit up to 150 students in the first year. The school will provide an academic curriculum with an emphasis on preparing students for university entrance.
- The school will initially be housed in temporary accommodation which consists of mobile buildings currently in the process of construction. This can accommodate up to 150 students. A permanent building is planned for construction on the Catmose site ready to open in September 2016. The new premises are planned to accommodate 300 students.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	300
Age range	16 to 19 years
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations. The ethos of the school actively encourages students to develop their self-knowledge, self-esteem and confidence. This will be achieved through setting aspirational targets and a community focused environment.
- The curriculum will include a comprehensive, structured personal, social and health education programme for all students. This will be taught through a weekly cycle which includes themes on: sex and relationships; personal safety; substance abuse; health issues, including mental health; and personal finance.
- The school's behaviour policy will be at the heart of procedures to encourage students to act responsibly and show initiative. All students have time allocated to 'Societies' as a core activity. This will develop their understanding of the community in which they live, and develop their entrepreneurial skills. All students will be expected to engage in projects which contribute to the local and wider community.
- A careers education and guidance programme is planned in conjunction with one of the partner schools. This will include 'red day' activities which will provide students with a broad general knowledge of public institutions, the law and public services in England.
- Weekly assembly time will be used as a central arrangement to ensure that students become familiar with a wide range of cultures and that students have an understanding and tolerance of diverse beliefs and traditions. The 'preventing bullying' policy demonstrates how the school takes a strong approach to respect for 'difference'. Visits, for example to places of worship representing different traditions, will be combined with visits to universities, or employers, in diverse locations.
- Fundamental British values are also actively promoted through the 'Societies' programme. Respect, tolerance and community values will also be promoted in 'flexible' learning weeks.
- There is a clause relating to political activities in every employee's contract. Partisan political views are explicitly not promoted in the teaching of any subject. Staff responsible for teaching any controversial topics will be given specific training. Any visitors contributing to extra-curricular activities will be appropriately

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

vetted and instructed in the requirement for a balanced and non-partisan treatment of views.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all of the regulations are likely to be met. All the required policy documents have been produced. These include suitable policies for promoting good behaviour; anti-bullying; welfare, health and safety; and first aid.
- The safeguarding policy is comprehensive and compliant with regulatory requirements. It has regard for the latest Department for Education (DfE) guidance, including *Keeping children safe in education 2015* and *Working together to safeguard children 2015*. The safeguarding policy is cross-referenced to additional school policies and procedures. These include arrangements for safe recruitment; managing allegations against staff; and whistleblowing. A copy of this safeguarding policy is available on the school's website.
- Senior staff and representatives of the governors have been trained in safer recruitment and appropriate arrangements have been implemented for all staff recruited to date. One senior member of staff has up-to-date training as lead person for safeguarding and a firm date has been arranged for the training of a second member of staff. Training for all staff in child protection, first aid and fire safety is built into the induction programme, for all staff, before the school opens.
- An experienced site manager has been appointed who has responsibility for all aspects of health and safety on the site, including fire safety. Suitable log books are in place to record details of routine checks on all aspects of fire safety. A number of risk assessments have been prepared. A firm date has been agreed for a fire risk assessment to be completed by an external contractor once the building work is completed. A meeting with the local fire officer has been arranged to agree arrangements for emergency evacuation of the premises.
- An electronic management system has been purchased. This will include appropriate records of admissions, attendance, incidents and sanctions.

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

- The school's arrangements for the recruitment of staff indicate that all regulations are likely to be met. All required checks have been completed for each member of staff and governors appointed to date. Details of these checks are recorded on a single central register; the register is updated as new appointments are confirmed. The school has not employed any supply staff through an agency but is aware of its responsibilities should such appointments be made in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations. Temporary accommodation is under construction on the Catmose Campus, adjacent to the existing secondary school. Plans for these new premises were scrutinised and discussed with the site manager. The construction work is on track for completion by the handover date on 1 September 2015. Plans have been agreed for the construction of permanent premises to open on the Catmose site in 2016. At the time of this inspection visit, an alternative plan was under discussion with the Education Funding Agency. The DfE will wish to continue to monitor progress with the premises and accommodation directly with the Agency.
- Up to 150 sixth form students will be admitted in the first year of operation in the temporary accommodation. The proposed temporary premises are suitable for the curriculum to be introduced in the first year. There are sufficient classrooms of appropriate size, including specialist subject facilities. There are sufficient washrooms and suitable accommodation for medical examination or for any student who may be unwell. New furniture and resources have been purchased for installation before the school is due to open. Water supplies, including regulated hot water and labelled drinking water, are likely to meet requirements. Heating, lighting and ventilation are being planned so as to meet requirements.
- Students admitted to Harington School will have safeguarded access to the changing rooms, showers and sports hall facilities at the adjacent Catmose College.
- Students will have access to suitable outdoor spaces for play and recreation. Outside lighting is likely to meet requirements.

Part 6. Provision of information

- The school is likely to meet all the requirements for registration. All the required information for parents and prospective parents is available on the school's website. This includes contact details and access to all required school policies.
- Annual written reports will be provided for all parents and carers. The school is aware of its responsibility to provide local authorities and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the requirements for registration. The policy and procedures for managing any complaints are compliant with the independent school standards.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet the requirements for registration. The governors and senior staff have a secure understanding of the independent school standards.

They have demonstrated the skills and knowledge required to ensure that the standards are met consistently and that students' wellbeing is assured.

Schedule 10 of the Equality Act 2010

- Appropriate *Equal value* and *Equality and diversity* policies have been produced. Firm arrangements are in place to produce a three-year accessibility plan once the premises and accommodation are complete.

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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Recommended number of day pupils	300 (150 in the first year)
Recommended age range	16 to 19 years
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Harris Primary Academy Beckenham
DfE registration number	305/2031
Unique reference number (URN)	140934
Inspection number	464395
Inspection dates	6 July 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Harris Primary Academy Beckenham is to be located in Beckenham, in the London Borough of Bromley. The school is sponsored by the Harris Federation. It is registering as a free school, despite being named as an academy. It is due to open on 3 September 2015 in temporary buildings on the campus of Harris Academy Beckenham. In September 2016, the school will move to permanent buildings on the same campus.
- The school has applied to be registered to admit up to 420 boys and girls in the age range four to 11 years. It will admit pupils into Reception only in its first year of operation. There are currently 27 pupils on the list for entry in September 2015. The school will be non-selective and will admit pupils with special educational needs. None of the pupils recruited to date has a statement of special educational needs.
- The school is aiming for every pupil 'to finish Year 6 with the academic skills, social skills and knowledge necessary to succeed'. The school's objective is to make sure that, from the first day of their education, the pupils have a truly happy experience at school, and they are taught to 'become confident learners'.

Information about the registration

The school is seeking registration as a free school:

Number of day pupils	420
Age range	4-11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's behaviour and anti-bullying policies and procedures are well developed. The school will aim to encourage pupils to understand the need for a common code of behaviour and to follow this 'from conviction rather than because of sanctions'.
- The promotion of pupils' spiritual moral, social and cultural education will be considered to be a whole school issue. It will be promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.
- The school will aim to help children to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding cultural traditions and beliefs of others.
- The school is aiming to instill awareness of British values of democracy and the rule of law, including civil and criminal law. Opportunities will be provided for pupils to engage in a democratic voting process from an early age. They will also have the chance to represent their year groups as infant and junior 'governors'. Pupils will be involved in a range of charity work. Visits and visitors will help them understand the role of local and national public institutions.
- The proprietors are committed to ensuring that all lessons, including provision for pupils' personal development, are free from partisan political or religious views and that, where any political issues are discussed, a balanced view is always presented. The school has produced a policy for preventing extremism and radicalisation.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet the requirements, although implementation could not be seen in full.
- All the required policy documents have been produced, including those for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The principles of safer recruitment have been applied effectively to the recruitment process to date.
- Training for all staff in child protection will take place on 1 Sep 2015. The headteacher will assume the role of designated person, and has been trained accordingly. The executive headteacher will be her deputy and has also received the required training. Arrangements are being made for training all staff in first

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

aid before the school opens. Comprehensive policies and procedures cover health and safety and fire safety, including fire risk assessments. Fire risk assessments will be carried out on the temporary buildings on 28 August 2015.

- Plans for the temporary buildings suggest that they will conform to current safety standards and provide safe and secure accommodation for the new school.
- Arrangements for the adequate supervision of all pupils throughout the school day, including lunchtimes, are in place.
- Risk assessments for school visits are thorough.
- Admission and attendance registers will be maintained electronically and their formats meet requirements. The school has already made clear to parents that attendance will be a priority and this is mirrored in the home-school agreement and the behaviour and attendance leaflets which have been given to parents.

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

- The school is likely to meet the requirements.
- The school has met all requirements in completing the required checks on the suitability of staff to date. These are recorded on an exemplary single central register. Checks are being completed and entries on the register updated as new staff are appointed.
- The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet the requirements, although implementation could not be seen in full.
- The federation's own project manager has applied exacting standards in procuring the temporary buildings and in his oversight of the new school building project. There will be provision for sick pupils and medical examinations. Medicines will be kept in locked cabinets. There will be an adequate number of washrooms and toilet facilities, which will be for the sole use of pupils. Water supplies will meet safety standards and pupils will have access to labelled drinking water. There will be space for recreation, which will be adequately supervised. The temporary teaching rooms will be well equipped and furnished. The temporary accommodation, which is to be located on the Harris Academy Beckenham campus, is being made separate from the senior school and will be secured. Catering will be provided by the Harris Academy Beckenham.
- Work is not yet underway on the new buildings, so access during this visit was not possible. Detailed plans for the premises and accommodation were scrutinised instead.
- The new school buildings are likely to meet all requirements, including provision for sick pupils and medical examinations. There will be locked cabinets for medicines. Washrooms and toilet facilities will be for the sole use of pupils and will be sufficient in number. Water supplies will meet safety standards, and pupils will have access to labelled sources of drinking water. There will be appropriate facilities for the preparation and serving of food on the school site.

- A good range of sports facilities will be available to pupils of all ages, as the school will have timetabled access to the adjacent playing fields and pitches on the Harris Academy Beckenham campus. A multi-purpose sports hall is included in the plans for the primary academy.
- There is good outside space for recreation. Outdoor play areas for younger pupils will be well supervised and safe. There will be separate early years and primary play areas.
- The new school classrooms will meet required standards in respect of lighting, ventilation, insulation, heating and acoustics. The teaching rooms, which are of good size, are sufficient in number for the planned intake of 420 pupils. The classrooms will be well equipped and furnished. Furniture is likely to meet all safety standards.
- Disabled access and parking will be provided. Lifts will make the entire building accessible to wheelchair-bound pupils.
- The proposed boundary fence will seal off the primary school from the senior school. Access points to the grounds and the boundary fence are likely to be fully secure. Entrance doors meet requirements. External lighting is in place across the campus, so that pupils will be able to enter and leave the school safely. The health and safety manager for the federation will undertake risk assessments before the building is made accessible to staff and pupils.
- Health and safety take high priority. Monthly monitoring will take place and a risk register prepared. In addition, the Harris Federation will require a termly audit by external consultants. Following the pattern established by the Harris Federation, the Chair of Governors will be encouraged to assume specific responsibility for health and safety at the school, and will be required to undertake regular health and safety walks on the premises.
- Fire risk assessments are planned for the new buildings. The buildings will be checked and certificated before possession.

Part 6. Provision of information

- The school is likely to meet all of the requirements.
- The required information for prospective parents and others is already available, on the school's website or in printed format. The school's policies, including the safeguarding policy, have been uploaded to the school's website.
- The school will provide three reports a year to parents. The final report will constitute the annual report.
- The school intends to prioritise communications, and home visits have already taken place. In addition, the school is organising events such as a teddy bears' picnic to bring the prospective pupils together before the school opens. Once open, the school will organise regular open-forum curriculum evenings. In addition, all parents will have the chance to meet their children's teachers at parents' meetings which will be held three times a year. Parents will also be invited to school workshops.
- School leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The procedures for handling complaints are likely to meet requirements.

Part 8. Quality of leadership in and management of schools

- All the requirements for leadership and management of the school are likely to be met.
- The headteacher is able to draw on her experience in setting up and running a school in Canada. She also has recent experience of leading a challenging primary school in England.
- The headteacher will be supported by an executive headteacher who will make weekly visits to the school, and the regional director who will make half-termly visits. Both of the latter will be available to parents and others by telephone and will keep a watching brief on the school.
- The federation and the school leaders have put in place robust systems and procedures so that the independent school standards are likely to be met.
- The federation and the school leaders have a very good understanding of what is needed for the successful implementation of the school's policies.

Schedule 10 of the Equality Act 2010

- The school recognises the need to make a commitment to providing equality of access for disabled pupils and is producing a three-year accessibility plan for the new buildings.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet the requirements.

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.
Recommended number of day pupils	420
Recommended age range	4-11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	Health Futures UTC
DfE registration number	333/4005
Unique reference number (URN)	141813
Inspection number	464427
Inspection dates	12 June 2015
Reporting inspector	Nick Gadfield

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Health Futures UTC will be located in purpose-built premises in West Bromwich. It will be run under the Health Futures UTC Ltd trust, a partnership jointly led by the University of Wolverhampton, the West Midlands Ambulance Service NHS foundation trust, Midcounties Co-operative Pharmacy and 18 other partners from the healthcare sector.
- Health Futures UTC will provide healthcare and health sciences education for up to 600 students aged from 14-19. Construction on the new site is under way and the academy is due to open in September 2015.
- The UTC is not yet operating, and the implementation of its policies could not be seen.

Information about the registration

The college is seeking registration as a University Technical College for:

Number of day pupils	600
Age range	14-19
Gender of pupils	mixed
Type of special educational needs	n/a

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The college is likely to meet all the regulations although implementation could not be seen.

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The college's personal development policy sets out clearly how it will actively promote spiritual, moral, cultural and social development, British values and an understanding of the rule of law, individual liberty, respect and tolerance.
- Curriculum plans are underpinned by a strong commitment to developing pupils' spiritual, moral, social and cultural understanding and maturity. All pupils will take a GCSE qualification in ethics, philosophy and religion in society which is intended to actively promote mutual respect and tolerance of those with different beliefs and values. Aspects of moral development will also be introduced in relationship education as part of the science curriculum.
- All teaching staff, including visiting speakers, will be reminded in the curriculum plans of the importance of avoiding extreme religious or political views in any subject they teach or topic they discuss with pupils.
- A pupil advisory panel to the governors will give pupils the opportunity to take part in the democratic process when they elect representatives.
- The college's behaviour policy and student code of conduct place respect, consideration and courtesy as core values of the college and makes clear that racism, sexism, homophobia or abusive behaviour will not be tolerated.
- The college's strong partnership with large public sector organisations, particularly in the health sector, will be used to develop pupils understanding of these institutions and the history of public service in general in England. The college will also develop its links with parliamentary representatives in the seven local authorities it will serve, to enable pupils to develop their understanding of how democratic government works.
- Small group project work will be an important part of the curriculum and will enable pupils to work with voluntary (third sector) organisations supporting children and adults with disabilities to help develop their wider understanding of equalities.

Part 3. Welfare, health and safety of pupils

- The college is likely to meet all the regulations although implementation could not be seen in full.
- Appropriate policies and procedures have been prepared to cover safeguarding and child protection, e-safety, the management of pupil behaviour, the prevention of bullying and health and safety, both in the school and on educational visits.
- All members of the senior management team are due to undergo training to enable them to act as the senior designated person for child protection and before the school opens two members will also undergo training on preventing radicalisation and extremism. Training in child protection will be a part of the induction for all new staff and will be updated annually. There is a suitable first

aid policy. The college will have a qualified nurse to provide first aid cover in school. Further members of staff will have first aid training before the school opens.

- The college will occupy new premises when it opens in September 2015. The premises will be subject to a full health and safety audit, including a fire risk assessment by the West Midlands fire and rescue service, before the building is handed over by the contractor. Fire evacuation procedures and refuge areas have already been developed. Plans are in place to conduct risk assessments of all curriculum areas with particular emphasis on safe working methods in science laboratories and work areas.

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

- The college is likely to meet all the regulations although implementation.
- The Principal is trained in safer recruitment and is a member of all staff appointment panels. He is fully aware of the checks that must be made before new staff can be appointed and of the arrangements that must be in place when visiting speakers are invited to the college. Appointed staff are required to provide all the information needed for the statutory checks as a condition of their appointment. Suitable arrangements are in place to make additional checks when appointing staff who have been working overseas, drawing on the experience of the University of Wolverhampton as the lead sponsor.
- The University of Wolverhampton will maintain the single central register which has been set up. The register is completed to the required standard. Trustees and governors are being added to the register as they complete appointment checks.

Part 5. Premises of and accommodation at schools

- The college is likely to meet all the regulations although implementation could not be seen in full.
- The college will occupy a brand new building in the centre of Walsall. Progress on the building is on target for the planned opening in September. The contractor is experienced in education projects and the building is likely to be fully compliant with all relevant standards and sufficient for the needs of the planned number of pupils. Water supplies will meet requirements, including regulated hot water and a labelled source of drinking water.
- There is a well-designed and appropriately safeguarded space for recreational play on the roof of the building, with shower and changing facilities on the floor below. An additional indoor fitness suite and double-height large room will provide ample sport and fitness facilities. There will be a fully equipped medical room for

first aid with a sink and hot and cold water adjacent to a toilet, a room for longer-term care and a medical training room.

- The college is sited in a secure area with the outside open space enclosed by boundary walls. The only entrance leads into a reception area with coded barriers protecting the rest of the building. Additional fire doors provide emergency exits linked to the fire alarm system.

Part 6. Provision of information

- The college is likely to meet all the regulations, although implementation could not be seen in full.
- The safeguarding policy is on the website.

Part 7. Manner in which complaints are handled

- The college is likely to meet all the regulations although implementation could not be seen.

Part 8. Quality of leadership in and management of schools

- The college is likely to meet all the regulations.
- The proprietor and principal have put in place systems and procedures which ensure that all the school standards are likely to be met. They have a good understanding of what is needed for successful implementation of the college's policies. Pupils' safety is of paramount importance; this is borne out through the full compliance with all the safeguarding standards and the good attention to rigorous welfare, health and safety procedures.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place which covers access to the curriculum, information and premises.

Advice to the Secretary of State for Education

Overall outcome	The college is likely to meet all the relevant independent school standards when it opens
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Recommended number of day pupils	600
Recommended age range	14-19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	Hoe Valley Free School
DfE registration number	936/4002
Unique reference number (URN)	142009
Inspection number	464396
Inspection dates	9 July 2015
Reporting inspector	Janet Pearce HMI

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Hoe Valley School is to be located in Woking, initially in temporary classroom buildings in Woking Park near the site of Woking leisure centre. It is managed by Hoe Valley School Trust. In September 2017 the school will move to new buildings on a green-field site on Egley Road in Woking, subject to final planning consent. The proposed school will be adjacent to a new community leisure centre on the same site, operated by Woking Borough Council. The school has applied to be registered for up to 840 boys and girls in the age range 11 to 18 years. The school is to be non-selective.
- The school is due to open on the temporary site in September 2015 when it will admit up to 120 boys and girls in Year 7 only. There are currently 90 students registered for enrolment, including two students with statements of special educational needs. The school aims to be 'an inspiring environment at the heart of its community where every student's experience is personalised' and to be a place where students 'will learn to think independently, pursue their ambitions and achieve to their highest potential'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	840
Age range	11-18
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's values are threaded through all documentation and plans. The inspector saw evidence of students' work from the induction day, which demonstrated the school's promotion of its values, which are courtesy, integrity, rigour, community, leadership and enthusiasm.
- A range of policies and curriculum information demonstrates the school's clear commitment to developing students' understanding of right and wrong, including exploration of civil law, public institutions and democratic values. The planned rota for the twice-weekly assemblies outlines the active promotion of spiritual values, understanding of different religions and moments of reflection. The school aims to develop and actively promote British values through the planned project-based curriculum and enrichment activities delivered during the extended day. For example, students will start the school year with a project on London, encompassing British values, cultural symbols and diversity of ethnic and religious backgrounds in city life. The curriculum is also built around promoting students' work in the local community, including enterprises that will provide students with experience of the world of work and make the most of the resources in the leisure centre and Woking football club near to the temporary site. Regular lessons in citizenship and coverage of different religious faiths through the humanities curriculum are likely to ensure that students gain a tolerant understanding of the community in which they live. Schemes of learning seen indicate that demonstrations of balanced views will be included. The headteacher is acutely aware of the need to promote diversity and tolerance and her initial planning would indicate that the proposed curriculum and school values are free from any partisan political or religious views.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- All the required policies have been produced, are on the school website, and are all tailored to the school. The safeguarding policy is up to date and takes account of recent guidance from the Department for Education, including advice on children going missing, child sexual exploitation and female genital mutilation. The policy includes guidance about safeguarding children with regard to extremism and radicalisation, and the headteacher has attended 'Prevent' training delivered by the local police. Other policies for safer recruitment and the

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

maintenance of the single central register, behaviour management, anti-bullying and first aid are all comprehensive and meet requirements.

- Leaders involved in interviewing prospective staff have been trained in safer recruitment. The headteacher has made contact with key social care staff involved in child protection in the local authority. The headteacher and one other senior member of staff are trained at the appropriate level as designated persons for child protection, with an additional member of staff to be trained in the coming year. Two members of staff have been identified as first aiders and have had appropriate training. The policy for health and safety is comprehensive and meets regulations.
- As the temporary buildings ordered for the interim site were not in situ at the time of the inspection, no fire safety assessment could be seen. However, all risk assessments related to fire safety and evacuation plans were seen to be satisfactory and meet requirements, as were the plans for the classroom and office buildings which indicate fire exits. The inspector visited the leisure centre and football club sites to be used by the school and confirmed that evacuation plans were in place, in line with the centre's and the club's regularly audited procedures. Thorough risk assessments are in place for transfer between the school site and other sites to be used for lunch at the football club and physical education at the leisure centre. School leaders have specified dates for fire drills and practice evacuation exercises at all sites.
- The admission register is in place and is to be maintained electronically, as will the attendance registers. The format of these meets requirements.

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

- The school is likely to meet all of the regulations.
- Checks for all staff starting in September and members of the governing body have been carried out. Checks are recorded on a suitable and orderly single central register. The school does not intend to employ supply staff or volunteers, but is aware of its responsibilities to carry out checks should this policy change in the future. The school also has plans in place to carry out checks on sports coaches who will support physical education lessons and the football club chef who will be providing school dinners for students.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The permanent site for the school is to be in new buildings on a green-field site near to the centre of Woking, subject to final planning consents. For September 2015, the school is to be located in the grounds of Woking leisure centre. At the time of the inspection, work was being undertaken to prepare a former parking area on the site of Woking leisure centre for an office block and temporary classrooms in two two-storey blocks. The inspector visited the site and was shown detailed plans of classroom layouts and the brochure for the temporary buildings which are due to be delivered by August 2015. The inspector had detailed conversations with the school business manager and the Chair of the Governing

Body who are managing the building project. Plans for the temporary site indicate that there will be a suitable number of toilets and washrooms, access to drinking water, and a dedicated medical or first aid room with wash basin and separate toilet adjacent. Classroom plans indicate that rooms will be of a suitable size. The layouts indicate that there is adequate provision for science, technology and art lessons, although the school also plans to make use of a partner school's science laboratories in due course. The planned buildings are suitable for a Key Stage 3 curriculum.

- Plans for the interim site also show a small, but adequate, outdoor space for students to use for recreation, and the school plans to purchase age-appropriate play equipment to make the most of the space, such as folding table-tennis tables. However, the school also intends to use a green space on the leisure centre site, under close supervision by school staff. The temporary buildings will be refurbished mobile classrooms and the brochure and plans indicate suitable insulation, heating, acoustics and sound proofing. Plans for access to the temporary school site indicate secure fencing, suitable lighting and limited entry points to both the staff car park and pedestrian walkways with a clear view from the reception office.
- School assemblies, dance and physical education classes and team games on outdoor football pitches will take place at Woking leisure centre, as will the breakfast club. The inspector visited all the spaces to be used by the school and was satisfied that the school had taken all necessary steps to ensure the safety of students, including the supervised transfer from the school buildings to the leisure centre, via a short pavement walk. The inspector also checked that plans for the students' sole use of dedicated and suitably adapted changing rooms and toilets and evacuation plans for the different sites were satisfactory.
- The school plans to use the dining area at Woking football club for school lunches. The inspector visited the area at the football club and scrutinised the risk assessments for the transfer from school buildings to the club which will be made via a short walk under staff supervision. Risk assessments and transfer plans are thorough and take into account road safety. School leaders have ensured that access to other areas of the club will be limited by locked gates. The inspector also met the manager of the club premises and was assured that fire evacuation and the kitchen area and space for dining would be likely to meet requirements. The inspector also checked the suitability of toilet facilities, including hot and cold water near to the dining area, and was satisfied that these would be likely to meet all regulations.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- All the required information for prospective parents is provided either on the school website or available in printed format, including the school's safeguarding and other policies. The school will provide reports to parents at least once a year and is intending to make use of an internet-based programme to record students' progress and assessments. The headteacher has also met with all prospective students and their families. School leaders are aware that they need to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The policy and procedure for handling complaints are comprehensive, available on the school website and in line with statutory regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The governing body is made up of appropriately experienced members, including some from an education background. The headteacher is suitably qualified with sufficient experience and will be well supported by a deputy headteacher and school business manager. The Chair of the Governing Body, headteacher and school business manager have ensured that all requirements are likely to be met and that students' well-being will be actively promoted.

Schedule 10 of the Equality Act 2010

- The school has ensured that a suitable accessibility plan is in place and, notwithstanding the limitations of the temporary school buildings, school leaders are prepared to make all reasonable adjustments to timetables and routines should an application for a place for a disabled student be made.

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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Recommended number of day pupils	840
Recommended age range	11–18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	Humber UTC
DfE registration number	813/4002
Unique reference number (URN)	142130
Inspection number	465034
Inspection dates	16 July 2015
Reporting inspector	Jonathan Woodyatt

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Humber UTC will be housed in a purpose-built three storey building close to the centre of Scunthorpe. Building works are at an advanced stage and the managers and local authority are confident it will open for students by 7 September 2015.
- The UTC aims to create tomorrow's engineers today. It will specialise in engineering and renewable energies.
- The UTC expects to meet its completion date by the end of August 2015. The managers have clear plans and agreements with the contractors that fire safety checks, completion of the works and sign-off of the building will take place by 28 August 2015.
- The UTC intends to admit boys and girls aged between 14 and 19 years, some of whom may have special educational needs and education, health and care plans.
- In the first year, the UTC expects to admit up to 140 students. The UTC intends to have a total of 600 students by the sixth year of opening, although this may be achieved sooner.
- The inspector held discussions with the principal designate, the project manager and senior managers.
- The inspector toured the external areas of the new building. The building was not viewed inside due to the on-going works by the contractors which limited access for viewing.

Information about the registration

The school is seeking registration as a university technical college for:

Number of day pupils	600
Age range	14 – 19
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The UTC is likely to meet all of the regulations, although implementation could not be seen.
- The managers have ensured that policies have been written in order to provide a clear basis for the development of students' spiritual, moral, social and cultural (SMSC) skills. Along with clear guidance for SMSC, religious education (RE) and personal, social and health education (PSHE), other policies cover, for example, developing knowledge of British values, equality and diversity, and radicalisation and extremism.
- The UTC operating arrangements provide opportunities to work with local employers and multi-national industries in order to equip students with the necessary knowledge, skills and experiences to gain useful employment. Learning is designed to have a clear link with work to promote students' positive behaviour, choices and attitudes as well as to develop self-knowledge and self-confidence.
- Daily assemblies, weekly mentoring activities in tutor groups and 'off- curriculum' days are designed to provide time for exploring SMSC themes. This includes exploring students' own and other cultures.
- The student council and student presidents will provide opportunities for students to take responsibility and show initiative.
- Students will use the 'Life' programme to cover PSHE, citizenship and RE themes in order to explore and consider the rule of law, individual liberty, mutual respect and tolerance of faith and beliefs. It will support their knowledge of public institutions and services in England.
- The timing of the UTC day is designed to enable students to take part in Duke of Edinburgh expeditions, training with the Royal Air Force (including teambuilding) as well as charitable and voluntary work in the community. These events will be recorded by students in a 'passport' of their own experiences.
- The school will receive training support from a WRAP facilitator (Workshop to Raise Awareness of Prevent) as part of an arrangement with the Home Office. Consequently the UTC will be better equipped to tackle radicalisation and extremism.
- The UTC has put appropriate steps in place to monitor the engagement of students with others in and out of the UTC to ensure that partisan political views are not promoted. At all times, students will be presented with balanced viewpoints.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The UTC is likely to meet all the regulations, although implementation could not be seen in full.
- The UTC's safeguarding policy reflects the requirements outlined in the Department for Education's most recent publications and includes details about the local safeguarding children board, including relevant contact details. The policy provides detailed information about different types of abuse, including female genital mutilation and the sexual exploitation of young people.
- The designated lead and deputy for child protection have completed the required higher-level training with their current employers, and they intend to boost this with further training. There are plans to train new staff as part of their induction programme.
- Staff involved in recruitment have received appropriate training. Written procedures for ensuring the suitability of staff are clearly set out and include all the required checks.
- The UTC has drawn up policies to promote good behaviour and tackle any bullying. These provide a framework for a clear and consistent approach, setting out procedures for recording incidents of serious misbehaviour and any sanctions given, using an electronic information management system.
- The UTC's health and safety policy is appropriate and includes suitable procedures including risk assessments, for example, when students are away from the school site. The UTC has engaged a firm that specialises in providing advice on health and safety to schools.
- The UTC has set up arrangements to obtain the buildings completion certificate and demonstrate full compliance with the Regulatory Reform (Fire Safety) Order 2005 by completion on 28 August 2015.
- The UTC has drawn up a suitable first aid policy. All staff will be trained in first aid once in post. Plans show first aid equipment is to be placed at appropriate locations in the school. Managers have identified which activities present the most risk of injury and have drawn up a list of appropriate staff to train at the higher levels.
- Suitable admission and attendance registers are in place.

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

- The UTC is likely to meet all of the regulations.
- All the required safeguarding checks have been completed for the proprietors and for staff appointed so far. Checks on staff are recorded on a single central register. Managers provided the register for the inspector which clearly demonstrated that all the checks are carried out and recorded as required.
- The UTC recognises that it could require the use of supply staff in the future. It is fully aware of the checks that are required to be carried out in this aspect.

Part 5. Premises of and accommodation at schools

- The UTC is likely to meet all of the regulations, although implementation could not be seen in full.
- The new building comprises three floors with lift access on all floors. The UTC has a good number of classrooms for teaching and learning in different subjects.
- The UTC has plans for an adequate number of unisex toilets and washing facilities for students. There will be separate facilities for students and staff. A number of toilets are planned for disabled students at each floor level.
- Physical education will take place in the UTC's sports hall and at local sports facilities. There are suitable plans for showers and changing facilities. Managers are in the process of risk assessing external venues for off-site activities and checking they have suitable showers and changing accommodation. The UTC will provide transport by minibus or coach.
- The UTC has plans for a medical room which includes washing facilities and is close to toilets.
- Specialist classrooms are planned for engineering, with increased sound insulation.
- Plans provide for appropriate levels of lighting to the internal and external areas.
- Hot and cold water supplies, including labelled drinking water, are likely to meet requirements.
- Outdoor spaces include a safe, fenced-off grassed area for recreation.
- The UTC intends to provide a reflection room for quiet contemplation or prayer.
- The building has been carefully designed with the welfare, health and safety of students in mind. For example, rooms and corridors provide clear views of inside areas to improve supervision.
- There are separate entrances planned for visitors and students with electronic access systems. Student access will be managed by UTC staff at all times.
- All areas of the building are covered by closed circuit television and appropriate arrangements have been made to ensure that students can enter and leave the site safely.

Part 6. Provision of information

- The UTC is likely to meet all of the regulations, although implementation could not be seen.
- Leaders confirm that their second version of the website is a 'work in progress' as documents are still being uploaded or replaced. Consequently, it was judged that the UTC did not have an operating website at the time of this visit. When the website is operational, leaders stated it will have a compliant copy of the safeguarding policy on it.

Part 7. Manner in which complaints are handled

- The UTC is likely to meet all of the regulations.

Part 8. Quality of leadership in and management of schools

- The UTC is likely to meet all of the regulations,.
- Leaders and managers demonstrate a strong emphasis on promoting students' well-being.

Schedule 10 of the Equality Act 2010

- The UTC's equality and diversity policy makes a clear commitment to providing equality of access for disabled students. A detailed three-year accessibility improvement plan is in place and the UTC plans to review this at least annually.

Advice to the Secretary of State for Education

The Education Funding Agency, the Department's delivery agent, is overseeing the preparation and building process. The Department will wish to continue to monitor progress in relation to the premises and other matters directly with the Agency.

Overall outcome	The school is likely to meet all the relevant independent school standards
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Recommended number of day pupils	600
Recommended age range	14 – 19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	Hunsley Primary School
DfE registration number	811/2007
Unique reference number (URN)	142119
Inspection number	464438
Inspection dates	16 July 2015
Reporting inspector	Amraz Ali HMI

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Hunsley Primary School is to be located in Brough, a growing residential area west of Hull, in the East Riding of Yorkshire. Within the area there has been a significant number of new homes built and there are plans for this to continue. The school is sponsored by the Hunsley Trust, which has South Hunsley Academy, an outstanding academy, as a key strategic member. The school has applied for registration to admit up to 210 boys and girls in the age range four to 11 years.
- The school plans to open in September 2015 and will admit pupils into the Reception year. It is anticipated that the school will add an additional class each year until it is full. The school is a new build, in response to demographic growth within the area, but will occupy temporary accommodation, in a building on the South Hunsley Academy Campus, during its first year of opening.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	210
Age range	4-11
Gender of pupils	Mixed
Type of special educational needs	N/A

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations but implementation could not be seen.
- The curriculum is designed to develop all children as positive, responsible individuals with a strong sense of community, contributing as citizens, locally, nationally and globally. As the school grows and develops, from a single Reception class, leaders recognise the need to review and develop the provision for spiritual, moral, social and cultural development to take account of the increased diversity of ages, academic requirements, emotional needs, personal interests, social and cultural backgrounds, economic demands and health issues. At the same time it identifies the need to respond to the ever-changing political, ethical and spiritual landscape in which the pupils live.
- The school's policies for the management of behaviour, the prevention of bullying, and the spiritual, moral, social and cultural development of pupils create the framework within which pupils will be taught to respect and tolerate others and understand the importance of rules.
- Themes within the curriculum include activities designed to develop pupils' awareness of the rule of law and institutions and services in England. This includes a topic on people who help us and there are planned visits by police officers and National Health Service staff.
- Early in the school year, pupils will agree classroom and school rules. A topic on kings and queens is planned to help pupils to understand the wider importance of rules and the law in an age appropriate way.
- Pupils will be involved in electing class leaders and there are plans for a school council to be established. Pupils will be introduced to the idea of democracy by engineering opportunities for the class to vote on matters such as the class snack, or which toys to use on some days, thereby helping pupils to understand the importance of respecting the decisions of the majority.
- Pupils will be encouraged to take responsibility for their own behaviour and to consider how they can contribute to the local community. There will be opportunities for the pupils to visit another local academy for events such as Harvest Festival. This will allow the development of their social skills while, at the same time, contributing to the local community.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school will encourage an understanding of diversity as well as respecting similarities and differences. Pupils will be enabled to acquire appreciation and respect for the diversity of cultures represented in the school and in the local community. Although the school is not expected to have a particularly diverse pupil and staff population, prospective parents with origins in other countries have already volunteered to talk to pupils about their cultures. Members of the school community will be encouraged to share their knowledge and broaden the understanding of others.
- Pupils will be taught about major Christian traditions and festivals along with some from other world religions. There are links established between the trust and the local Standing Advisory Committee on Religious Education. The school hopes to capitalise on the fact that this group meets on the site so that students are able to find out about major world religions.
- The school's documentation, including the 'Expectations of Staff' and the 'Prevent policy' include a commitment to ensuring that any controversial political themes are approached in a balanced and non-partisan manner.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all the regulations are likely to be met. The school has produced all required policy documents, including those for behaviour and sanctions, the prevention of bullying, first aid and health and safety. An appropriate number of staff have up-to-date first aid qualifications, including some with paediatric first aid.
- The school's safeguarding policy has regard to the latest Department for Education guidance, *'Keeping Children Safe in Education'* and *'Working Together to Safeguard Children', March 2015*. Safeguarding training for all staff is planned for a training day immediately before the school opens. The designated lead person for safeguarding is the head of school. Additionally the executive principal has appropriate training to undertake this role. There is an identified designated trustee for safeguarding.
- Risk assessments have been prepared for a number of relevant aspects of the school's activity. These include the arrangements for the start and end of the school day, lunchtimes and break times. There are plans to complete other required risk assessments, once the temporary building has been handed over, before the start of the school term.
- An electronic information management system is in place to record incidents, sanctions, admissions and attendance, all to the required formats.
- Firm arrangements are in place for the production of a fire risk assessment before the school opens. Plans indicate there will be a termly fire practice.

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

- The school's policy and arrangements for the safe recruitment of staff indicate that all regulations are likely to be met. Staff appointed currently have been subject to all required checks, including DBS, children's barred list, and prohibited teacher list. The executive principal is trained in safer recruitment.
- A suitable single central record has been produced and details of all checks are entered as new staff are appointed. Checks on proprietors and relevant trust members are also included. The school has a written agreement with a preferred supply staff agency to ensure that any such staff will be subject to the appropriate checks.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations. A new school building is planned on a site that has already been identified. Detailed plans for this are in place. They indicate that the new build is likely to meet all requirements.
- A temporary site on the campus of South Hunsley Academy, a former scout building, is being refurbished. This will provide suitable accommodation for the school in its first year. Detailed plans were scrutinised and a site visit undertaken under the direction of the contractor. Work is on track for completion by the agreed handover date in August 2015.
- Classrooms are of adequate size and equipped with a suitable number of toilets for boys and girls. New furniture, appropriate for the proposed age range, has been ordered. A suitable location, with washing facilities and near to toilets, has been identified for medical treatment and for the care of any pupil who may be ill.
- There is sufficient space, both tarmac playgrounds and grass fields, for play and recreation. The classroom will have direct access to suitable external areas to allow for the implementation of the planned free flow curriculum.
- Plans indicate the site will be securely fenced and the buildings and access points to the grounds fully secure.

Part 6. Provision of information

- The school is likely to meet all the requirements for registration. The school has information available on the South Hunsley Academy website. Access to all required policies (including the safeguarding policy and contact details) is provided.

- The school has prepared a welcome pack for parents of pupils who will join the school in September 2015. This offers a range of useful information, including uniform requirements and arrangements for school meals. Home visits have been conducted for all new pupils.
- There are plans to provide up to four written reports of each pupil's progress and attainment for each parent. These reports are not yet available as the school is not operating.
- The school is aware of its responsibility to provide required information for the annual review of any education, health and care plan, once the school is operating.

Part 7. Manner in which complaints are handled

- The school meets all the requirements for registration. The procedures for the management of any complaints are fully compliant with statutory requirements. The policy and procedures are available through the website.

Part 8. Quality of leadership in and management of schools

- The executive principal and the head of school have a good understanding of the independent school standards as required for this pre-opening registration inspection. Pupils' wellbeing is likely to be assured.
- Governance arrangements are overseen by the Hunsley Trust and a local governing body has been established for the school.

Schedule 10 of the Equality Act 2010

- The school is aware of its responsibilities under the Equality Act 2010. To this end, it has drawn up an appropriate access improvement plan. Arrangements are in place to ensure that the site is accessible.

Statutory requirements of the Early Years Foundation Stage

- The school fulfils the welfare and learning and development requirements of the Early Years Foundation Stage and the staff appointed to work with children are suitably qualified for their roles. One member of staff has a current paediatric first aid qualification.

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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Recommended number of day pupils	210
Recommended age range	4-11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

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

School name	Kilburn Grange School
DfE registration number	304/2035
Unique reference number (URN)	141751
Inspection number	464348
Inspection dates	3 June 2015
Reporting inspector	Sheila Nolan

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Kilburn Grange School is part of the Bellevue Place Education Trust family of schools. It will open, on 3 September 2015, on its permanent site close to Kilburn High Road, in the vicinity of Brondesbury. In its first year, it will share its site with the Marylebone Boys' School, another free school outside the Trust group requiring temporary accommodation.
- Kilburn Grange will open with up to 60 children in the Reception Year, expanding year by year to provide for two forms of entry from Reception to Year 6. At present, the number of pupils registered for enrolment is 36. It is not known, at this point in time, how many of the pupils will have an education and health care plan, or a statement of special educational needs.
- The school will have no specific religious affiliation. Its aims are expressed in 12 core areas of excellence to support the provision of the 'best practice in state and independent sectors'. The school intends to offer an extended school day that meets the demands of its parents and carers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- Kilburn Grange is likely to meet all of the regulations, although implementation could not be seen. The planned provision aims to 'build every pupil's self-esteem... encouraging them to become lifelong learners'. From an early age, the pupils will be led to understand how to take responsibility for their own actions, recognising right from wrong and the effects of their actions on others.
- At their own levels, pupils will be helped to respect both civil and criminal law. School policies, including sanctions and rewards procedures, and the personal, social, emotional and health education programmes, are all aimed at promoting British values, good citizenship and all-round excellent personal development. Planned visits and visitors, appropriate to the age group of pupils, are intended to ensure pupils grow in knowledge and understanding of British institutions, democracy and services in the locality and in England.
- The planned curriculum, as well as the expected diversity of the intake, is likely to support the pupils' growth in tolerance and respect for those from faiths and traditions other than their own.
- Through a scrutiny of the school's documentation and discussion with the headteacher and a director, it is clear that the school is fully aware of its duty to monitor the content of the planned curriculum to ensure that pupils are always presented with balanced views on global and political issues. There are planned procedures to ensure that, beyond the classroom but still within the school's control, consideration is given to protecting pupils from any form of extremism.

Part 3. Welfare, health and safety of pupils

- Scrutiny of the documentation and evidence from the on-site visit indicate that all regulations are likely to be met.
- Policies for managing confidential reporting (whistleblowing), safer recruitment, child protection and safeguarding, including 'disqualification by association', behaviour for learning, work policy and anti-bullying, have been prepared in accordance with requirements. The behaviour policy emphasises that pupils will learn to take responsibility and develop, at their own level, leadership skills. There

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

are clear expectations for staff, parents and pupils with respect to managing all types of bullying.

- The headteacher has been trained in safer recruitment and child protection at the correct level for the designated child-protection officer. Suitable health and safety and risk assessment policies and procedures are in place. There are clear procedures to assess and manage safety risks related to premises, resources, visits, individuals and site security. A shared-user agreement has been prepared between the two schools, ready to be presented to the Department for Education. The agreement includes arrangements to ensure that personnel from the secondary school are never left unsupervised with the free school reception pupils, or in the areas used by the children.
- Fire evacuation procedures are in place. Fire-fighting equipment and electrical appliances were tested in April to ensure that they are safely operational and in compliance with the Regulatory Reform (Fire Safety) Order 2005. A further date is set for September on the completion of the current on-going alterations.
- The school has a written first-aid policy. This provides sufficient guidance for staff on the treatment and recording of medical conditions, and on hygiene procedures in case of spillage of blood or body fluid. A member of staff is a certified first-aider with up-to-date training. Training is planned for two more members of staff.
- The admission and attendance registers are ready for use. The academy's three-year accessibility plan details arrangements to review and, if necessary, improve access for disabled students. The building is already well equipped with lifts to all floors.

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

- All the required vetting checks on appointed staff and directors are captured in a single central record that meets requirements. The school does not intend to employ agency supply staff but has appropriate procedures in place to conduct the required checks if need be.
- The user agreement between the two schools currently sharing the building details robust procedures to ensure that staff and pupils from the secondary school are never unaccompanied in the free-school area.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the requirements. In the long term, the school will occupy the whole of this former modern office building. Currently the top floors are used as a temporary location for a boys' secondary school. Kilburn Grange will take over the adapted whole building in a series of planned phases. The site plan of the adaptations for the first year of operation shows alterations

restricted to the ground floor. These alterations are likely to meet all requirements for the Reception classes.

- The provision of toilets and washbasins is adequate for staff and the proposed number of pupils, and includes facilities for those who are disabled.
- The site plans designate an area for pupils who may become unwell. This provision is adjacent to an existing toilet and has a hand-washing facility with running water.
- The school has an outdoor area where pupils can play safely. A specialist outdoor area for pupils in Reception will be completed by September. The site already contains modern showers for older pupils for when the school intake progresses through the age range. Arrangements are in hand to make safe use of two nearby local parks for games when needed.
- All the necessary checks on the school building to ensure that the acoustic conditions, sound insulation, lighting and water supplies, including labelled drinking water facilities and safely regulated hot water, have been completed. All are likely to meet requirements.
- The space available in the school building is more than adequate for the number of pupils proposed by the Trust.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the requirements. The school has a comprehensive website and a helpful printed prospectus. The safeguarding policy is on the website. Printed copies of all documents are available on request. The Trust website is adapted for each of its schools but some elements are common to all.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all the requirements. The policy is clearly written and comprehensive.

Part 8. Quality of leadership in and management of schools

- The leadership and management of the school demonstrate a very good knowledge and understanding of their roles and responsibilities. They are rigorous in ensuring that all the independent school standards are likely to be met. Pupils are likely to be provided with valuable learning opportunities to enhance their academic and personal development.

Schedule 10 of the Equality Act 2010

- The school has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- All of the appropriate statutory requirements of the early years are likely to be met by this provision.

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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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	King Solomon International Business School
DfE registration number	330/4020
Unique reference number (URN)	141943
Inspection number	464442
Inspection dates	1 July 2015
Reporting inspector	Anne Pitt

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The school will open in September 2015 and is situated in Aston on the edge of Birmingham city centre. It has attracted pupils from the immediate local vicinity and from across the city.
- It will be the first school to open under the supervision of King Solomon International Business School Trust. It is affiliated to the Woodard Corporation, which has 48 schools.
- It is an all-through school catering for up to 800 pupils aged 4 to 18.
- In September 2015 the school will admit up to 60 pupils in the Reception year and up to 90 pupils in Year 7. The school will grow as these pupils move through the school and each year as further cohorts of Reception year children and Year 7 pupils are admitted. In addition, the school plans to open a sixth form for 90 students in September 2016.
- The school is on six floors of an existing building which is being refurbished. The Reception and Year 7 accommodation will be on the ground and first floors. In January 2016, these year groups will move to a 'learning village' to be erected on land nearby whilst the refurbishment of the other floors takes place. In September 2016 they will move back to the fully refurbished building.
- All teaching and support staff have been appointed to start at the new school in September. The Principal was appointed in April 2015 and has been instrumental in planning the new school. The leadership team will include two senior colleagues. One will take responsibility for primary and the other for secondary aged pupils.

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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	800
Age range	4-18
Gender of pupils	Mixed
Type of special educational needs	The school is not registering as a special school.

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the standards although implementation could not be seen.
- The school's vision and policies set out a commitment to provide equal access for all pupils to a full range of educational experiences. There is a strong focus on being international in outlook and Christian in ethos. The school aims to develop pupils that are confident and caring young people with high academic aspirations and a strong work ethic so that they lead fulfilling and successful lives.
- Spiritual, moral, social and cultural development is an important aspect of the school's ethos and permeates all aspects of the school curriculum, including extra-curricular provision, collective worship, assembly and tutorials. Individual subject statements present information about how each subject contributes to the spiritual, moral, social and cultural development of pupils.
- The school's behaviour policy sets out how pupils will be taught to distinguish right from wrong. It emphasises that racial harassment and intimidation will not be tolerated. Expectations are clear and rewards and sanctions noted.
- The Early Years Foundation Stage curriculum is designed to support children to become competent and confident learners. Through the delivery of the personal, social and emotional development programme children will be helped to develop a positive image of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and how to manage feelings; to understand appropriate behaviour and to have confidence in their own abilities.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- British values will be actively promoted. There are details in each subject policy about how British values will be taught. The school is committed to serving its community and understands its vital role in ensuring that pupils are not subjected to any pressure or radicalisation from anyone wishing to influence them. Respect for the law and knowledge of public services will be promoted by activities such as visits from the police and fire service.
- The principles of democracy will be reinforced through processes for important school decision making, for instance, elections for head boy, girl and prefects and for members of the school council. The history curriculum will also play an important role; for example, there is a module on the suffragettes.
- Tolerance of others will be achieved by enabling pupils to understand their place in a culturally diverse society and by giving them opportunities to experience diversity within the school community. Pupils will benefit from a number of international visitors, including students from other continents and cultures. They will be actively encouraged to share their faith and beliefs within the school and celebrate festivals. Religious education lessons will provide a broad and balanced view of a range of faiths, religions and cultures.
- The Principal is clear that biased political views must not be promoted during activities in or out of school. A careful approach will be taken to ensure balance at all times.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations.
- The school's policies and procedures for keeping pupils safe are comprehensive. There are policies for safeguarding, behaviour, anti-bullying, first aid, whistle blowing, health and safety and risk assessment.
- The school Principal is trained as the designated lead person on child protection. Child protection training will be included in the induction of all staff joining the school from September 2015.
- The school will use an online registration and attendance system. The school's own attendance officer will follow up absent pupils with phone calls and visits to pupils' homes.
- Pupils will be able to access toilet facilities independently on the first floor. Washbasins are available with hot water regulated at a suitable temperature.
- The school has an appropriate first aid policy including the administration of medicines. Seven members of staff are trained first aiders with one having up-to-date training in paediatric first aid. Others will have first aid training as part of their induction programme before the school opens.
- The school building has already been subject to a fire risk assessment by a fire officer. Refuge areas are in place and the school is awaiting further advice from

the fire officer about evacuation procedures and routes. Regular fire drills will take place each term. The health and safety officer will inspect the site regularly during the re-fit.

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

- The school is likely to meet all the regulations.
- The Principal fully understands her responsibility to ensure that all staff are vetted and the new requirements, such as checks on disqualification by association, are adhered to.
- All the required checks have been undertaken on the Principal, staff, governors and trustees. Rigorous systems for the appointment of staff are in place with many of the checks taking place at the point of application and interview.
- The single central register contains all the required information and the teachers, support staff, governors and trustees are listed.
- The school does not plan to employ any supply staff for the foreseeable future, but is aware of the required checks should it do so.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The building, which was previously office premises, is currently being converted into school accommodation. The conversion will take place in three stages. The first stage is converting the ground and first floors ready for pupils in September 2015. The second stage begins in September by erecting a pre-fabricated 'learning village' close by, so that the school can 'move in' in January 2016. This will be temporary accommodation, until the third stage is completed by converting the rest of the office block to school accommodation and a sports centre ready for September 2016.
- The teaching accommodation in September 2015 is on two floors. The reception classes will be on the first floor with an additional 'free flow' area, with easy access to the outdoors, on the ground floor. Year 7 will also be housed on the first floor, where there will be adequate toilet and medical provision. The water supplies will meet requirements and the building will be suitable to meet the needs of the pupils.
- The architect's plans for the 'learning village' also show that pupils will be suitably catered for in the temporary building. When the third stage of the full conversion is complete, the school will have the capacity to cater for the planned number of pupils as the school grows.
- There are sufficient classrooms to accommodate the pupils. Additional spaces include a reception area, offices, dining room with kitchen facilities, multi-use hall,

inclusion room and an ICT suite. The Early Years Foundation Stage accommodation provides children with ample outdoor space and there is a separate playground for Year 7 pupils. External boundaries to these areas will be suitably fenced.

- There will be separate toilet arrangements for Reception children and Year 7 pupils on the first floor with adult facilities on the ground floor. Older pupils will use the nearby Aston Woodcock Sports Centre for physical education where there are changing and shower facilities.
- There will be a separate first aid room with a sink providing hot and cold water. Toilet facilities are next door.
- School security takes high priority. The gate and entrance to the school have CCTV. They are monitored by the reception staff in order to provide controlled access. From the reception area, admittance to other parts of the school will be via swipe cards and digital pads on internal doors. Fire doors will be appropriately located.
- The building contract for the conversion makes it clear that the contractor is responsible for providing lighting and acoustics that meet requirements. Similarly the contract covers the arrangements for the provision of hot and cold water. The Principal will check that these tasks have been carried out before the building is handed over by the contractor. Labelled drinking water will be available through dispensers available in classrooms and corridors.

Part 6. Provision of information

- The school is likely to meet all the regulations.
- All the required policies are available to parents on the school's website, including the safeguarding policy.
- The school is aware that it must provide regular reports of pupils' attainment and progress to parents.
- It is also clear that it must provide information about income and expenditure to the local authority where a pupil's place is directly funded.

Part 7. Manner in which complaints are handled

- The school is likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The Principal has put in place systems and procedures which ensure that all the school standards are likely to be met. She has a good understanding of what is needed for successful implementation of the policies. Pupils' safety has high priority; this is exemplified through compliance with safeguarding requirements and strong attention to welfare, health and safety.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place which covers access to the curriculum, information and premises.

Statutory requirements of the Early Years Foundation Stage

- All the statutory requirements for the Early Years Foundation Stage are likely to be met.
- The policies and procedures in place for the all-through school also apply to the Early Years Foundation Stage. The arrangements relating to the number of qualified teaching staff and the qualifications of support staff meet requirements as does the adult/child ratio. The provision of appropriate indoor and outdoor space for children has been well thought out.

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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Recommended number of day pupils	800
Recommended age range	4 to 18
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	Kingston Community School
DfE registration number	314/4002
Unique reference number (URN)	141959
Inspection number	464360
Inspection dates	6 July 2015
Reporting inspector	Paul Metcalf

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Kingston Community School plans to open in September 2015 as a mixed all-through school for students aged four to 18 years old. The school is opening in response to a shortage of school places in Kingston upon Thames. The school intends to work in partnership with the University of Roehampton, the Salvation Army, Kingston YMCA and King's Church. The school is part of the Chapel Street Community Schools Trust, a charitable trust committed to creating distinctive and dynamic schools.
- The vision of the school is to 'provide outstanding teaching and learning for children, enrich the lives of local families and enhance the community of Kingston'. Kingston Community School will initially be housed in a former NHS clinic in Kingston. The school will open in September 2015 and remain on this site for two years while new and purpose-built accommodation is constructed on the site of a former office block.
- In the first year, the intention is to open with 60 children in Reception, with a further 60 joining each year until the primary phase is full. Simultaneously, a secondary phase will open in 2017 with 90 students joining Year 7 and a further 90 joining each year until the school reaches its maximum capacity of 1,050 students. To date, 30 children are enrolled to join the Reception class, with further late applications expected over the summer.
- The school will offer the early years programme in Reception and focus on enterprise, ethics, creativity and current events. The primary school will follow the new national primary curriculum including English, mathematics and exploratory science with a range of other subjects covering communication, problem solving, creativity and personal development. Enrichment and extra-curricular activities will include music and performing arts, as well as sport and clubs covering enterprise, cooking, mathematics and fantasy football.

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

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,050
Age range	4–18
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2: Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen. Rewards and sanctions are suitably addressed in the behaviour policy which is committed to developing ‘respectful and responsible members of the community to build a low-stress, high-challenge environment for learning’. The document details staff roles in supporting positive behaviour for learning including class teachers, support staff, enrichment leaders, the governing body and parents.
- The spiritual, moral, social and cultural development of pupils will be fostered and promoted through daily acts of collective worship, circle time, playtimes and the school’s moral code encapsulated in the ‘Golden Rules’. Curriculum plans include children celebrating Harvest Festival and the Hindu festival of Diwali, as well as investigating moral dilemmas through storytelling, the school community, church visits and family life. Children will be actively introduced to a range of religions and cultures in order to develop tolerance through the carefully organised and timetabled assembly programme. They will learn about civil law and the role of public institutions.
- The school will actively promote fundamental British values through visits to museums, galleries, theatres and places of worship as well as pupil voice, discussions about current affairs and visits to locations such as the Houses of Parliament and Hampton Court. These will be supplemented by community visits, from local councillors, police, firefighters, doctors and vets, to talk to pupils about their jobs. The planned curriculum is free from partisan political or religious views and the school is determined that any political issues are presented in a balanced way.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3: Welfare, health and safety of pupils

- Documentary evidence suggests that all regulations are likely to be met. All the required policy documents have been produced, including those for anti-bullying, behaviour, complaints, equal opportunities, safeguarding, and health and safety. The health and safety policy includes sections on risk assessments, off-site visits, emergency evacuation, fire safety and first aid.
- The safeguarding policy affirms the school's intention to provide a caring, safe and stimulating environment 'that promotes the social, physical and moral development of the individual child'. The updated policy identifies different types of abuse and includes additional sections on safeguarding girls and young women, as well as an anti-radicalisation policy identifying procedures for referrals and staff training.
- The head of primary phase is the school's designated safeguarding lead officer and she has received recent and relevant training for this role. The regional director and head of the primary phase have undertaken safer recruitment training and the Chair of Governors is booked to attend a training course. Safer recruitment practices have been applied to the selection of all staff to date.
- A fire safety risk assessment has taken place and has identified aspects which are being addressed prior to opening. Another risk assessment and a visit from a fire safety officer will take place, at the end of August, prior to the opening of the school. Evacuation procedures have been considered so that requirements are likely to be met. Electronic admission and attendance registers are prepared and their formats meet requirements.
- Paediatric first-aid training has been organised for the office manager once the person has been appointed. Training will also be extended to other staff, including senior managers, so that there is sufficient coverage across the school. The induction programme organised for the start of the term includes a focus on additional training for teaching staff covering safeguarding, child protection and fire safety. Additional training will also be offered for site staff, kitchen staff and cleaners.
- An equal opportunities policy is available on the website, along with a written accessibility plan so that requirements are likely to be met. The policy, which is detailed and extensive, confirms the school's duty to eliminate discrimination, advance equality of opportunity, foster good relationships and promote community cohesion.

Part 4: Suitability of staff, supply staff, and proprietors

- The school has carefully completed all of the required checks on the suitability of staff which have been subsequently recorded on a single central register. Checks are completed and entries on the register are updated as new staff are appointed to the school. The implementation to date suggests that all regulations are likely to be met. The school does not intend to employ supply staff, but is aware of its responsibilities should temporary or supply staff be appointed in the future.

Part 5: Premises of and accommodation at schools

- The school is likely to meet all of the regulations. The temporary accommodation comprises four classrooms, a learning resource centre and a kitchen with meals brought in from the local YMCA. The school has a nurture and family room in anticipation of any community support needed. There is sufficient space for outdoor play and an adequate number of staff and pupil toilets. Medical facilities will be provided in an office, with a washbasin and toilet nearby.
- Careful consideration has been given to health, safety and the security of the site. The buildings and entrances to the building are fully secure. Water supplies, including safely regulated hot water and labelled drinking water, are likely to meet requirements. Suitable furniture, fixtures and fittings have been ordered and the premises are likely to meet the requirements for heating, lighting, ventilation, decoration and flooring. The ground floor has access for those with disabilities.
- The plans for the permanent primary school are drawn up and the school is negotiating planning permission for the site which has already been purchased. The school will open in September 2017, comprising 14 classrooms, a learning resource centre and specialist facilities for sports, dance and a multi-purpose room for music and art. Plans include a medical room, a fully equipped kitchen and a hall which will double as a dining room, as well as sufficient and separate outdoor spaces for Reception children and primary pupils.

Part 6: Provision of information

- The school is likely to meet all of the requirements for registration. Information for prospective parents and others is provided either on the school's website or available on request. The safeguarding policy is on the school website. A range of policies, including an admission policy and complaints procedures, are written. The school intends to provide regular written reports to parents. Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7: Manner in which complaints are handled

- The complaints policy identifies procedures for handling complaints, with a commitment to taking concerns seriously at the earliest stage in the hope of resolving problems informally where possible. Detailed and staged procedures and practices are laid out with suitable timescales, ensuring that the provision is likely to meet requirements.

Part 8: Quality of leadership in and management of schools

- Leaders demonstrate a very good awareness of the regulations and responsibilities, so that the independent school standards are likely to be met, and the health, safety and well-being of pupils supported. Leaders are fulfilling their responsibilities with enthusiasm, determination and commitment.

Schedule 10 of the Equality Act 2010

- The school's equal opportunities policy confirms the school's commitment to a policy of equality and aim to ensure that 'no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief'. Five specific and measurable equality objectives are included in the access development plan as areas where the school has agreed to take action to improve equality and tackle disadvantage.

Statutory requirements of the Early Years

- All requirements are likely to be met. Reception class pupils will follow the statutory framework for the early years issued by the Department for Education. The proposed curriculum adequately covers the seven areas of learning and is carefully mapped to the early learning goals with a focus on enterprise, ethics, creativity and current events. Staff will be suitably qualified.

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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Recommended number of day pupils	1,050
Recommended age range	4–18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Maiden Erlegh School
DfE registration number	870/4001
Unique reference number (URN)	141886
Inspection number	465531
Inspection dates	10 June and 31 July 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Maiden Erlegh School is to be located in new buildings in a residential area of Reading. The school is sponsored by the Maiden Erlegh Trust and is due to open on 3 September 2015. The school has applied to be registered to admit up to 900 boys and girls in the age range 11 to 16 years. It will admit students in Year 7 in its first year. The school is already oversubscribed having reached capacity of 180 students registered for Year 7. Two of these students have statements of special educational needs or educational health care plans.
- The school will be non-selective and will admit students with special educational needs. The school aims to help students value everyone as a unique human being and to develop a sense of belonging and community on a local, regional, national and global level.
- A follow-up exercise, not involving a visit, was conducted to evaluate the school's progress in meeting the relevant regulations, as at the time of the initial visit not all were likely to be met. The inspector scrutinised documentation and held discussions with the headteacher.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	900
Age range	11–16
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the relevant regulations for this part, but implementation could not be seen. The school's behaviour and anti-bullying policies set out a framework within which students will be encouraged to know the difference between right and wrong, and understand the consequences of personal decisions.
- The school's policy for the spiritual, moral, social and cultural development of students sets out a vision for students to be equipped to take their place in a fair society as responsible citizens. It places an emphasis on cooperation and the importance of teaching students about British values of democracy, the rule of the law, individual liberty and mutual respect. Planned provision includes: encouraging students to respect diversity of beliefs and opinions; developing moral integrity; developing respect for the needs, interests and feelings of others; and, providing links with the world of work and the wider community.
- The well-considered tutorial and assembly programme aims to develop students' moral understanding and their ability to make good judgements. Overall, the school is aiming to develop qualities of happiness, pride and forgiveness in students, and to develop their curiosity and resilience.
- The introduction of a house system is designed to foster a sense of responsibility and underline the importance of democratic values. Students will also be involved in charity work and community enterprises. Planned topics within the programme for personal, social and health education and within the tutor programme will provide students with an understanding of citizenship and the roles of individuals within the wider community. These topics include the workings of English public institutions and services, and the fundamentals of the law in England, both civil and criminal.
- The planned religious education curriculum is designed to enable students to understand and respect different faiths and cultures. The proprietors hold a strong commitment to ensuring that all lessons, including provision for students' personal development, are free from partisan political or religious views and that where any political issues are discussed a balanced view is always presented.
- Parents are introduced to the school's ethos before their children join the school and the importance to the school of British values is made clear from the outset. The school's opening assembly is also planned around the theme of respecting and upholding British values.

² <http://www.legislation.gov.uk/ukSI/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the relevant requirements for this part. Policy documents have been produced, including detailed policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The school's safeguarding policy is fully compliant and it makes specific reference to the Department for Education guidelines entitled *Working together to safeguard children*, as published in 2015.
- Senior staff have been trained in safe recruitment and the principles have been applied effectively to the recruitment process to date. Arrangements have been made for the training of all staff in child protection before the school opens in September.
- The designated person for child protection has been trained to the required level. All staff will be qualified in first aid, and training has been arranged. Suitable policies have been prepared for all required aspects of health and safety and for fire safety, including fire safety risk assessments. The site managers plan to carry out fire risk assessments for the temporary buildings before the school opens in September.
- The plans for the temporary pre-fabricated buildings suggest that they are likely to conform to required standards and provide suitable and secure accommodation for the new free school in its first year of operation. The buildings are configured as a school and have previously been in use as a primary school.
- Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The school's planning for the completion of all required checks on the suitability of staff and implementation to date indicate that all relevant regulations are likely to be met. All required checks have been completed, or are in the process of being completed, for the proprietors and for staff appointed to date. These are recorded on a suitable single central register. Checks are being completed and entries on the register updated as new staff are appointed, including for staff who are being transferred over from Maiden Erlegh School in Earley, or will be working on both sites.
- The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The proposed school is likely to meet all the relevant requirements in this part, although implementation could not be seen in full. It is to be located in a new purpose-built building, a short distance away from Maiden Erlegh School in Earley, in a residential area of Reading. The premises will be ready for occupation in October 2016. Building work has not yet commenced, so that access for this visit was not possible. Detailed plans for the premises and accommodation were scrutinised. The building is likely to meet all requirements, including provision for

sick students and medical examinations. There will be appropriate facilities for the preparation and serving of food on the school site. The Education Funding Agency, the Department for Education's delivery agent, is managing the preparation and refurbishment process on behalf of the academy trust. The Department will wish to continue to monitor progress with the premises directly with the Agency.

- Plans for the temporary buildings were also scrutinised during the initial visit. Initially, only Year 7 students will be admitted. The premises are suitable for the Year 7 planned curriculum to be provided in September 2015. Access to science laboratories, design and technology accommodation and sports facilities will be provided by UTC Reading, which is located on a site that is adjacent to the proposed school. The UTC and the areas for co-location were seen to be spacious and secure; the planned arrangements for the safeguarding of Maiden Erlegh students whilst on site are robust.
- Plans for the pre-fabricated buildings indicate that classrooms are of adequate size and sufficient in number for the planned intake in September 2015. Furniture, suitable for the proposed age range on opening, is to be provided ready for the opening of the school in September. There are sufficient washrooms, although some modifications may be required to the toilet facilities. Adequate showers and changing facilities are available to students following physical education or sports.
- There will be no catering on the temporary site as meals will be brought over from the kitchens of Maiden Erlegh School in Earley. Careful attention has been paid to hygiene in terms of the transportation arrangements. There is just sufficient safe outside space for play and recreation, and possible access to neighbouring playing fields. The buildings and access points to the grounds are likely to be fully secure.

Part 6. Provision of information

- The information provided for prospective parents and found on the school's website is likely to meet requirements, although implementation could not be seen in full.
- The school intends to provide full written reports to parents once a year and shorter reports at five intervals during the year.
- School leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the relevant requirements for registration in this part. Clear and well developed procedures for handling complaints are being carried over from Maiden Erlegh School in Earley.

Part 8. Quality of leadership in and management of schools

- The new school will benefit from leaders and staff with significant expertise and experience. The principal of the proposed Maiden Erlegh School in Reading will be transferring from Maiden Erlegh School in Earley. The executive principal

possesses good skills and knowledge appropriate to his new role and has put in place robust systems and procedures so that the relevant independent school standards are likely to be upheld consistently.

- The trust and the executive principal have a good understanding of what is needed for successful implementation of the school’s policies, although implementation at this stage could not be seen. Pupils’ safety is of paramount importance; this is borne out through compliance with safeguarding standards and the careful attention applied to welfare, health and safety procedures.

Schedule 10 of the Equality Act 2010

- The school recognises the need to make a general commitment to providing equality of access for disabled students and has plans to prepare the required three-year plan to increase accessibility in the new building.

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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Recommended number of day pupils	900
Recommended age range	11–16
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	Medway UTC
DfE registration number	887/4002
Unique reference number (URN)	142081
Inspection number	464450
Inspection dates	14 July 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Medway UTC is to be located on a new site in a regeneration area of Chatham in Kent. The college is sponsored by the Medway UTC Trust. The University of Greenwich is the main sponsor within the Trust. The college is due to open on 7 September 2015.
- The college has applied to admit up to 600 boys and girls aged 14 to 16 years. In September 2015, it will admit up to 90 students into Year 10 and 120 students into Year 12. The college will be non-selective for students admitted into Years 10 and 11. A minimum GCSE requirement will be in place for admission into the post-16 provision.

Information about the registration

The school is seeking registration as a university technical college for:

Number of day pupils	600
Age range	14–19
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The college is likely to meet all of the regulations, although implementation could not be seen.
- Policies for curriculum, citizenship and personal, social and health education (PSHE) set out the college's aims for the personal development of students.

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Themes to be studied by students cover emotional literacy, 'habits of mind', self-awareness, resilience and creative problem solving.

- The intended ethos of the college actively encourages students to develop their self-knowledge, self-esteem and confidence. The 'habits of mind' theme includes visualisation. In the first term, students will consider questions such as, 'Where do you see yourself in the future?' Students will be encouraged to set themselves targets. Public speaking will be a mandatory requirement for all students.
- The well-planned curriculum includes a comprehensive personal, social, health and citizenship education programme for all students. Daily time in their business groups will include consideration of ethics and consequences. Students will be involved in an ambassador and mentoring programme, linked with students studying at the University of Greenwich.
- Students will be encouraged to show initiative and make a contribution to the local and wider communities. All students will be invited to take part in the Duke of Edinburgh Award scheme, which includes a volunteering component. Students will work with Gillingham Football Club to achieve Level 1 FA badges, which will enable them to lead sessions in local primary schools. They will apply their technical skills, for example, through the Chatham dockyards restoration project. Students will also have the opportunity to lead a scheme for engineers in primary schools.
- Pupils will be provided with a broad general knowledge of public institutions and services in England. This will be developed using partners such as the Royal Engineers, the dockyards, local councillors and politicians. They will visit partner companies to understand their contributions to the British economy. They will learn about how values and standards, such as loyalty and service, are role-modelled in society.
- The college will ensure that pupils develop a good understanding of diverse cultures and traditions. The college's partners include international companies. Students will learn about behaviour codes and protocols in diverse cultural settings. They will be enabled to engage with the local community; visitors from different faith groups will contribute to the curriculum. Public speaking and debating activities will be based on current affairs, including radicalisation and its impact on international communities. The PHSE and religious education courses will study themes such as religion and society. A variety of world faiths are to be studied in this context. A further theme will study communities in celebration.
- Fundamental British values, including democracy, will be taught. Throughout the curriculum, termly themes have been identified which will require students to listen to and value the opinions of others. Teamwork will be required of students in setting up companies, bidding for cash and marketing. Students will study health and safety legislation and achieve relevant accreditations, which will enable them to take part in a variety of work-experience placements.

- The staff code of conduct requires all members of staff to adopt a balanced and non-partisan approach to any controversial religious or political issues. The college will be working with local schools and police on the 'Prevent' agenda.

Part 3. Welfare, health and safety of pupils

- The college is likely to meet all of the regulations, although implementation could not be seen in full.
- All the required policies and procedures have been produced, including those for safeguarding, behaviour management (including sanctions and exclusions), anti-bullying, safer recruitment and first aid. All of these policies are available on the college website.
- The Principal has been trained in safer recruitment and has been involved in the recruitment process for all staff appointed to date.
- The safeguarding policy has regard to the latest Department for Education guidance documents, including *Keeping Children Safe in Education, March 2015*. The policy sets out all required procedures for managing disclosures and dealing with allegations against staff. Contact details for the college's designated lead person, the designated governor and the local authority designated officer (LADO) have been included.
- The designated lead person for safeguarding has up-to-date level 3 training. Safeguarding training will be provided for all staff during the planned induction arrangements, before the college opens in September. Update training in first aid for the college's five first-aiders has been planned for the first week in August.
- Suitable policies and procedures have been identified for all aspects of health and safety, including fire safety. Suitably trained staff have been identified to manage these arrangements. Firm plans are in place for the completion of emergency evacuation procedures, a fire risk assessment and a disability access plan. A suitably qualified contractor has been engaged to complete these documents, in conjunction with senior staff. A suitable risk assessment policy and designated responsibilities are set out in the college's health and safety policy.
- The college electronic management system will be used to record details of any incidents, sanctions and exclusions. The admission register and attendance registers will also be stored electronically on the system.

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

- The college is likely to meet all of the regulations.
- All the required safeguarding checks have been completed for the trustees and staff appointed to date. Details of all the checks are entered onto a suitable single central register as staff are appointed. The college has not appointed any supply staff through an agency; the single central register is set up to include any such appointment in the future.

Part 5. Premises of and accommodation at schools

- The college is likely to meet all of the regulations, although implementation could not be seen in full.
- Plans for the building were scrutinised and a site visit undertaken. Building works are on track for handover to the college on the agreed completion date, 1 September 2015. An alternative, temporary arrangement has been agreed with the University of Greenwich should there be any delay in the construction work. The Education Funding Agency has been involved in planning for both the main site and the proposed contingency arrangement.
- Initially, a restricted number of students will be admitted into Years 10 and 12. They will have access to the full accommodation and facilities of the new site. Teaching spaces are of a suitable size, including specialist facilities for engineering, construction and science. Heavy equipment, furniture and fittings are due to be installed at agreed dates as the project continues.
- There are sufficient washrooms for male and female students, as well as for staff and visitors. Suitable facilities are available for a medical room, complete with washbasin and toilets located nearby. The room will also accommodate any student who may be ill during the working day. There are appropriate arrangements for the preparation and serving of food. The accommodation includes a large sports hall and outdoor play and recreation areas, together with changing and showering facilities for male and female students.
- The site will be fully fenced with secure entry points to the grounds and buildings.

Part 6. Provision of information

- The college is likely to meet all of the regulations.
- All the required information for parents and carers, prospective parents and others is available on the college website.
- The college will provide reports to parents on students' attainment and progress at least three times a year.
- The Principal is aware of the requirement to provide additional information to local authorities and others as required.

Part 7. Manner in which complaints are handled

- The college is likely to meet all of the regulations.
- A suitable complaints policy with appropriate procedures has been produced and is available on the college website.

Part 8. Quality of leadership in and management of schools

- The college is likely to meet all of the regulations.
- Senior leaders have a good understanding of the regulatory requirements for registration. They have ensured that all the regulations are likely to be met before the college opens.
- College senior leaders will be accountable to the trust board which fulfils the governance responsibilities of the college. This will operate committees for academic standards, resources and auditing, to which the Principal will report. Terms of reference for the board state that they will 'work in close partnership with the Principal and other senior staff to ensure that the UTC provides the best possible education for all students'.

Schedule 10 of the Equality Act 2010

- The college has produced a disability statement, which includes arrangements to produce an accessibility strategy once the premises are completed. These plans include arrangements to review the curriculum and communication, as well as the physical environment.

Advice to the Secretary of State for Education

Overall outcome	The college is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	600
Recommended age range	14–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	The Mendip Studio School
DfE registration number	999/1876
Unique reference number (URN)	1876
Inspection number	464432
Inspection dates	2 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Mendip Studio School is to be located on the Writhlington Campus in Radstock. The local authority is Bath and North East Somerset. The school will share a large campus with Writhlington School, an 11 to 18 academy, and will have dual use of a sports centre. The school will use part of the Writhlington School's accommodation for the first year while its purpose-built premises are under construction on the campus.
- The two schools will work closely together, sharing facilities, staff and learning resources. Initially, the majority of students attending the new school are likely to be drawn from Writhlington School.
- The school will share most of its policies and procedures with Writhlington School. Staff expertise will also be shared.
- The school is sponsored by the Dragonfly Education Trust and is due to open on 1 September 2015. The school has applied to be registered to admit up to 300 boys and girls in the age range 14 to 19 years. It will admit up to 100 students in Years 9 and 11 in its first year and grow to capacity by September 2017.
- There are currently 98 students registered for enrolment. Two of these students have education and health and care plans or statements of special educational need. The school will be non-selective and intends to admit disabled students and those with special educational needs.
- The school aims to 'enable students to gain the attributes and competencies which turn ideas into actions'.

Information about the registration

The school is seeking registration as a studio school for:

Number of day pupils	300
Age range	14–19 years
Gender of pupils	Mixed

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met. Implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims is for them to take their place in society as valued, economically independent and responsible citizens. It pays particular attention to students developing their self-confidence, self-esteem and self-knowledge as they enter adulthood by preparing them for the next stage of their education, training and employment.
- The school's comprehensive plans for students' personal, social and health education include: encouraging respect for the diversity of beliefs and opinions; developing the ability to distinguish between right and wrong; promoting respect for the needs, interests and feelings of others; and providing meaningful links with the world of work and the wider community.
- The school has devised a planned programme of topics and projects to run over a three-year period. These will include visits out of school and visiting speakers. Students will develop their understanding of civil and criminal law, and learn about the work of public institutions and services in England. They will learn about democracy, freedom of speech and individual liberty. In developing the school's charter, students will learn at first-hand the link between rights and responsibilities.
- School leaders rightly identify that, while just over 15 miles from the centre of Bristol, the vast majority of students come from a White British background and live in predominantly rural areas. They therefore plan to organise visits to provide students with opportunities to visit places of worship and widen their experience of people from different cultures and beliefs, at first hand. In addition, leaders recognise that students' awareness and understanding of the dangers of extremism and radicalisation need to be raised in order that they are prepared well for life beyond school.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Students will participate in a number of community projects, including fund raising for charity and supporting links with partner schools in Rwanda and China. Planned themes within the programme for students' economic and health education will provide students with guidance for gaining employment, managing money and living independently. Relationships, substance and alcohol abuse, together with guidance about personal care and mental well-being, are woven into the provision.
- The school's behaviour and anti-bullying policies provide a framework within which students will be helped to develop an understanding of right and wrong and come to appreciate the consequences of actions and personal decisions. From visits outside the school's immediate area, they will learn about different cultures and beliefs, in order to develop and build their respect for the diversity of others.
- Students will not study religious education as a discrete subject. Their knowledge and understanding of different faiths and beliefs will be developed through tutor time and assemblies. These will include time for quiet reflection and the opportunity to explore and share their own values and beliefs. Planned themes encompass a variety of issues and questions from a multi-faith perspective, aimed at supporting students' understanding and respect for the diversity of viewpoints and cultures.
- The school has taken steps to ensure that the quality of teaching and the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Guidance for staff makes it clear that, where any political issues are discussed, a balanced view is always presented.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met. Implementation could not be seen in full.
- All the required policy documents have been produced, including detailed and comprehensive policies for managing confidential reporting (whistleblowing), safer recruitment, child protection and safeguarding, including 'disqualification by association', positive behaviour management, first aid and anti-bullying have been prepared in accordance with requirements. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- Senior staff are trained in safe recruitment and they apply the school's policy rigorously in making appointments. All the required checks are made on staff prior to their appointment and these are recorded systematically on a single central register.
- The training of all staff in child protection is firmly scheduled, as part of the induction programme, at the start of the new school year and before the first students arrive. Staff who are appointed at a later date will be briefed on child

protection procedures, as part of their induction. The lead person for child protection is trained to the required level. Additional staff members have either completed the higher level training or will do so before the school opens.

- Trained staff have been identified to take responsibility for first aid, and further training will be provided as the school expands. The first aid policy is compliant; it includes advice about calling for medical help and for dealing with spilt body fluids.
- Suitable policies have been prepared for all the required aspects of health and safety, including making risk assessments and the procedures for taking action to reduce any identified risk. A fire safety risk assessment has been completed for the school's temporary accommodation for its first year of operation. Some minor deficiencies, such as the need for additional signage, have been identified for action before the school opens and these are being addressed; the overall fire risk is deemed to be low and the deficiencies have been judged as 'trivial' by the risk assessor. The premises are therefore in compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.

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

- All the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are completed systematically and entries made on the register updated as new staff are appointed. The school does not intend to employ agency supply staff but is aware of its responsibilities to conduct the required checks should supply staff be appointed in the future.
- The school has established a reciprocal arrangement whereby the single central registers for the school, Writhlington School and the sports centre are available to each other.

Part 5. Premises of and accommodation at schools

- All the requirements for this standard are likely to be met. The school will open, in September 2015, in temporary accommodation made available by Writhlington School; this was viewed during the inspection visit. The school will have its own entrance from the shared central area of the campus.
- A range of teaching rooms and spaces are designated for the school's use, including some workshop facilities. Other specialist facilities will be provided for the school by Writhlington School. The arrangements for this have been

thoroughly discussed between the respective school leaders and likely to be highly effective. All the teaching rooms are well-equipped, well lit and maintained to a high standard.

- The school will have its own washroom facilities, and these are sufficient for the initial intake. Showers and changing rooms are provided in the adjacent sports centre. The hot and cold water supplies are compliant and students will have access to suitably labelled drinking water throughout the school day.
- Construction of the school's permanent accommodation is scheduled to begin in the autumn term 2015. The building will be a mirror image of the recently opened post-16 block and will sit beside it on what was the site of part of the previous Writhlington School. The Department of Education (DfE) will wish to continue to monitor the progress of the new build.
- Initially, students will be admitted to Years 9 and 11 only; the temporary accommodation is sufficient for this number. There are suitable arrangements for medical examination or treatment for students who may be ill, which is adjacent to an existing toilet and has a hand-washing facility with running hot and cold water. There is sufficient outside space for students' recreation, including playing fields and all-weather sport facilities. The accommodation is secure.

Part 6. Provision of information

- All the requirements for this standard are likely to be met. The school's website contains all the required information including the provision of a prospectus for parents and others. The school's safeguarding policy is provided in full and other policies are signposted in accordance with requirements.
- The school intends to provide termly written reports to parents. Leaders are aware of the requirements to provide specified information to local authorities, and to publish reports and other information, as required.

Part 7. Manner in which complaints are handled

- All the requirements for this standard are likely to be met. The school's complaints procedures are clearly outline and include the provision for a panel hearing, if required. The school has recently amended its original policy to reflect the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the requirements for registration. The school's senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being and academic progress.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	300
Recommended age range	14–19 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	Perry Beeches V
DfE registration number	999/1864
Unique reference number (URN)	1864
Inspection number	464418
Inspection dates	17 June 2015
Reporting inspector	Anne Pitt

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The school will open in September 2015 and is situated in Small Heath in Birmingham. It is an area of considerable deprivation.
- It will be the fifth school to open under the supervision of Perry Beeches, The Academy Trust.
- It is an all-through school catering for up to 1,320 pupils aged 4 -18.
- In September 2015 the school will admit up to 100 pupils in the Reception Year and up to 150 pupils in Year 7. The school will grow as these pupils move through the school and each year as further cohorts of Reception Year children and Year 7 pupils are admitted.
- The Reception Year and Year 7 accommodation will be accommodated in an existing building which is being refurbished. Other year groups will be accommodated in a 'new build' extension to the existing building. Work is due to start in September 2015 and will be completed by August 2016.
- Most staff have already been appointed to start at the new school in September. There are two headteachers, one for pupils in the Early Years Foundation Stage and Key Stages 1 and 2 and the other for pupils in Key Stages 3, 4 and 5. They took up their posts in the spring term 2015 and are instrumental in planning the new school.
- As the school is not yet operating, the implementation of its policies could not be seen.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,320
Age range	4-18
Gender of pupils	boys and girls

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

Type of special educational needs	The school is not registering as a special school.
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Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the standards although implementation could not be seen in full.
- The school's vision and policies set out a clear commitment to provide all pupils with an equal opportunity to become responsible and independent learners through a wide range of educational experiences.
- Spiritual, moral, social and cultural development will be delivered through the curriculum, school assemblies, enrichment opportunities and the whole school ethos.
- The school's behaviour policy clearly sets out how pupils will be taught to distinguish right from wrong. Fairness is emphasised and suitable rewards and sanctions are noted. There are clear statements explaining that radicalisation and extremism are unacceptable.
- Children in the Early Years Foundation Stage, through the delivery of the personal, social and emotional development programme, will be helped to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour and to have confidence in their own abilities.
- British values will be actively promoted through the school ethos but especially through personal, social, health education, religious education, citizenship and assemblies. In the Early Years Foundation Stage and Key Stage 1, there is a plan outlining which values will be emphasised on a term-by-term basis. In Key Stage 3, there is documentation detailing how British values are tracked across the curriculum and especially in religious education.
- The school's religious education programme includes opportunities to celebrate and understand the importance of different cultural and religious events. The planned programme of assemblies and visits will provide opportunities for pupils to learn about the law and public institutions in England. There will be a strong emphasis on learning how people are different and also their similarities, and a focus on developing tolerance and promoting harmony. The school's debating

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

society will add further strength to understanding and accepting different viewpoints.

- The leadership team is clear that political views must not be promoted during activities in school and during extra-curricular activities.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The school's policies and procedures for keeping pupils safe are detailed. There are suitable policies for safeguarding, behaviour, anti-bullying, safer recruitment, first aid, whistle blowing and health and safety, including comprehensive risk assessments for activities in and out of school.
- A member of the senior management team is trained as the designated lead person on child protection. Child protection training will be included in the induction of all staff joining the school from September 2015.
- The school will use an online registration and attendance system. Absent pupils will be followed up each morning by nine o'clock.
- Pupils will be able to access toilet facilities independently on all floors.
- The school has an appropriate first aid policy including the administration of medicines. A full-time paediatric nurse will be appointed to the school and three staff members already have up-to-date training in paediatric first aid. Further members of staff will have first aid training before the school opens.
- The school building has already been subject to a full health and safety audit, including a fire risk assessment by a fire officer. Fire evacuation procedures and refuge areas have already been developed. Regular fire drills will take place each term. There will be further health and safety inspections before the building is handed over by the contractor.

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

- The school is likely to meet all the regulations.
- Leaders fully understand their responsibilities to ensure that all staff are vetted and the new requirements, such as checks on disqualification by association, are adhered to.
- All the required checks have been undertaken on the headteachers, trustees and governors. Rigorous systems for the appointment of staff are in place.
- The single central register contains all the required information and all the staff that have been appointed, governors and trustees are listed.

- The school does not intend to use supply staff but is aware of the required checks should it do so in future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The building, which was previously office premises, is currently being converted into school accommodation. Work is ahead of schedule and the site manager is confident that it will be completed by August 2015. Work on the 'new build' extension starts in September 2015, so that the building will be ready for a further cohort of Reception and Year 7 pupils at the start of the autumn term 2016.
- The teaching accommodation in September 2015 is on three floors. The reception classes will be on the ground floor and Year 7 on the second and third floors. The building will be suitable to meet the needs of these pupils. The plan for the 'new build' extension shows that the school will have the capacity to cater for the planned number of pupils as the school grows.
- There are sufficient classrooms to accommodate the pupils. Additional spaces include a reception area, offices, library, dining room with kitchen facilities, art studio, science laboratory and two large rooms suitable for assemblies and physical education. The Early Years Foundation Stage accommodation provides children with easy access to the ample outdoor area and there is a separate playground for Year 7 pupils. External boundaries will be suitably fenced. Pupils will also have access to artificial turf and grass pitches at the Ackers Trust Adventurous Activity Centre across the road from the school.
- There will be suitable toilet arrangements for pupils on all floors with adult facilities on the first floor. Shower and changing facilities are also provided on the second floor.
- There will be a hygiene room and a separate medical room for first aid. Each has a sink with hot and cold water, near to a toilet.
- The entrance to the school has coded access to restrict entry. It leads to a reception area and admittance to other parts of the school through internal doors is also electronically controlled. Fire doors are appropriately located and close automatically with the fire alarm system.
- All the requirements regarding lighting and acoustics are met and these also meet building regulations.
- Arrangements for the provision of hot and cold water, including separate labelled drinking water facilities, meet requirements.

Part 6. Provision of information

- The school is likely to meet all the regulations.

Part 7. Manner in which complaints are handled

- The school is likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The two headteachers have put in place systems and procedures which ensure that all the school standards are likely to be met. They have a good understanding of what is needed for successful implementation of the policies, although implementation could not be seen. Pupils' safety has high priority; this is exemplified through compliance with safeguarding requirements and the rigorous attention to welfare, health and safety.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place which covers access to the curriculum, information and premises.

Statutory requirements of the Early Years Foundation Stage

- All the statutory requirements for the Early Years Foundation Stage are likely to be met although implementation could not be seen in full.
- The policies and procedures in place for the school apply to the Early Years Foundation Stage. The arrangements relating to the number of qualified teaching staff and the qualifications of support staff meet requirements as does the adult/child ratio.

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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Recommended number of day pupils	1320
Recommended age range	4 to 18
Recommended gender of pupils	boys and girls
Recommended type of special educational needs	N/A

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

School name	Plymouth Studio School
DfE registration number	879/4003
Unique reference number (URN)	142116
Inspection number	465533
Inspection dates	1 and 31 July 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Plymouth Studio School is to be located on the campus of the University of St Mark and St John in Plymouth, Devon. The school is sponsored by the Plymouth Studio Academy Trust and will specialise in sports, leisure, tourism and hospitality event management. It is due to open on 7 September 2015. During the first year the school will be located in temporary accommodation within the buildings of the University of St Mark and St John. The school has applied to be registered to admit up to 300 boys and girls in the age range 14-19 years. It will admit students into Years 10 and 12 only in its first year of operation. There are currently 66 students on the roll for entry in September 2015. Only one of the students recruited to date has an education, health and care plan.
- The school will be non-selective and will admit students with special educational needs. The school is aiming to 'foster a culture of high expectation and high achievement based on a personalised approach to learning'. The school aspires to nurture 'confident young people who are innovative, enterprising, entrepreneurial and wealth-creating'. It will work to develop young people who are good leaders and resourceful team players; students who are resilient and ready to face challenges.
- The follow-up exercise, not involving a visit, evaluated the school's progress in meeting the relevant regulations, as not all were likely to be met at the time of the initial visit. The inspector scrutinised documentation and held discussions with the headteacher.

Information about the registration

The school is seeking registration as a studio school for:

Number of day pupils	300
Age range	14-19
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the relevant regulations for this part, although implementation could not be seen. The school's behaviour and anti-bullying policies and procedures set out clear guidelines for students in distinguishing between right and wrong. School and classroom charters have been designed to encourage responsible behaviour.
- The school's policy for the spiritual, moral, social and cultural development of students sets out a vision for students to develop strong personal qualities, and to 'value themselves and others'. Planned provision includes a comprehensive tutorial programme which focuses on a range of topics such as charity, citizenship, ethics, racism and religious diversity. Students will explore different faiths and beliefs to ensure they develop a respect for others. The planned provision highlights the importance of tolerance and the unacceptability of prejudice.
- The school aims to instill an awareness of British values of democracy and the rule of law, including civil and criminal law. Opportunities will be provided through a range of initiatives such as elected student associations, debating societies, mock referendums, and involvement in the UK Youth Parliament for students to learn about public institutions and develop as responsible citizens.
- A house system will give students the opportunity to assume leadership responsibilities and to collaborate effectively as part of a team. Students will be involved in a range of charity work, which will reflect their own abilities and interests. A recent 'swimathon' has already involved prospective students in raising money for a nominated charity. Planned community activities will be linked to project-based learning and involve students in areas such as first aid, health and safety, sports therapy and sports psychology.
- The proprietors are committed to ensuring that all lessons, including provision for students' personal development, are free from partisan political or religious views and that, where any political issues are discussed, a balanced view is always presented.

Part 3. Welfare, health and safety of pupils

- Scrutiny of documentary evidence during the initial visit to the proposed school, and during the follow-up exercise, indicates that all the relevant regulations are

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

likely to be met by the school. All the required policy documents have been produced. These include safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The safeguarding policy has been revised and upgraded to include references to the latest legislation, and due regard is given to the importance of preventing radicalisation. Recent discussions with the headteacher indicate that the school is likely to be alert to future changes in legislation.

- The school will be accessing the HR services of City College, Plymouth, including personnel trained in safer recruitment. The headteacher has also been trained in safer recruitment. The principles of safer recruitment have been applied effectively to date. Arrangements have been made for the training of all staff in child protection before the school opens in September 2015.
- The designated person for child protection was trained to the required level on 6 and 7 July 2015. Key staff are already trained in first aid, and further training is planned for staff recently recruited. Suitable policies have been prepared for health and safety and for fire safety, including fire risk assessments. Fire risk assessments were carried out on the temporary accommodation on 10 November 2014. The school has confirmed that fire risk assessments have been instructed and will be carried out on the new buildings prior to occupation, but a date has not yet been set.
- Plans for the new buildings suggest that they will conform to current safety standards and provide well-appointed and secure accommodation for the new studio school.
- Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The school is likely to meet all the relevant requirements in this part. Using the services of City College, Plymouth, the quality of the school's work in completing the required checks on the suitability of staff has been diligent. All required checks have been completed or are in the process of being completed for the proprietors and staff appointed to date. These are recorded on a single central register. Checks are being completed and entries on the register updated as new staff are appointed.
- The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The temporary accommodation, which was scrutinised during the initial visit, is likely to meet all relevant requirements, although implementation could not be seen in full. There will be suitable provision for sick students and for medical examinations. Recent plans incorporate the provision of suitable temporary washrooms and toilet facilities, which will be for the sole use of students. Water

supplies meet safety standards and students will have access to labelled drinking water. Showers and changing facilities will be available at the sports centre on the university campus. These will be supervised and will be for the dedicated use of Studio School students at designated times.

- There will be space for recreation, which will be adequately supervised. The studio school classrooms and the proposed science laboratory have been in use to date as university teaching rooms; as such they meet required standards in respect of lighting and acoustics, and health and safety standards.
- The teaching rooms are very well equipped and furnished. The school accommodation is being made separate from the university, and will be secured. Catering will be provided by the university and students will eat in a separate dining room adjacent to the main refectory.
- The new school premises will be ready for occupation in September 2016. The Education Funding Agency, the Department's delivery agent, is managing the preparation and refurbishment process on behalf of the Trust. The Department will wish to continue to monitor progress with the premises directly with the Agency. Work is not yet underway on the new buildings so access for the initial visit was not possible. Detailed plans for the premises and accommodation were scrutinised during the initial visit. The building is likely to meet all relevant requirements, including provision for sick students and medical examinations. There will be appropriate facilities for the preparation and serving of food on the school site.
- The new premises are being purpose-built for the planned curriculum. A sports hall is incorporated in the plans and there will be sufficient outside space for recreation. A wide range of sports facilities will be made available to students on the university campus. The school will be able to offer an extensive range of sporting opportunities.
- Plans for the buildings indicate that classrooms are of good size and more than sufficient in number for the planned intake of 300 students. Furniture is likely to meet safety standards. There are sufficient washrooms and toilet facilities. Water supplies, including regulated hot water and labelled drinking water facilities, are likely to meet requirements. Showers and changing facilities will also be provided. Lighting and acoustics are planned to meet required standards.
- The buildings and access points to the grounds are likely to be fully secure.

Part 6. Provision of information

- The school is likely to meet all of the relevant requirements in this part, although implementation could not be seen in full. The required information for prospective parents and others is already available either on the school's website or in printed format. The school's policies, including the revised safeguarding policy, have been uploaded to the school's website.

- The school intends to provide reports to parents every eight weeks. The final report will constitute the annual report. Parents will have access to the learning portal that will provide them with a broad range of information, including the academic progress of their children.
- School leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The procedures for handling complaints are likely to meet requirements.

Part 8. Quality of leadership in and management of schools

- All the relevant requirements for leadership and management of the school are likely to be met in full.
- The trust and the headteacher have now put in place appropriate policies and procedures so that the relevant independent school standards are likely to be met and students' well-being assured.

Schedule 10 of the Equality Act 2010

- The school recognises the need to make a commitment to providing equality of access for disabled students and has produced a plan to increase accessibility. The school is preparing to produce the required three-year accessibility plan for the new buildings.

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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Recommended number of day pupils	300
Recommended age range	14-19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	Ramsgate Free School
DfE registration number	886/2064
Unique reference number (URN)	142117
Inspection number	465536
Inspection dates	14 July
Reporting inspector	Fatiha Maitland

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- The school was first visited on 14 July 2015. At that visit there were requirements that were not likely to be met for the provision for pupils' welfare, health and safety, and for leadership and management of the school.
- The school submitted an action plan and other documentation in response to the findings from the initial visit. The action plan was evaluated by the lead inspector.
- The lead inspector led on the initial visit to the school, but did not visit the site during the follow-up exercise. She conducted a scrutiny of the school's documentation and had telephone discussions with the headteacher of the school and the chairperson of CAT.
- Based on the information and the evidence provided the school is likely to meet all of the requirements.

Context of the school

- The proposed Ramsgate School is to be a free school. It will be one of the two schools within the Chilton Academy Trust (CAT), a multi-academy trust. The school is to be located in Ramsgate, Kent. It is not operating at present, but intends to open in September 2015.
- The school will occupy one part of Chilton Primary School, where it will install portable accommodation. The proposed free school is planning to use these premises temporarily to accommodate up to 20 children in the Reception class and 10 pupils in Year 3 from the beginning of September 2015.
- The school aims to move to permanent accommodation (a new school building) in September 2016, or earlier. It has planned to admit up to 420 boys and girls, aged between four and 11 years.
- The school will admit pupils with special educational needs. It has also planned to make provision for pupils who speak English as an additional language.
- The inspector visited Chilton Primary School where she viewed the space to be used for the temporary premises and undertook a scrutiny of documentation. Follow up telephone discussions were held with school leaders and additional documentation scrutinised.

- The inspector also visited the site of the planned permanent premises with the headteacher of the school. The proposed school building is to be on the site of an old factory. The building will be demolished and the land will be used to build the new school.
- The school aims 'to offer a solid curriculum with holistic teaching that supports the development of the whole child'. The school has no specific religious affiliation.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	N/A

Compliance with The Education (Independent School Standards) Regulations 2014¹

Part 2. Spiritual, moral, social and cultural development of pupils

- School leaders provided sufficient evidence to indicate that the planned provision for spiritual, moral, social and cultural development of pupils is likely to meet all of the requirements, but implementation could not be seen.
- The provision is well supported by the school's stated aims and vision, the programme of personal, social, health and economic education, the school's behaviour and anti-bullying policies and procedures, and collective worship.
- Pupils will be taught to differentiate between right and wrong and to develop enquiring minds and the personal qualities they need to be good citizens of the future. Pupils will be helped to be tolerant of one another and to respect others and the rule of law.
- The input from the planned 'international curriculum', visits to places of worship and celebrations of festivals will help pupils to learn about the wider world around

¹ <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

them and to tolerate and respect other religions, cultures and traditions.

- Visits to places of interest and support from 'people who help us', alongside the citizenship programme, will provide pupils with adequate opportunities to gain knowledge and understanding of public institutions and services in England. Pupils will learn to respect the fundamental British values of democracy and to be aware of the importance and workings of the civil and criminal law. The school is planning to invite the local Member of Parliament to help pupils understand the importance of voicing their opinions in school and beyond.
- Leaders have in place clear procedures for monitoring the content and the teaching of its curriculum. The school does not promote any particular political views to pupils; a balanced presentation of viewpoints will be given.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the requirements; although implementation of policies and procedures could not be seen in full.
- School leaders have prepared suitable health and safety and risk assessment policies and procedures. CAT leaders have conducted robust risk assessments on the Chilton Primary School site, as pupils from Ramsgate Free School will have access to some of the school's facilities for physical education and assemblies when required.
- The school has firm plans to carry out checks on the temporary and permanent premises before they open to ensure pupils' health and safety. Discussions with the free school leaders indicate that staff will be made aware of the health and safety procedures before the premises receive pupils. Therefore, these requirements are likely to be met.
- The school has appointed a fire safety officer who visited the premises and undertook the required fire risk assessment on the temporary accommodation. The site was inspected along with the documentation and site plans received from the supplying firm for the temporary buildings. A plan for fire risk assessment has been drawn up and will be sent to the Department for Education.
- Fire risk assessments for the temporary and the planned permanent premises will be shared with staff. There are also clear plans to train staff in fire awareness. Fire drills will be carried out in conjunction with Chilton Primary School when the school admits pupils.
- The school leaders have systems in place to undertake the necessary risk assessments on both sets of premises and resources, including those related to fire safety, before the premises are ready to accommodate pupils. If implemented as

set out, the school is likely to meet this requirement.

- The school's safeguarding policy reflects the latest safeguarding guidance provided in the Department for Education's publication *Keeping Children Safe in Education, March 2015*. All members of staff, including the designated child protection officers, have completed the relevant child protection training. Staff members have read Part 1 of the above guidance, as required. Leaders have plans in place to provide child protection training to all new members of staff before they start working in school.
- The school's behaviour policy includes clear expectations and lays out the school's policy on rewards and sanctions, including exclusions. This is well supported by the policy to prevent bullying and procedures related to positive handling.
- A first-aid policy is in place and meets requirements. The school has a sufficient number of first aiders, including some qualified in paediatric first aid. The admission and attendance registers are to be maintained as required by the regulations.

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

- The school is likely to meet all of the requirements related to the suitability of the proprietor and staff. The school has made all of the necessary vetting checks on all members of staff to ensure their suitability to work with children. These checks include those on prohibition from teaching and disqualification by association.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- The school has established a single central register and recorded in this all of the required information, on all members of staff and the proprietorial body, so that this is likely to continue to meet requirements.

Part 5. Premises of and accommodation at schools

- The school's temporary accommodation is likely to meet all of the requirements as shown in the premises plan. The premises will consist of two large classrooms and washroom facilities. Staff will use Chilton Primary School's staffroom.
- The school is planning to use a suitable designated area for pupils to go to when they are unwell or injured. This provision is located in Chilton Primary School. It is suitably furnished with a bed and a washbasin and is located near a toilet.
- The provision of toilets and washbasins is sufficient for staff and the proposed number of pupils, including children in the Early Years Foundation Stage.

- There is an outdoor space for pupils to play safely. Pupils will use the Chilton Primary School hall for physical education, lunch and assemblies. CAT has made arrangements for Ramsgate Free School to use the facilities safely.
- The new permanent school building includes several classrooms and practical areas. There will be two halls to use for physical activities, lunch and assemblies. There will be suitable outdoor areas for pupils to use.
- The proprietor will ensure that the new school will have a specific room for pupils who are ill or in need of medical attention. This provision will contain a washbasin with running water and will be reasonably located near washroom facilities.
- There will be sufficient numbers of toilets for staff, pupils and visitors to access.
- The Education Funding Agency is managing the process of acquiring the new premises on behalf of the governing body. The Department for Education will continue to monitor the progress of the premises directly with the Education Funding Agency.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the requirements. The school has a website. All of the required information, including the safeguarding policy, is provided and made available to parents and carers on the school's website. Paper copies of policies and procedures, including the safeguarding policy, will be made available to parents and carers from the school's office on request.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all of the requirements.

Part 8. Quality of leadership in and management of schools

- The quality of leadership in and management of the school is likely to meet all of the standards.
- School leaders have fulfilled their roles and have ensured that all of the required independent school standards are likely to be met.
- Pupils' well-being is likely to be assured.

Schedule 10 of the Equality Act 2010

- The school has a written equal opportunities policy. A three-year plan to improve access to the school's physical environment, curriculum and information in different formats has been produced.

Statutory requirements of the Early Years Foundation Stage

- Discussions with the headteacher of the school and a scrutiny of the early years curriculum planning indicate that children will be provided with suitable learning experiences to help them develop their knowledge and skills in all of the required areas of learning. As a result, all the requirements for this aspect are likely to be met, but implementation could not be checked.
- The school has recruited an experienced teacher to lead on teaching and learning of this phase. Staff will carry out home visits and liaise with early years providers from the locality in order to obtain appropriate information about children joining the school.
- Staff will take observations from adult-led and child-initiated activities. This information will be used firstly, to identify the children's starting points and then to inform future planning and assessment to meet the children's needs.
- Staff will work in partnership with parents and carers and keep them fully informed about their children's progress, including their personal, social and emotional development.

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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Recommended number of day pupils	420
Recommended age range	4–11 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	Riverside Bridge School
DfE registration number	301/7001
Unique reference number (URN)	142134
Inspection number	464384
Inspection dates	8 June 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Riverside Bridge School will initially occupy temporary premises on a shared site with Riverside Secondary School and Riverside Primary School, in the London Borough of Barking and Dagenham. The secondary school is already open on the site. The building to be occupied by the Bridge School and the primary school is currently under construction as an extension to the secondary school premises.
- The three schools will re-locate to new premises on a brown field site, also in the same borough, from September 2016. Work has not yet commenced on this site.
- The Riverside Bridge School is sponsored by The Partnership Learning Trust and is due to open on 7 September 2015. It has applied to be registered as a special school for pupils with autistic spectrum disorders (ASD) and associated learning difficulties, and for pupils with moderate learning difficulties.
- The school has applied to admit up to 180 boys and girls in the age range 4 to 16 years. It will admit up to 30 pupils into Reception and Years 7 and 8 in its first year.
- Logistical support, including site facilities, finance, human resources, information technology and administration, will be shared between all three schools on the campus.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	180
Age range	4–16 years
Gender of pupils	mixed
Type of special educational needs	Autistic spectrum disorder; severe learning difficulties; profound and multiple learning difficulties.

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's policy for the spiritual, moral, social and cultural development of pupils identifies a set of principles which are based on the values of the school. The principles include the development of pupils' self-esteem by recognising, praising and rewarding positive achievement. Arrangements for pupils' spiritual development focus on their growing self-awareness, sense of self-worth and appreciation of feelings.
- The school has produced a policy statement which demonstrates how fundamental British values will be promoted through the curriculum and school activities. A school council is to be established to enable pupils to experience democratic processes, with an emphasis on sharing and listening to the views of others. Respect for the rule of law will be reinforced through school rules and expectations, extended through visits from the police service, lifeguards and others in positions of authority.
- Schemes of work across the subjects taught include a number of themes. The schemes of work emphasise how pupils may make a contribution within school and to the wider community, including mini-enterprise activities and charitable collections.
- Pupils will experience the contributions of public institutions and services through visits to the library and visits from representatives of the emergency services. Consideration will also be given to people who help us, together with visits and visitors associated with their own career interests as they prepare to leave school.
- The planned curriculum includes an extensive range of opportunities to explore and understand the diversity of beliefs, languages and cultures represented within the school and wider society. Themes in religious education and personal and social education include celebrating national and international festivals, the study of world religions, cooking and sampling a diverse range of foods, and visits from members of different faiths or cultural groups.
- The planned curriculum is free from any partisan views or unbalanced presentation of controversial topics. The campus policy on preventing extremism and radicalisation sets out the school's approach.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all the regulations are likely to be met. The school has produced comprehensive policies including those for safeguarding, staff recruitment, behaviour management, the prevention of bullying and first aid.
- Senior staff have been trained in safer recruitment and the recruitment policy sets out an appropriate set of procedures which have been suitably implemented in staff appointments to date.
- The headteacher has been trained, to the required level, to take the lead as the designated person for child protection. Firm plans are in place to ensure that all staff are trained in safeguarding, during the school's induction training programme, before the school opens.
- Staff with suitable qualifications in first aid, including paediatric first aid, have been appointed. The Bridge special school will work closely together with the adjacent primary school. This work includes the continuous development and implementation of policies and procedures and the use of shared premises and facilities.
- Suitable policies and procedures have been devised for all aspects of health and safety, including fire safety, risk assessment, and recording of incidents, accidents and sanctions. A management information system is in place to record details of any incidents and sanctions, admissions, attendance and routine checks on fire safety.
- Arrangements have been confirmed in writing for the production of a suitable premises fire risk assessment before the premises are occupied.

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

- All regulations are likely to be met. The school has devised and implemented appropriate arrangements for the recruitment of staff and almost all of the small number of staff required for September 2015 have been appointed.
- Details of all the required checks on staff suitability have been recorded in a single central register. Checks on the suitability of the directors have also been completed and entered on the register.
- The school does not intend to appoint supply staff at present, but the school is aware of the required checks should the situation change.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations. The temporary premises, to be occupied from September 2015, are under construction. They are being constructed to a high standard, with the intention that they will eventually be used as the location for a local authority primary school.
- The buildings are of modular construction and replicate the style and layout of those on the same site already occupied by the Trust's secondary school.
- Detailed plans for the premises and accommodation were scrutinised and a site visit was undertaken. It was possible to view the standard and suitability of the construction in the adjacent secondary building. The Education Funding Agency is managing the construction and preparation.
- A Reception class will be admitted in the first instance. Plans indicate that the classrooms are of adequate size and include direct access to the external learning area to allow for the implementation of the 'free flow' learning curriculum. A small number of Year 7 and 8 pupils will also be admitted initially into an additional classroom. New furniture is on order, to be delivered and installed prior to the school opening.
- There are sufficient toilets and washrooms and a medical room which meets requirements for medical examinations, or for use by any pupil who may be unwell.
- Facilities for the preparation of food will, in the first instance, be shared with the existing secondary school. There is sufficient outside space, together with a shared sports hall, for play and recreation. The site is fully secure with boundary fences and secure entry points for vehicles and pedestrians.

Part 6. Provision of information

- The school is likely to meet all the requirements for registration. A campus website, with links to each of the three trust schools on this site, is available to prospective parents and others. A copy of the school's safeguarding policy can be downloaded from the website.
- A school prospectus is also available for all parents and prospective parents. This is in an advanced stage of readiness. The combination of the website and prospectus provide access to all required information for parents.
- Parents will be provided with a minimum of at least one written annual report on pupils' progress and achievement.

Part 7. Manner in which complaints are handled

- The school has produced a fully compliant policy and procedures for the management of any complaints. This is available to all parents.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the requirements of this standard.
- The proprietors have ensured that all the regulations are likely to be met when the school opens. The proprietors and senior managers have a good understanding of the requirements of the regulations.

Schedule 10 of the Equality Act 2010

- The requirements of the schedule are likely to be met. The school has produced a suitable equality plan, together with a three-year plan to increase accessibility.

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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Recommended number of day pupils	180
Recommended age range	4–16 years
Recommended gender of pupils	mixed
Recommended type of special educational needs	Autistic spectrum disorder; severe learning difficulties; profound and multiple learning difficulties.

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

School name	Riverside Primary
DfE registration number	301/2019
Unique reference number (URN)	142133
Inspection number	464383
Inspection dates	8 June 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Riverside Primary School will initially occupy temporary premises on a shared site with Riverside Secondary School and Riverside Bridge School, in the London Borough of Barking and Dagenham. The secondary school is already open on the site. The building to be occupied by the Primary School and the Bridge School is currently under construction as an extension to the secondary school premises.
- The three schools will re-locate to new premises on a brown field site, in the same borough, from September 2016. Work has not yet commenced on this site.
- The Riverside Primary School is sponsored by The Partnership Learning Trust and is due to open on 7 September 2015.
- The school has applied to admit up to 630 boys and girls in the age range four to 11 years. It will admit up to 30 pupils into Reception in its first year.
- Logistical support, including site facilities, finance, human resources, information technology and administration, will be shared between all three schools on the campus.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	630
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's policies for personal and social education, citizenship and the spiritual, moral, social and cultural development of pupils are linked systematically with the early learning goals. These form the basis for the early years curriculum. Pupils will learn the difference between right and wrong and how to make appropriate decisions.
- Plans for circle time and assemblies provide opportunities for pupils to develop social relationships and to understand their place in the school and wider communities. Pupils will be supported to develop their self-esteem, confidence and ability to interact appropriately with their peers and staff. As the school grows and includes older pupils, a school council will be introduced in order to value pupils' voices within the school community.
- Particular attention will be given to the development of pupils' emotional and mental health. These include the study of themes such as the prevention of bullying and discrimination. Plans are in place for the use of story-telling and role play to contribute to the development of pupils' imagination and self-knowledge.
- Attention will be given to the development of healthy lifestyles. These include visits from the school nurse, health workers and other agencies working, at an appropriate level, to enable pupils to stay safe.
- The school shares a common policy for the promotion of British values with other schools on the campus. The school will enable pupils to experience community services in the locality. They will receive visitors from the local emergency services, make visits to the fire station and use the local bus service.
- The school reflects the diverse cultures and beliefs represented in the local area. Pupils will be provided with a range of opportunities to understand and value this diversity. For example, the school will introduce pupils to Asian and eastern European languages, experienced in and around the school.
- Pupils will be enabled to understand other people's needs through working relationships with their peers in the adjacent Bridge special school. Shared theme days will ensure that pupils work together and benefit from visits and activities which illustrate foods, clothing, beliefs and lifestyles from around the world.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The planned curriculum is free from any partisan views, or unbalanced presentation of controversial topics. The campus policy on preventing extremism and radicalisation sets out the school's approach.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all the regulations are likely to be met. The school has produced comprehensive policies including those for safeguarding, staff recruitment, behaviour management, the prevention of bullying and first aid.
- Senior staff have been trained in safer recruitment and the recruitment policy sets out an appropriate set of procedures which have been suitably implemented in staff appointments to date.
- A senior member of staff has been trained, to the required level, to take the lead as designated person for child protection. Firm plans are in place to ensure that all staff are trained in safeguarding during the school's induction training programme which takes place before the school opens.
- Staff with suitable qualifications in first aid, including paediatric first aid, have been appointed. The Bridge special school will work closely together with the adjacent primary school. This work includes the continuous development and implementation of policies and procedures and the use of shared premises and facilities.
- Suitable policies and procedures have been devised for all aspects of health and safety, including fire safety, risk assessment, and recording of incidents, accidents and sanctions. A management information system is in place to record details of any incidents and sanctions, admissions, attendance and routine checks on fire safety.
- Arrangements have been confirmed, in writing, for the production of a suitable premises fire risk assessment before the buildings is occupied.

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

- All regulations are likely to be met. The school has devised and implemented appropriate arrangements for the recruitment of staff and almost all of the small number of staff required for September have been appointed.
- The school has recorded details of all the required checks on staff suitability in a single central register. Checks on the suitability of the directors have also been completed and entered on the register.
- The school does not intend to appoint supply staff at present but leaders are aware of the required checks should the situation change.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations. The temporary premises, to be occupied from September 2015 are under construction. They are being constructed to a high standard, with the intention that they will eventually be used as the location for a local authority primary school.
- The buildings are of modular construction and replicate the style and layout of those on the same site already occupied by the Trust's secondary school.
- Detailed plans for the premises and accommodation were scrutinised and a site visit was undertaken. It was possible to view the standard and suitability of the construction in the adjacent secondary building. The Education Funding Agency is managing the construction and preparation.
- A Reception class will be admitted to the primary school in the first instance. Plans indicate that the classrooms are of adequate size. They include direct access to the external learning area to allow for the implementation of the 'free flow' learning curriculum. New furniture is on order, to be delivered and installed prior to opening.
- There are sufficient toilets and washrooms and a medical room which meets requirements for medical examinations or for use by any pupil who may be unwell.
- Facilities for the preparation of food will, in the first instance, be shared with the existing secondary school. There is sufficient outside space, together with a shared sports hall, for play and recreation. The site is fully secure with boundary fences and secure entry points for vehicles and pedestrians.

Part 6. Provision of information

- The school is likely to meet all the requirements for registration. A campus website, with links to each of the three trust schools on this site, is available to prospective parents and others. A copy of the school's safeguarding policy can be downloaded from the website.
- A school prospectus is also available for all parents and prospective parents. This is in an advanced stage of readiness. The combination of the website and prospectus provide access to all required information for parents.
- Parents will be provided with a minimum of at least one written annual report on pupils' progress and achievement.

Part 7. Manner in which complaints are handled

- The school has produced a fully compliant policy and procedures for the management of any complaints. This is available to all parents.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the requirements of this standard.
- The proprietors have ensured that all the regulations are likely to be met when the school opens. The proprietors and senior managers have a good understanding of the requirements of the regulations although implementation could not be checked in full as the school is not yet open.

Schedule 10 of the Equality Act 2010

- The requirements of the schedule are likely to be met. The school has produced a suitable equality plan, together with a three-year plan to increase accessibility.

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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Recommended number of day pupils	630
Recommended age range	4–11 years
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Rugby Free School
DfE registration number	999/1863
Unique reference number (URN)	1863
Inspection number	464417
Inspection dates	16 June 2015
Reporting inspector	Cathy Morgan

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Rugby Free Primary School is a single site school located within the Central Park development in north Rugby.
- This new school will provide primary education for up to 420 pupils in the age range 4 to 11 years.
- The school will provide places for up to 60 children in three Reception classes in the first year.
- Funding has been awarded through the Knowledge School Trust and the Education Funding Agency for the construction of new school premises which are planned to open on 1 September 2015.
- The school's vision is to focus on the needs of individual children of all aptitudes, abilities and backgrounds to promote a love of learning.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11 Years
Gender of pupils	Mixed
Type of special educational needs	N/A

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations, although implementation could not be seen.
- The school's vision, ethos and policies set out a clear commitment to provide all pupils with an equal opportunity to become confident and successful learners through a wide range of educational experiences.
- These experiences are designed to excite pupils and enable them to be active in learning about honesty, truth and fairness and to extend their understanding of and respect for others. From the Reception year, children will have opportunities to be elected to the school council as part of the school's 'Pupil Voice' policy. They will discuss issues raised in class and raise awareness of democracy, the law and the understanding of right and wrong.
- The school's focus on pupil's spiritual, moral, social and cultural development is strong and is an integral part of the curriculum and of pupils' personal development plans. Interesting topics such as 'Children of the world' are well designed to help pupils to build positive relationships and to understand and tolerate different languages, faiths and beliefs in modern Britain.
- The school's religious education programme includes an 'All that glitters' topic to enable pupils to celebrate and understand the importance of different cultural and religious events. The planned programme of assemblies and visits from the police, air ambulance and RSPCA will provide opportunities for pupils to learn about public institutions in England.
- Pupils will have a range of opportunities to show initiative and contribute positively to the lives of others in the community through their involvement in local projects and charity events. This provision is also designed to develop pupils' sense of self-worth and independence as well as to improve their speaking, listening and thinking skills.
- High standards of behaviour are expected from an early age. The anti-bullying and behaviour policies and procedures are robust and focused clearly on enabling pupils to take responsibility for their actions and make sensible choices.
- The governing body has made it clear, through its policies on teaching, learning and the curriculum, that extreme religious and political views will not be tolerated.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

It is emphasized that pupils, staff, or parents, who express opinions contrary to fundamental British values, will be actively challenged.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- The school's policies and procedures for the safeguarding of pupils take appropriate account of Department for Education guidance and are robust and extensive. There are policies for the management of behaviour, e-safety, the prevention of bullying, allegations of abuse and health and safety, including comprehensive risk assessments for on- and off-site activities and for visitors to the school.
- Both members of the senior management team have been trained to the required level to act as designated lead person on child protection. Child protection training is included in the arrangements for the induction of all staff joining the school from September 2015 and this will be updated annually. Safeguarding arrangements include suitable links with the Local Authority Designated Officer (LADO).
- All parents are invited to attend the school before the start of the autumn term to ensure that they understand and can help to implement the school's behaviour and attendance policies. They are also invited to discuss how they will support their children's learning and behaviour.
- The school will be using an online registration and attendance system which will also be used to log any incidents which will be monitored on a daily basis by senior leaders. Risk assessments are already being carried out by the headteacher.
- Pupils will be able to access toilet facilities, independently, on both the ground and first floors within a secure area. The school has an appropriate policy for the administration of medicines and senior staff have up-to-date training in paediatric first aid. Further members of staff will have first aid training before the school opens.
- The school will occupy new premises when it opens in September 2015. The building will be subject to a full health and safety audit, including a fire risk assessment by a qualified fire safety representative, before the building is handed over by the contractor. Fire evacuation procedures and refuge areas have already been developed. Plans are in place to conduct regular fire drills which will take place each term under the supervision of appointed fire marshals.

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

- The school is likely to meet all the regulations.
- The headteacher and chair of governors are trained in safer recruitment and are members of all staff appointment panels. All required checks on previous employment history, professional and character references and medical fitness are completed for all staff. Additional arrangements are in place for when visitors or volunteers are invited to the school.
- The school's single central register is completed to the required standard. Full details of checks on existing staff are recorded, including checks against the children's barred list and the list of prohibited teachers. Trustees and governors are included in the register. All staff will be required to sign a declaration in relation to disqualification by association as part of their induction process. This will be reviewed annually.
- Suitable arrangements are in place to make additional checks when appointing staff who have been working overseas. The school has no plans to employ agency supply but leaders are aware of the actions to take if the position changes..

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations although implementation could not be seen in full.
- The school will occupy a brand new building within the Central Park development in north Rugby. Progress on the building work is on target for the planned opening in September. The contractor is experienced in education projects and the building is likely to be fully compliant with all relevant standards and sufficient for the needs of the planned number of pupils.
- There is plentiful outdoor space for play and recreation and all external boundaries are to be suitably fenced. Entrances to the school will lead into a reception area with coded entry to restrict access to the rest of the building. Additional fire doors provide emergency exits linked to the fire alarm system.
- There will be a fully equipped medical room for first aid with a sink and hot and cold water, near to a toilet. There are suitable toilet arrangements for pupils and staff with shower facilities on the first floor.
- All the requirements regarding lighting and acoustics are met.
- Arrangements for the provision of hot and cold water, including separate labelled drinking water facilities, meet requirements.

Part 6. Provision of information

- The school is likely to meet all the regulations. The safeguarding policy is on the website.

Part 7. Manner in which complaints are handled

- The school's arrangements and policy are likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The proprietor and headteacher have put in place systems and procedures which ensure that all the school standards are likely to be met. They have a good understanding of what is needed for successful implementation of the school's policies, although implementation at this stage cannot be seen. Pupils' safety is of paramount importance; this is borne out through the full compliance with all the safeguarding standards and the good attention to rigorous welfare, health and safety procedures.

Schedule 10 of the Equality Act 2010

- A suitable accessibility development policy is in place which covers access to the curriculum, information and premises.

Statutory requirements of the Early Years Foundation Stage

- All the statutory requirements for the Early Years Foundation Stage are met.

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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Recommended number of day pupils	420
Recommended age range	4-11 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	Sidney Stringer Primary Academy
DfE registration number	331/2016
Unique reference number (URN)	141938
Inspection number	464387
Inspection dates	9 June 2015
Reporting inspector	Deborah Sanders

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Sidney Stringer Primary Academy is to be located on the same site as the existing secondary academy and, for the first year, will be housed, in temporary accommodation, within the sixth form building. As a new academy, it wishes to admit pupils aged 4 to 11 years.
- The new primary academy is part of the Sidney Stringer Multi-Academy Trust. The executive principal of the secondary academy will also be the principal of the primary provision.
- The academy will provide places for 60 children, in two Reception classes, in the first year. The intention is that provision for these children will relocate to the permanent site in September 2016. Work is due to start on that building in September 2015. Funding has been awarded through the Academies Funding Agency for refurbishment of part of the premises which will be used for the first 12 months.
- In the temporary premises, pupils will have access to a dedicated outside space, as well as the use of the secondary school sports hall and indoor theatre. Meal will be provided in the main school building.
- The academy's vision is to provide an outstanding primary school for parents and children in the local area. The leaders plan to improve the future lives of the pupils and to work closely with the community to achieve this. Their aim is for pupils to make exceptional progress through the highest quality teaching and support.

Information about the registration

The school is seeking registration as an academy for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The academy is likely to meet all the regulations, although implementation could not be seen.
- The academy's aims and values, and its strong spiritual, moral, social, health and citizenship programmes put pupil's personal development and academic progress at the centre of all its work.
- The academy's policies set out a clear commitment to provide equal access to a full range of educational experiences. These experiences are designed to develop a sense of self worth, develop independence and responsibility and improve pupils 'earning and performance, enabling them to learn with others and develop their speaking, listening and thinking skills'.
- Subject planning shows details of how pupils' spiritual, moral, social, and cultural development will be a central part of everyday life and planned into a personal development calendar. In this context, events like Armistice Day will help children to understand the importance of commemoration. A planned anti-bullying week aims to reinforce the academy's ethos and support pupils to recognise and challenge bullying behaviours. The programme is planned to demonstrate that events have a meaning and to help pupils to understand the importance of such events.
- Pupils will be able to set up their own School Council, to ensure that all children have a voice. They will discuss issues raised in class and raise awareness of democracy, the law and the understanding of right from wrong. A programme of visits will help pupils to learn about public institutions in England. Visits to different places of worship are also planned, including churches, synagogues and mosques, to enable pupils to deepen their understanding and tolerance of different faiths and beliefs in modern Britain.
- High standards of behaviour are expected. Through its detailed policies and procedures, the academy's focus is clearly on pupils learning to take responsibility for their actions and how to make safe and moral choices.
- The governing body has made it clear, through its policies on teaching, learning and the curriculum, that extreme religious and political views will not be tolerated.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

It is emphasised that any work around faith or politics must always be balanced and non-contentious.

Part 3. Welfare, health and safety of pupils

- The academy is likely to meet all the regulations.
- Suitable policies and procedures are in place for the safeguarding of pupils. There are policies for the management of behaviour, e-safety, and prevention of bullying. Health and safety policies include comprehensive risk assessments for on- and off-site activities. The behaviour policy details the procedures for rewards and sanctions.
- All members of the senior management team have been trained, to the required level, to act as a designated lead person on child protection. Child protection training is included in the arrangements for the induction of all new staff. Safeguarding arrangements include suitable links with the Local Authority Designated Office (LADO).
- The academy will be using the Multi-Academy Trust data protection system to log any incidents. This information will be monitored on a daily basis by the headteacher and executive principal.
- The academy intends to implement a strict attendance policy that has rewards and sanctions to ensure that pupils attend school during term time.
- Risk assessments will be carried out by using an online tool which allows staff to record off-site trips and also has a quality standard for recommended safe sites.
- Children will be able to access toilet facilities on the first floor, within the safe environment of a secure area, as well as portable toilets in the play area on the ground floor so that they are able to develop independence.
- The building is very new and therefore a health and safety audit of the premises has already been completed together with a fire risk assessment. A monitoring log is in place to check fire equipment, fire drills and evacuations procedures, as well as ensuring that there is emergency lighting and routine external contractor maintenance visits. The academy intends to have regular fire drills which will take place each term and fire marshals have been appointed.
- The academy has provided an appropriate policy for the administration of medicines and all staff will have up-to-date training in paediatric first aid.

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

- The executive principal and the headteacher have been trained in safe recruitment procedures. All checks on previous employment, professional and character references and medical fitness are completed for all staff.
- A single central register is in place, completed to the required standard. Full details of checks on all staff are recorded, including against the children's barred list and the list of prohibited teachers. The register includes the trustees, and the governors.
- All staff will be required to sign a declaration in relation to disqualification by association as part of their induction process and this will be reviewed annually.
- Overseas checks have not been required for any staff and there are no agency staff currently employed.

Part 5. Premises of and accommodation at schools

- The premises consist of two large classrooms on the first floor of a newly-built self-contained sixth form building. There is also an office and space for toilets. The area will be secure and for the sole use of the primary school. Access to the academy will be by a separate stairway.
- A suitable medical room is available in the main academy building across the road, which is staffed by a paediatric-trained nurse throughout the school day.
- There are suitable arrangements in place to provide the required amount of toilets on the first and ground floor, appropriate for the age of the children and for their sole use. Staff toilet facilities and a staff room are available in the main building.
- All the requirements regarding lighting and acoustics are met.
- Arrangements for the provision of hot and cold water, including labelled drinking water, meet requirements.
- There is a separate outdoor space for play which is mostly covered and will house a portable cabin for children's toilets.

Part 6. Provision of information

- The provision is likely to meet all the regulations. The safeguarding policy is on the academy's website.

Part 7. Manner in which complaints are handled

- The academy is likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- Senior leaders are well qualified and experienced and have a complete understanding of the independent school standards; all regulations are likely to be met.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place which covers access to the curriculum, information and premises.

Statutory requirements of the Early Years Foundation Stage

- All the statutory requirements for the Early Years Foundation Stage are likely to be met.

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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Recommended number of day pupils	420
Recommended age range	4-11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college

School name	South Devon University Technical College
DfE registration number	878/4017
Unique reference number (URN)	141749
Inspection number	464448
Inspection dates	29 June 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed South Devon University Technical College is to be located in Newton Abbot, Devon. The college is sponsored by the South Devon UTC Trust. The college is due to open on 7 September 2015. There are currently 89 students on the roll for entry in September 2015. During the first term the college will be located in temporary accommodation in the offices of Teignbridge District Council. The college has applied to be registered to admit up to 600 boys and girls in the age range 14-18 years. It will admit students into Years 10 and 12 only in its first year of operation. None of the students recruited to date has a statement of special educational need or an education, health and care plan.
- The college will be non-selective and will admit students with special educational needs. The college is aiming for 'an expectation of ambition, high standards and excellence at every level'. It seeks to base learning on a culture of traditional values, including 'determination, resilience and professionalism'. The college will focus on developing students' employability skills and will offer 'an engaging, innovative and integrated curriculum specialising in science and engineering'.

Information about the registration

The college is seeking registration as a university technical college for:

Number of day pupils	600
Age range	14-18
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The college is likely to meet all of the regulations, although implementation could not be seen.
- The college's behaviour and anti-bullying policies and procedures set out a framework within which students will be encouraged to display socially responsible behaviour, and hold an expectation of consequence for both positive and negative actions.
- The college's policy for the spiritual, moral, social and cultural development of students sets out a vision for students to develop the personal qualities required to become responsible citizens in British society. The provision provides for students to learn about other faiths and cultures. They will be taught to distinguish between right and wrong and the moral codes of their own and other cultures.
- Opportunities will be provided through an assembly programme and a dedicated weekly social, moral, spiritual and cultural programme to learn about British values of democracy and the rule of law, including civil and criminal law. The college intends to take advantage of its proximity to Teignbridge Council's debating chamber to highlight the importance of democratic values. Student-voice meetings will also provide students with regular opportunities to participate in a democratic process. A house system, based on a business model with students taking the position of chief executive, scientific leader and engineering leader, has been designed. It is intended that this will mirror the workplace and give students the opportunity to assume leadership responsibility and to collaborate effectively as part of a team.
- Students will be involved in a range of charity work aligned to the curriculum. Water Aid is the nominated charity for the first year. Planned community activities are particularly enterprising. These will provide students with the opportunity to act as local consultants and monitor green energy projects. For example, advising on cost savings that can be made through improved building insulation in areas of social deprivation.
- Local employers will enable students 'to solve current problems in science and engineering through Challenge Projects'. An affiliation to the Royal Navy will provide opportunities for wider projects. All students will be encouraged to take part in the Duke of Edinburgh Award Scheme. The overall aim is to accelerate the

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

students towards being work ready, and to heighten their social awareness and capacity for service in the community.

- The proprietors are committed to ensuring that all lessons, including provision for students' personal development, are free from partisan political or religious views. When any political issues are discussed, a balanced view will always be presented.

Part 3. Welfare, health and safety of pupils

- The college is likely to meet all of the regulations, although implementation could not be seen in full.
- All the required policy documents have been produced, including carefully considered policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The wording in the college's safeguarding policy that refers to procedures following the dismissal of a member of staff is inconsistent with the most recent statutory guidance.
- Senior staff have been trained in safer recruitment and the principles have been applied effectively to the recruitment process to date. Arrangements have been made for the training of all staff in child protection before the college opens in September.
- The designated person for child protection has been trained to the required level. Key staff will be qualified in first aid and training has been arranged. Suitable policies have been prepared for all aspects of health and safety and for fire safety, including fire risk assessments. Fire risk assessments were carried out on the temporary accommodation on 20 June 2015. The college has confirmed that fire risk assessments will be carried out on the new buildings in December 2015.
- It was not possible to visit the new buildings during the inspection. Plans suggest that they will conform to current safety standards and provide secure accommodation for the new UTC.
- Risk assessments for ensuring the safety of college students whilst using public facilities at the Leisure Centre and for the journey to and from the playing fields were not available to be checked.
- Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The college is likely to meet all of the regulations.

- All the required safeguarding checks have been completed or are in the process of being completed for the proprietors and staff appointed to date. These are recorded on a suitable single central register. Checks are being completed and entries on the register updated as new staff are appointed.
- The college does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- In the temporary accommodation there will be provision for sick students and medical examinations. There are sufficient washrooms and toilet facilities. Water supplies meet safety standards and students will have access to drinking water. Showers and changing facilities will be available at the Leisure Centre and South Devon College, which will be used for physical education. Students will be supervised at all times in these places. Risk assessment for the use of the Leisure Centre was not available, therefore could not be evaluated.
- South Devon College will be responsible for catering. There will be space for recreation, which will be adequately supervised. A great deal of thought has gone into making the temporary accommodation secure and separate from the public business of Teignbridge Council.
- The new college premises will be ready for occupation in January 2016. The Education Funding Agency is managing the preparation and refurbishment process on behalf of the Trust. Building work is underway but access for this visit was not possible. Detailed plans for the premises and accommodation were scrutinised. The building is likely to meet all requirements, including provision for sick students and medical examinations. There will be appropriate facilities for the preparation and serving of food on the college site.
- The new premises are being purpose-built for the planned curriculum. The college intends to offer a breadth of sporting opportunities. A sports hall is incorporated in the plans and there will be sufficient outside space for recreation. Playing fields are located nearby. Staff will take students to the fields and they will be supervised at all times. Risk assessments for this off site activity were not available to the inspectors and their veracity could not be checked.
- Plans for the buildings indicate that classrooms are of adequate size and more than sufficient in number for the planned intake of 600 students. Furniture, which meets safety standards, has been acquired for the temporary accommodation and will be transferred to the new buildings. Additional furniture and equipment has been ordered. There are sufficient washrooms and toilet facilities. Water supplies, including regulated hot water and labelled drinking water facilities, are likely to

meet requirements. Showers and changing facilities will also be provided. Lighting and acoustics are planned to meet required standards.

- The buildings and access points to the grounds are likely to be fully secure.

Part 6. Provision of information

- The college is likely to meet all of the regulations.
- The required information for prospective parents and others is already provided either on the college's website or in printed format. The college's policies, including the safeguarding policy, have been uploaded to the college's website.
- The college intends to provide six data reports to parents each year. The final version will include the annual report. Face-to-face meetings with parents will be arranged once a year, and there will be additional 'settling in' meetings for parents of new students.
- College leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The college is likely to meet all of the regulations.
- The procedures for handling complaints are clear and comprehensive.

Part 8. Quality of leadership in and management of schools

- The college is likely to meet all of the regulations.
- The headteacher has in-depth experience and expertise, including substantial experience as an engineer prior to moving into teaching.
- The trust and the headteacher have put in place robust systems and procedures so that the independent school standards are likely to be upheld consistently.
- The trust and the headteacher have a very good understanding of what is needed for successful implementation of the college's policies. Students' well-being is of paramount importance. This is borne out through the college's rigorous compliance with safeguarding standards, and with welfare, and health and safety procedures both for the short term in the temporary buildings, and for the long term in the new premises.

Schedule 10 of the Equality Act 2010

The college recognises the need to make a commitment to providing equality of access for disabled students and has produced the required three-year plan to increase accessibility.

Advice to the Secretary of State for Education

Overall outcome	<p>The college is likely to meet all the relevant independent school standards when it opens provided that:</p> <ul style="list-style-type: none"> ■ the wording in the safeguarding policy is compliant with statutory guidance <i>Keeping Children safe in Education March 2015</i> offered on pages 30 paragraph 81 ■ the college provides the Department of Education with suitable risk assessments covering the procedures for the use of the public Leisure Centre and the arrangements for travel to and from off-site playing fields.
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Recommended number of day pupils	600
Recommended age range	14-18
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

Advice note for a pre-registration inspection of a university technical college

School name	South Wiltshire University Technical College
DfE registration number	865/4005
Unique reference number (URN)	141964
Inspection number	464449
Inspection dates	23 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The South Wiltshire UTC is being established on the site of the former police station in Salisbury, Wiltshire. The refurbishment and extension of the buildings are proceeding at a good pace and the accommodation is well on schedule to be completed by August 2015.
- The school is to be run by the South Wiltshire UTC Trust, whose members include the University of Southampton, Public Health England, Salisbury NHS, QinetiQ and the 43 Wessex Brigade. The trustees have applied to be registered to admit up to 600 boys and girls in the age range 14 to 19 years.
- The school is due to open on 1 September 2015. It is likely to admit up to 108 students in Year 10 and 90 students in Year 12 in its first year and grow to capacity by September 2020.
- The school will be non-selective. Disabled students and those who have special educational needs or those with an education, health and care plan will be admitted.
- The school aims to 'offer a whole new way of learning to launch students' careers as a scientist or engineer'.

Information about the registration

The school is seeking registration as a university technical college for:

Number of day pupils	600
Age range	14–19
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims to provide them with the skills and understanding they need to be active and responsible members of a democratic society. They will not only learn about their rights and responsibilities but also develop a sense of duty and commitment to helping others. In addition, they will pursue further training and careers with local employers, an area where the British military has a significant presence.
- The school's provision aims to develop students' awareness of local, national and global issues and demonstrate to them how, as scientists and engineers, they can make a positive and valued contribution. Students will be helped to develop their self-confidence, self-esteem and self-knowledge as they enter adulthood and continue their education, training and employment. The school's strong links with businesses and industries that have a world-wide as well as local presence will provide many opportunities for them to consider what it means to be citizens in the modern world. Key elements will include promoting judgement, resilience, courage and respect, while demonstrating integrity and compassion.
- The school's behaviour and anti-bullying policies reflect the school's aims of developing students as individuals and in a professional business environment. The school's expectations are high. The rewards and sanctions are proportionate to the age of the students and context of the school and its work.
- Students will develop their knowledge and understanding of different faiths and beliefs as they study family life, social responsibility and race and discrimination. They will be encouraged to explore and share their personal values and beliefs as they work with school staff and mentors from the business and industries with which they are working. This will help them to strengthen their understanding and respect for the diversity of alternative viewpoints and cultures.
- The school's intended programme for students' personal, social and health education covers such topics as: distinguishing between right and wrong and making the right choices when faced with difficult decisions; promoting respect and understanding for the diversity of beliefs and opinions; developing appreciation of the needs, interests and feelings of others; and providing

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

meaningful links with the world of work and the wider community through applying skills from across the curriculum in students' daily lives.

- The school has drawn up a programme of six overarching topics to be covered in each year. They will develop students' understanding of keeping healthy, dealing with physical and mental health issues and the value of regular exercise. Students will pursue a programme of sex and relationships education which will include assertiveness skills and issues around consent.
- Students will develop their understanding of civil and criminal law, learn about the role of public institutions and services in England, and become familiar with the military traditions which may influence their working lives. They will develop an appreciation of democracy, freedom of speech and individual liberty in the United Kingdom and Northern Ireland, compared with other places in the world. Visits and presentations from specialist speakers will be a key part of the provision.
- Senior leaders recognise that many students may have a limited experience of a wide range of different faiths and ethnic groups. They plan for students to visit places of worship and other communities to widen their experience of different faiths and cultures at first hand. Leaders also recognise that students' awareness and understanding of the dangers of extremism and radicalisation need to be developed in the context of the area and their specialisms to help prepare them for the next stage of their education, training and employment.
- Students will participate in a number of business-linked community projects, including fund raising. The school's planned programme for economic education will provide students with guidance for gaining employment, managing money, parenthood and living independently.
- The school has taken steps to ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Guidance for staff makes it clear that, where any political issues are discussed, a balanced view is always presented.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met. Implementation could not be seen in full.
- All the required policy documents have been produced and are available for scrutiny. These include detailed and comprehensive policies for safeguarding, safer recruitment, positive behaviour management, anti-bullying and first aid. All these policies have been approved by the governing body and are duly signed and dated.
- The designated lead for child protection is trained to the required level. Another senior leader will undertake the higher-level training before the first students arrive at the school in September, and others will be trained at this higher level

after the school opens. The training of all staff in child protection is firmly scheduled as part of the induction programme before the first students arrive in September. Staff who are appointed at a later date will be individually briefed on child protection procedures as part of their induction. Senior leaders plan to hold refresher training in basic child protection procedures annually.

- All senior staff are trained in safe recruitment. The school's policy for making appointments is adhered to rigorously, with all references being double-checked. All the required checks are made on staff prior to their appointment and these are systematically recorded on a single central register.
- The school has already appointed staff trained in first aid and they will have responsibility for students' well-being from when the school opens. Training will be provided for additional staff as the school expands. The first-aid policy complies with requirements; it includes advice about calling for medical help and for dealing with spilt body fluids.
- Any incidents of serious misbehaviour will be logged on a secure electronic recording system. Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.
- The school's partner institutions, in particular Public Health England, have helped senior leaders to draw up suitable policies for all the required aspects of health and safety, including making risk assessments. The school has established rigorous procedures for taking action to reduce any risks identified in these assessments.
- The contractors will be providing the school with confirmation of compliance with the relevant building regulations, including a signed-off fire risk assessment. The school is aware that the Department for Education will need to be informed when this has been issued.

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

- The school is likely to meet all of the regulations.
- All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are systematically completed and entries made on the register updated as new staff are appointed. The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.
- The school has made the required checks on the members of the trust and recorded these appropriately.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school will open on 1 September 2015. The premises are being completed and furnished to accommodate the maximum number of students sought from the outset.
- A range of teaching rooms and spaces include laboratories and workshop facilities. Plans show that all the teaching rooms will be fully equipped, well lit and maintained to a high standard. Furniture and fittings have already been ordered and are starting to be delivered as the fitting-out of rooms has already begun. The school's partners have taken a particular interest in helping senior leaders to design the layout of laboratories and workshops so that students' transition to work-place settings will be significantly enhanced.
- The premises are likely to be secure. Some facilities will be available for the general public after school hours and at weekends; suitable security measures are being installed to prevent unauthorised access to other areas of the school.
- A generous number of student washroom facilities are available on each floor. There are suitable facilities for staff, visitors and disabled people. Showers and changing rooms are provided for students using the indoor and outdoor sports facilities. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water throughout the working day.
- There are suitable arrangements planned for medical examination or treatment for students who may be ill. There is sufficient outside space for students' recreation. An all-weather multi-sport area is being constructed on the site and playing fields are available a short distance away.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- The school's website is likely to include all the required information for prospective parents and others.
- The school's safeguarding policy is provided in full on the website and other policies are available or signposted in accordance with requirements.
- The school intends to provide regular written reports to parents, who will also be able to monitor their children's progress electronically. School leaders are familiar with the requirements to provide specified information to local authorities, and to publish reports and other information, as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The school's complaints procedures are clearly outlined. Provision is made for a panel hearing, if required, and for the required production and distribution of recommendations arising from the processing of a complaint.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The school's senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being.
- The school's safeguarding policy has been updated to include the latest guidance provided in *Keeping Children Safe in Education (March 2015)*.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders are clear about their responsibilities for improving access to the premises, the curriculum and to information.

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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Recommended number of day pupils	600
Recommended age range	14–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Space Studio
DfE registration number	313/4003
Unique reference number (URN)	142126
Inspection number	464429
Inspection dates	12 June 2015
Reporting inspector	Paul Metcalf

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Space Studio West London plans to open in September 2015 as a mixed non-denominational studio school for students aged 14 to 18 years. The school is intending to focus on science and mathematics, working with local, national and international organisations such as the National Space Centre, the European Space Agency, the UK Space Agency and the aerospace industry based in and around neighbouring Heathrow Airport. The school is sponsored by the Aspirations Academy Trust which operates another studio school in Banbury. The school is being housed on the site of a former job centre which is being extensively refurbished. In September 2016, it is intended that the school will move to new purpose-built and specialist accommodation adjoining the site of a highly successful academy in Feltham which is also part of the Aspirations Academy Trust. In the first year, the intention is to open with 150 Year 10 and Year 12 students with a further 150 students joining the following year to create a school of 300 students. To date, 85 students have been registered for enrolment. The school will offer a broadly academic curriculum focused on science and mathematics.

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The scheme for spiritual, moral, social and cultural development of students is intended to contribute to students' development of self-knowledge, self-esteem and self-confidence. Rewards and sanctions are suitably addressed through the behaviour policy with an appropriate focus on rewards to encourage and sustain good behaviour, independent learning and positive achievement.

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Citizenship programmes will include a focus on politics, justice, finance and the British constitution. Students will learn about English public institutions, with visits and visitors contributing to their learning. The school will actively promote fundamental British values through project-based work such as exploring the advantages and disadvantages of a democracy and how the law works in Britain. Planned provision to promote students' appreciation of other cultures and beliefs includes a Year 10 project on similarities and differences in cultures in conjunction with a studio school in Rye. The project will culminate in a manifesto of rights for all human beings. The proprietors have ensured that the planned curriculum is free from partisan political or religious views and that any political issues are presented in a balanced way which acknowledges a range of opposing views.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations. All the required policy documents have been produced including those for health and safety, behaviour for learning, educational visits, equal opportunities, work placements and safeguarding. The safeguarding policy confirms the schools' commitment to 'safeguarding the welfare of our pupils and to providing a safe environment with robust systems to ensure the safety and healthy development of all our pupils'.
- The principal is the school's designated safeguarding lead officer and he has received recent and appropriate training for this role. The school has identified a number of trained first aiders and provided additional training for other staff. The school has arranged additional training for staff covering safeguarding, child protection, fire safety and first aid prior to the school's opening.
- The principal and the director of human resources have received suitable safer recruitment training and safer recruitment practices have been applied to the selection of all staff to date. Policies have been prepared for all required aspects of health and safety and rigorous risk assessments have already been carried out for a range of educational visits. A fire safety risk assessment has been carried out at the temporary accommodation so that requirements are likely to be met. Admission and attendance registers will be maintained electronically. An equal opportunities policy and a detailed accessibility plan have been written.

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

- The school is likely to meet all of the regulations. All the required safeguarding checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register. Checks are completed and entries on the register updated as new staff are appointed. The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations.
- The school will be temporarily housed on the site of a former job centre which is located opposite Feltham station. The accommodation will comprise of four classrooms and two large open learning spaces including an exhibition space. A school hall, dining space and a fully equipped kitchen are already in place. The ground floor has suitable access for those with disabilities and a medical room with a hand wash basin has been identified for medical examinations or for students who may be ill.
- Physical education and aspects of science will be provided off site at a partner academy in Feltham with suitable changing facilities and science laboratories. There is an adequate number of staff and student toilets, and sufficient space for safe outdoor play. Due regard has been given to health, safety, access and security of the site. The buildings and access points to the grounds are fully secure. Suitable furniture, fixtures and fittings have been ordered and the premises are likely to meet the requirements for heating, lighting, ventilation, decoration and flooring. Water supplies, including safely regulated hot water and a labelled supply of drinking water, will be available.
- The new building, which will open in September 2016, will comprise four classrooms, three science laboratories, an information technology room, an engineering workshop and other flexible learning spaces for project-based work.

Part 6. Provision of information

- The school is likely to meet all of the regulations. All the required information for prospective parents and others is provided either on the school's website or available in printed format on request. The school's safeguarding policy is included on the website along with policies on admissions, behaviour and complaints. The school intends to provide written reports to parents twice a year. Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations. The procedures for handling complaints are clearly set out with clear timescales and detailed procedures and practices.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations. Leaders demonstrate a very good awareness of the required regulations and responsibilities. They have a strong focus on the safety and well-being of students.

Schedule 10 of the Equality Act 2010

The school's 'Equal Opportunities Policy' confirms the school's commitment to achieving a working environment where equality and diversity are recognised encouraged and valued. The accompanying accessibility plan endorses the school's commitment to ensure accessibility as well as access to the curriculum and to resources.

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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Recommended number of day pupils	300
Recommended age range	14-18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Temple Learning Academy
DfE registration number	383/4068
Unique reference number (URN)	141883
Inspection number	464428
Inspection dates	17 July 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹
- The inspector considered a wide range of documentary evidence, including detailed refurbishment and new build plans. Discussions were held with the Executive Principal, Principal, Chair of the Governing Body and Building Project Manager. A tour of the school's building site was conducted.

Context of the school

- The proposed school is to be located in part refurbished and part new build premises in Halton Moor, a few miles from Leeds city centre. The premises were formerly used as a sports centre. Some of these premises are to be demolished and replaced by a newly-built extension. Sections of the premises are closed off and the initial set of classrooms and other areas are currently at an advanced stage of refurbishment. The architect's plans provide full details of the new building that will eventually be established and connected to the refurbished building.
- The school aims to be operating from the refurbished building from 7 September 2015. The school intends to open with classrooms for Reception only. When the new accommodation is completed other year groups will join. A carefully staged build up of year groups is planned and it is expected that all year groups will be on the academy's roll by September 2021 although this could occur earlier. The school intends to open the new building in September 2016.
- The school's refurbished premises are at an advanced stage in terms of completion in readiness for the initial intake of pupils. When the whole school is up and running, it will admit boys and girls aged between 4 and 16 years, some of whom may have special educational needs or education, health and care plans. Initially, in the year from September 2015, the premises will have a maximum capacity of 60 boys and girls. Once the whole school is completed, the premises will have a maximum capacity of 1,020 pupils.
- The school will accept pupils from different cultural and religious backgrounds and will admit pupils from different faiths, or no faith. Its aims include 'To provide nothing but the best for each of our pupils so all can experience success, make a positive contribution to the school community and go on to become responsible, independent members of society. Their achievement is our reward'.

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

- The Education Funding Agency, the Department’s delivery agent, is managing the preparation and building process for the refurbishment and new build on behalf of the proprietors.

Information about the registration

Temple Learning Academy is seeking registration as a free school for:

Number of day pupils	1,020
Age range	4–16
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all the regulations, although implementation could not be seen.
- Documentary evidence indicates that the school will provide many opportunities for spiritual, moral, social and cultural development. The school has a clear written policy which provides details of how these areas of personal development will be nurtured. The school intends to implement a nationally recognised programme called SEAL (social and emotional aspects of learning) to support personal development. Other mechanisms include personal, social, health and citizenship education (PSHCE) lessons, assemblies and circle times for younger pupils. Schemes of work for the youngest and oldest pupils are very well developed, showing a systematic approach towards helping pupils of all ages to flourish.
- There are clear plans to develop self-awareness and increase self-confidence. For example, the Reception children will be encouraged to move around their learning environment independently and satisfy or develop their sense of curiosity. They will be guided towards developing good levels of care and respect for others, for example through sharing learning resources and taking turns. An early topic for Reception will be ‘Who am I?’ Older pupils will be given opportunities such as

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

leading assemblies, acting as monitors or applying to become activity leaders, prefects, head boy or head girl.

- Moral development will be promoted through the consideration of issues such as behaviour, bullying, racism, human and animal rights and fair trade. Religious education will include stories from Christian and other major world faiths which include a moral dimension. The pupils in each class will develop or help to develop classroom rules by thinking through and discussing right and wrong. This will also help pupils across the school to take responsibility for their own and their classmates' behaviour.
- Pupils will be encouraged to take part in community initiatives such as harvest festival collections, recycling and tree planting in the school grounds and in the wider community. A school choir will also be established and a 'community sing' event will take place frequently.
- The planning also indicates that pupils will have opportunities to develop an understanding of the civil and criminal law in England. For example, older pupils will consider how laws are passed and the role of criminal and county court judges. They will learn about the difference between a criminal offence against the state and a civil dispute. Visitors to Reception will include the police when children learn about 'People Who Help Us'.
- Documentary evidence also indicates that there will be many opportunities for pupils to learn about the public institutions and services in England such as local authorities, emergency services and the postal services. The school has already established a number of community links that will enable visits and visitors to support learning in these regards.
- The school has a detailed written policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions. Opportunities for the pupil voice to be heard are excellent. The school council will operate on several levels and have access to senior leaders and managers including the proprietors. Elections for councillors and the operation of the council are intended to give all pupils first-hand experience of democracy in action.
- Many opportunities are on offer for pupils to learn about different cultures in modern Britain in a way that promotes more tolerance, harmony and understanding between different cultural traditions. Pupils will learn about the major world faiths in religious education and celebrate festivals such as Diwali, Eid and Chinese New Year. Visits are planned to different places of worship such as churches, synagogues and mosques.
- The school provides clear guidance to staff regarding extremist views which are not to be tolerated in the academy. For example, there is guidance on dealing with issues which may arise in the policy on promoting British values. There is also written guidance for staff regarding political matters. These will be covered in a balanced way and particular viewpoints will not be promoted.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations.
- Documentary and other evidence indicate that the required policies are all in place, including for health, safety, risk assessment, first aid and safeguarding.

- The school has a detailed health and safety policy which takes account of all relevant health and safety laws. There is also a clear risk assessment policy in place. This includes details on how the school will identify, rate and manage potential risks effectively at the school and on educational visits.
- Fire safety has been carefully considered and planned for. The school has a suitable fire safety policy and procedures ready to be implemented as soon as it opens. The architectural design of the school has been approved by the local fire and rescue service. The building contractors have started a fire risk assessment which will be updated in due course. Fire safety compliance certification will also be produced. Risk assessments and safety certification in respect of the refurbishment and then the new build will be passed to the Department for Education when each of these building phases are completed and handed over by the contractors.
- The school's first aid policy meets requirements. A number of the staff appointed so far have received accredited training in paediatric first aid.
- The school has a detailed anti-bullying policy in place. It gives much guidance to staff on how to deal with different forms of bullying, including cyber-bullying and that which is racially based. The school has plans to implement an anti-bullying project which focuses on eliminating homophobia-based bullying.
- Robust procedures are in place to ensure the safe recruitment of staff. Senior managers are trained in safe recruitment.
- The school has an appropriate policy for the safeguarding of pupils. This provides clear guidance for staff and governors about their roles and responsibilities. The Principal is appropriately trained as a safeguarding lead and suitable training is also arranged for a deputy before the school opens. All staff appointed so far have received accredited basic training in safeguarding or are booked on courses due to take place before the school opens.
- Admission and attendance registers will be kept as required and the school has prepared suitable electronic formats in these regards.

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

- The school is likely to meet all the regulations.
- All the required checks on the suitability of staff and proprietors, appointed so far, have taken place. These are recorded on a single central register. The school does not intend to employ supply staff but is aware of the requirements if this position changes in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations, although implementation could not be seen.
- The refurbished building and new build are carefully planned to ensure pupils' welfare, health and safety. Arrangements for car parking, the reception of visitors and security are in place.
- The refurbished building comprises of two floors, whereas the new build will comprise of three floors. There will be three lifts to the upper floors in the

premises. The refurbished building includes good-sized areas for teaching and learning. There is also plenty of space for assembly, physical education and play. Fittings, equipment and furniture are all planned and budgeted for regarding the refurbishment and for the new build which will ultimately be connected physically.

- A number of specialist teaching and learning areas are planned for the new build including information and communication technology rooms, art and design, and science.
- The school is refurbishing a large sports hall which has suitable facilities for showers and changing for pupils of secondary school age.
- The school is planning appropriate facilities for the preparation and serving of food.
- Both the refurbished building and new build will have first aid rooms which will include washing facilities and be close to toilets.
- Hot and cold water supplies, including labelled drinking water, are planned for.
- The school will have sufficient toileting and washing facilities. There will be separate facilities for boys, girls and staff as is required. The school will have several toilets and washing areas for disabled pupils.
- Outdoor space will include grassed and other areas. A suitable outdoor area is planned for the Reception classes.
- External lighting will ensure the safety of adults and pupils entering and leaving the accommodation.

Part 6. Provision of information

- The school is likely to meet all the regulations.
- It provides all the necessary information for parents and others in its brochure and linked booklets. The website includes a copy of its safeguarding policy as is required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all the regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the regulations.
- The Principal and Executive Principal are well experienced in primary and secondary headship and they place a strong emphasis on pupils' wellbeing. The proprietors are planning to appoint additional leaders and managers as the school grows.

Schedule 10 of the Equality Act 2010

- The school's equality policy makes a strong commitment to providing equality of access for disabled pupils. A detailed three-year accessibility improvement plan is

in place encompassing the areas of information, the curriculum, accommodation and premises.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all the requirements.
- All staff appointed to work with children in this stage are suitably qualified for their roles and responsibilities.

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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Recommended number of day pupils	1,020
Recommended age range	4–16
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Belham Primary School
DfE registration number	210/ 2006
Unique reference number (URN)	142090
Inspection number	464351
Inspection dates	1 July 2015
Reporting inspector	Paul Metcalf

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Belham Primary School plans to open in September 2015 as a mixed two-form entry school for pupils aged 4 to 11 years old. The school is opening in response to a shortage of Reception and primary school places in the area. It will be a non-selective and fully inclusive community school run by the Dulwich Hamlet Educational Trust.
- Belham Primary School will be housed in the former Bellenden School building, which is presently being upgraded and is due for completion in September 2016. The school will open in September 2015 in temporary accommodation across the road from the new accommodation. In the first year, the intention is to open with 60 children in Reception and 30 pupils in Year 1, with a further 60 pupils joining each year until the school reaches its full capacity of 420 pupils.
- The school will adopt the early years programme in the Reception and will concentrate on the early learning goals. The primary school will use the new primary curriculum to offer a broadly academic curriculum, including English and mathematics. Additional provision will include clubs, covering topics ranging from architecture to engineering and cookery to computer coding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4-11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen. Rewards and sanctions are suitably addressed in the 'Behaviour Policy' which emphasises a values approach to recognising and rewarding good behaviour. The document offers a useful list of characteristics to become a 'Belhamite'. These include kindness, politeness, enthusiasm, consideration and sensitivity as well as the ability to cope with disappointment through the support of other 'Belhamites'.
- The spiritual, moral, social and cultural development of pupils will be carefully tracked through assemblies, circle time and subject areas. Provision will include consideration of 'Big Questions' such as 'Why do countries go to war?' Pupils will be actively introduced to a range of religions and philosophies, including humanism. The school intends to give a focus to the community through including the use of parents to support language workshops. By doing so, the school seeks to highlight and reflect the multicultural nature of the catchment area.
- The school will actively promote fundamental British values through visits to Buckingham Palace and the National Portrait Gallery, as well as local museums and Peckham library. The school will invite speakers, including the police, firefighters, doctors and artists, to talk to pupils about their jobs. The planned curriculum is free from partisan political or religious views and the school is determined that any political issues are presented in a balanced way.

Part 3. Welfare, health and safety of pupils

- Documentary evidence suggests that all regulations are likely to be met. All the required policy documents have been produced including those for behaviour, complaints, equality, safeguarding, health and safety and educational visits.
- The safeguarding and child protection policy highlights that safeguarding is the responsibility of the whole school community. The policy identifies types of abuse and includes sections on child sexual exploitation, female genital mutilation and preventing radicalisation. The policy endorses the school's commitment to providing a safe environment, identifying young people at risk and taking appropriate action.
- The headteacher is the school's designated safeguarding lead officer and she has received recent and relevant training for this role. The induction programme,

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

organised for the start of the term, includes additional training for staff. The programme covers safeguarding, child protection, fire safety and the code of conduct, so that requirements are likely to be met.

- The headteacher and the Chair of Governors have undertaken safer recruitment training. Safer recruitment practices have been applied to the selection of all staff to date. A fire safety risk assessment will take place at the end of August prior to the opening of the school. Evacuation procedures have been considered, so that requirements are likely to be met.
- Five staff have already received recent paediatric first-aid training, including the headteacher and the early years and Key Stage 1 leader. Electronic admission and attendance registers are prepared and their formats meet requirements. An equality plan is available on the website and a written accessibility plan has been formulated. It is due to be ratified by the governors, so that requirements are likely to be met.

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

- The school has been meticulous in the completion of all required checks on the suitability of staff. These are carefully recorded on a single central register. The implementation to date suggests that all regulations are likely to be met. Checks are completed and entries on the register are updated as new staff are appointed to the school. The school does not intend to employ supply staff but is aware of its responsibilities should temporary or supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations. The temporary accommodation comprises two classrooms and a kitchen, with meals brought in from the partner school. There is sufficient space for outdoor play and pupils will go offsite for indoor and outdoor sport, as well as dance. There is an adequate number of staff toilets and separate toilets for boys and girls. There is an adjoining space with a washbasin and toilet that will be used for a medical room should the need arise.
- Careful consideration has been given to health, safety and the security of the site, including a secure entrance with a surveillance camera. The buildings and access points to the school are fully secure. The ground floor has access for those with disabilities. Water supplies, including safely regulated hot water and labelled drinking water, are likely to meet requirements. Suitable furniture, fixtures and fittings have been ordered and the premises are likely to meet the requirements for heating, lighting, ventilation, decoration and flooring.
- The plans for the new building comprise 14 classrooms and specialist facilities for physical education, technology, cookery and music. Plans show ample space for interactive exhibitions. It is intended that the new building will be a focal point for the local community. The community will be encouraged to make use of the facilities outside of school time.

Part 6. Provision of information

- The school is likely to meet all of the requirements for registration. Information for prospective parents and others is provided on the school's website. It is also available in printed format on request from the school. A range of policies including admission criteria, appeals guidance and the complaints policy are available on the website. The school intends to provide regular written reports to parents. Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The policy and procedures for handling complaints are clearly set out with a focus on resolving problems by informal means wherever possible. Detailed procedures and practices as well suitable time scales ensure that the provision is likely to meet all regulations.

Part 8. Quality of leadership in and management of schools

- Leaders demonstrate a very good awareness of the required regulations and responsibilities so that the independent school standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The school's 'Equality Plan' confirms the school's commitment to ensuring equality of education and opportunity for all. It reflects the school's belief that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. The accessibility plan endorses the school's commitment to ensure- provision for all pupils, staff and visitors to the school.

Statutory requirements of the Early Years

- Reception class pupils will follow the Statutory Framework for the Early Years issued by the Department for Education. The proposed curriculum covers the seven areas of learning and is carefully mapped to the early learning goals with a focus on mathematics, literacy and engagement with the community.

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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Recommended number of day pupils	420
Recommended age range	4-11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	The Edge Academy
DfE registration number	330/1111
Unique reference number (URN)	142071
Inspection number	464416
Inspection dates	19 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Edge Partnership, a group of secondary schools in south Birmingham, seeks to establish an alternative provision free school in Northfield, about four miles from the city centre. The school will cater for Key Stage 4 students who are not able to thrive, or keep up with their peers, in mainstream schools. It is likely that students' special educational needs will include social, emotional and mental health; communication and interaction needs; and autistic spectrum disorders.
- The school will eventually cater for 140 boys and girls in the age range 11 to 16 years. It will admit approximately 36 students, from Key Stage 4, on 1 September 2015. Many students will attend The Edge Academy for a fixed period of time, with the aim of re-integrating them back into mainstream education.
- The school's permanent accommodation will not be available until the spring term 2016. In the autumn term 2015, students will follow bespoke programmes provided by Bournville College and South Side Construction at their respective sites. These will be monitored by staff from The Edge, who will check on students' attendance, behaviour and progress on a regular basis. When the school opens, it will continue to use these alternative providers' off-site facilities for motor vehicle maintenance and construction.
- The school aims to 'transform the lives of our pupils, enabling them to make the most of their work, life and social opportunities and plan an effective role in society'.

Information about the registration

The school is seeking registration as an academy school for:

Number of day pupils	140
Age range	11–16
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims to help them live and work as members of the community. They will develop their understanding of taking responsibility as well as exercising their rights. Students will develop their awareness of local, national and global issues, and the benefits of living in a democracy.
- Staff will provide particular support in developing students' self-confidence, self-esteem and self-knowledge, to help them return to their mainstream classes and prepare for the next stage of their education, training or employment. Students will participate in the University of Birmingham's 'Character Education' programme, aimed at supporting their social and emotional development. The school's behaviour and anti-bullying policies promote high expectations for students' conduct in and out of the school.
- School leaders demonstrate a good understanding of the importance of promoting British values and celebrating diversity in modern day Britain. They will ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Staff are guided that, where any political issues are discussed, a balanced view must always be presented.
- The school's programme for students' personal, social, health and economic education (PSHEE) will be delivered through specific topics and woven through subjects across the curriculum. The programme includes themes such as distinguishing between right and wrong; making the right choices when faced with difficult decisions; promoting respect, tolerance and understanding for the diversity of beliefs and opinions of others; and developing an appreciation of the needs, interests and feelings of other people. Direct links with the world of work and the wider community will be made through work-place experience and community projects.
- Students will learn about civil and criminal law, and develop their understanding of the role and work of public institutions and services in England. A particular emphasis will be given to promoting their understanding of keeping healthy, mental and sexual health issues, healthy eating and the value of regular exercise.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school understands its role in protecting students from extremism and radicalisation. Plans to work with local community officers aim to raise students' awareness of the potential dangers they may face.
- Students will learn about how their future lives are framed within a society that values democracy, freedom of speech and individual liberty. Visits out of school and visiting speakers, including presentations about preparing for adult life, will feature in the programme.
- The school will develop students' knowledge and understanding of different faiths and beliefs as they learn about family life, social responsibility, race and discrimination. Leaders anticipate that students will come from a range of different faith and ethnic groups, and some may have limited first-hand knowledge of the wide diversity found in the city. They plan for students to visit places of worship and widen their experience of different cultures.
- Students will have opportunities to discuss and reflect on their personal values and beliefs. They will be supported in developing their understanding of, and respect for, alternative viewpoints and lifestyle preferences. Their economic education will include guidance for securing employment, managing money, parenting and living independently.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met.
- All the required policy documents are in place. These include detailed, up-to-date and compliant policies for safeguarding, safer recruitment, positive behaviour management, anti-bullying and first aid.
- The safeguarding policy reflects the latest guidance, *Keeping Children Safe in Education (March 2015)*, and refers to the local safeguarding children board. The school's website was checked as part of this inspection; the safeguarding policy was available and is compliant.
- Senior leaders, involved in making staff appointments, have been trained in safe recruitment procedures. The school's recruitment policy is compliant and implemented rigorously. A dedicated human resources administrator at one of the trust schools is responsible for ensuring that all the procedures followed. All the required checks are made on staff prior to their appointment. These checks are systematically recorded on a single central register.
- All of the staff already appointed, including the designated lead for child protection, are trained in safeguarding procedures at an appropriate level. Similar training will be provided for those to be appointed from January 2016 as part of their induction programme and before the first students arrive at the new premises for the start of the spring term. Leaders have checked that all staff at Bournville College and South Side Construction are suitably trained and that there

are appropriate safeguarding procedures in place. Any staff appointed after January 2016 will be individually trained in child protection procedures as part of their induction.

- The school's behaviour and prevention of bullying policies reflect national guidance. Rewards and sanctions are proportionate to the age of the students and context of the school. Both policies focus on helping students to improve and take responsibility for managing their own behaviour. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- The first aid policy is compliant. It includes advice about seeking medical help and for dealing with spilt body fluids. One member of staff is trained in first aid and others will be trained following their appointment.
- Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.
- All the required aspects of health and safety are covered by the school's policies. Appropriate risk assessments and the procedures for taking action to reduce any identified risk are established.
- When the new accommodation is completed, the contractors will be providing the school with confirmation of compliance with the relevant building regulations, including fire safety requirements. The school is aware that the Department for Education will need to be informed when this has confirmation has been issued.

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

- All the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are being completed systematically and entries made on the register updated as staff are appointed. While the school does not intend to employ supply staff, leaders are aware of their responsibilities should supply staff be appointed in the future.
- The school has made the required checks on the members of the trust and records these appropriately.

Part 5. Premises of and accommodation at schools

- All the requirements for this standard are likely to be met. The school will open in its new premises in the spring term 2016. As an already recently refurbished building, the work required to convert this for the school's use is relatively straightforward. It will be furnished and equipped to accommodate the maximum number of students sought from the outset. During the autumn term, students

will be placed at established providers; the school will not occupy any temporary teaching accommodation as such. The two senior staff will have offices at one of the trust schools.

- The plans discussed during this inspection visit indicate that a range of teaching rooms, including workshops and practical facilities, will be available to students. The specification indicates that the teaching rooms will be well equipped, well lit and maintained to a high standard. Furniture and fittings are already specified.
- There are likely to be sufficient washroom facilities for students, staff and visitors. Showers and changing rooms will be available for students using the on-site indoor facilities.
- The accommodation and site are likely to be secure. Appropriate arrangements have been included for the medical examination or treatment for students who are ill. There is sufficient outside space for students' recreation. A multi-use sport facility will be available on the site. Other sports facilities, including a swimming pool, are available close to the school and have their own changing facilities. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water during the school day.

Part 6. Provision of information

- All the requirements for this standard are likely to be met. The school's website is likely to include all the required information for prospective parents and others. The school's safeguarding policy is provided in full and other policies are likely to be signposted in accordance with requirements.
- The school intends to provide written reports to parents each year.
- Leaders are aware of the requirements to provide specified information to the local authority in respect of students with statements of special educational needs, and to publish reports and other information as required.

Part 7. Manner in which complaints are handled

- All the requirements for this standard are likely to be met. The school's complaints procedures are clearly outlined in its policy. Provision is made for a panel hearing, if required, and the policy reflects the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the requirements for registration. The school's senior leaders demonstrate good skills and knowledge appropriate to their role,

and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being.

- The safeguarding policy is posted in full on the school's website and compliance was confirmed during the inspection.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	140
Recommended age range	11-16
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	The Fermain Academy
DfE registration number	895/1101
Unique reference number (URN)	141935
Inspection number	464439
Inspection dates	9 July 2015
Reporting inspector	Jonathan Woodyatt

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed alternative provision free school is located near to the centre of Macclesfield in East Cheshire. The proprietor is East Cheshire Youth Achievement Free School Limited. The site is currently used for youth work by different organisations in the area.
- The building has a medium-sized hall at the front and rooms and toilets to the sides of the hall, including a kitchen. Behind the hall are additional rooms located on the ground floor and first floor. The site includes a large car park space at the front and a similar sized space at the rear.
- The existing building and site will be re-developed in three phases. The first phase of building works is taking place over the summer of 2015 and involves refurbishing a number of rooms and facilities, such as toilets and showers, on the site. At this point, the school intends to admit up to 28 students upon opening in September 2015.
- The plans and agreements with the Department for Education's agents make clear that works will begin on 28 July 2015 and the contractors are focused on the school opening by 1 September 2015.
- Phase 2 of the building works will take place between 23 November 2015 and 29 January 2016. In this phase, new rooms will be built to the back of the school, at the ground and first floor levels, as well as a lift to the first floor in order to improve accessibility arrangements.
- Phase 3 will take place between 1 February 2016 and 14 April 2016. This phase involves refurbishing the remaining rooms. All phases of building works are planned to be completed by this time.
- The perimeter of the school is to be secured with suitable continuous metal fencing during Phase 1. Similar fencing will ensure that no unauthorised access can happen down either side of the school. The area at the back will be enclosed for school use only.
- The school intends to admit boys and girls aged between 13 and 16 years, some of whom may have special educational needs and education, health and care plans.

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

- In the first year the school expects to admit up to 28 students. The school intends to have a total of 40 students by the third year.
- The inspector considered a wide range of documentary evidence, including detailed refurbishment and building plans and schedules for the works. He held discussions with the Chair of the Governing Body, the headteacher and the recently appointed deputy headteacher. A tour the building and site were also undertaken.
- The Education Funding Agency is managing the preparation and building process for the refurbishment and new build on behalf of the proprietors.

Information about the registration

The Fermain Academy Alternative Provision Free School is seeking registration as a free school for:

Number of day pupils	40
Age range	13 - 16
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural development. Opportunities are to be provided in citizenship lessons, personal and social and health education, religious education, assemblies, one-to-one staff support, form time, half-day culture days (including visits off the site), innovation days and interactions with the wider community, such as social enterprise events.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Students will learn about democracy through engagement in the school council, youth parliament, other youth groups and community activities. Moral development and understanding right and wrong will be promoted through support for improving students' behaviour and tackling bullying and discrimination.
- Religious education will include studies from Christian and other major world faiths. Plans are in place to visit religious buildings to help students to understand a range of faiths. Plans include visitors attending the school to speak with students.
- The students will devise classroom rules to help them to take ownership and responsibility for each other's behaviour. The planning also indicates that students will have opportunities to develop an understanding of the civil and criminal law in England and of the working of public institutions. The school intends to involve the local Police Community Support Officer (PCSO) in activities.
- The school has a clear, written policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for, and tolerance of, those with different beliefs or traditions. The school fully recognises its role in ensuring no extremist views are tolerated in school. The school's leaders pointed out to the inspector how they have included this approach in their written policies.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations, although implementation could not be seen in full.
- Documentary and other evidence indicate that the required policies are all in place, including for health, safety, risk assessment, first aid and safeguarding. The safeguarding policy gives appropriate guidance for staff and governors about their roles and responsibilities. The headteacher undertook suitable training as a designated safeguarding lead in April 2015 and suitable training is also arranged for the deputy before the school opens. There are nine staff currently appointed who will receive training in safeguarding on 25 August 2015. Arrangements have been made for any further appointments to receive training promptly. Clear procedures are in place to ensure the safe recruitment of staff. One governor is trained in safe recruitment and plans are in place to train other staff.
- An officer from the local Fire and Rescue Service has been approached to carry out the required checks fire safety checks. Arrangements are in place (letter dated 29 June 2015) for the officer to visit as soon as building works have reached the necessary stage of readiness in August 2015. The school's first aid policy meets requirements. Training for all staff has been booked to take place on 24 August 2015.

- The school's anti-bullying policy is appropriately detailed. It sets out what the different types of bullying are and provides steps for staff on how to combat the various forms, including cyber-bullying and prejudice-based bullying. The leaders recognise that their intended cohort of students may have a wide range of needs, such as behavioural, emotional and social difficulties. They have considered how they can manage challenging behaviours, such as by using restraint techniques, in their policies. Consequently, a two-day training session is booked for all staff on 26 and 27 August 2015.
- Admission and attendance registers will be maintained as required and the school has suitable electronic templates.
- The school has a suitable health and safety policy which includes a risk assessment policy. This provides staff with details about the procedures to be adopted to ensure that everyone's well-being is assured. There is clear guidance to staff regarding the nature of potential risks in school and on educational visits. The school is planning for the deputy to attend further training in health and safety this summer.

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

- Documentary evidence shows that all regulations are likely to be met.
- All required checks have been completed for the proprietors and for the nine staff appointed so far and all have been entered on to the appropriate single central record. The school does not intend to employ supply staff but is fully aware of the requirements if this policy changes in the future.

Part 5. Premises of and accommodation at schools

- It is likely that all the regulations will be met.
- The refurbished building and new building aspects have been carefully planned to ensure pupils' welfare, health and safety. Arrangements for car parking, the reception of visitors and security, such as fencing and lockable gates, are in place. Plans indicate rooms dedicated to learning English, science, mathematics, humanities, food technology, construction, hair and beauty and a bicycle workshop. Other rooms are available for general learning activities.
- The school is planning appropriate facilities for the preparation and serving of meals. The building will have a first aid room which will include a washing facility and be close to toilets. Hot and cold water supplies, including a new water heating system, are planned for and are also likely to meet requirements. Drinking water taps will be suitably labelled.
- The plans indicate that the school will have sufficient toilets and washing facilities. There will be separate facilities for boys, girls and staff. The school will have two

toilets and washing areas for disabled pupils once all building work has been completed. The plans include showers for students who undertake physical education on the site. The school also intends to use a number of local sports facilities with suitable facilities (risk assessments for these are in place).

- Outdoor space will include landscaped and hard-standing areas, created as part of the works to the building, for outdoor play. The school has access to a field adjacent to the site for physical education; appropriate risk assessments are in place for this.

Part 6. Provision of information

- The school is likely to meet all of the regulations. The school provides all the necessary information for parents and others in its prospectus. The school intends to construct a website that will include all required information.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the requirements for this aspect.

Part 8. Quality of leadership in and management of schools

- All of the requirements for this part are likely to be met, including assuring the well-being of students. The headteacher is an experienced teacher and leader.

Schedule 10 of the Equality Act 2010

- The school's equality policy and planning provide equality of access for disabled pupils. An accessibility improvement plan is in place.

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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Recommended number of day pupils	40
Recommended age range	13 - 16
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Isambard Kingdom Brunel Studio School
DfE registration number	800/4004
Unique reference number (URN)	142127
Inspection number	464451
Inspection dates	8 July 2015
Reporting inspector	Sue Rogers

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Isambard Kingdom Brunel (known as IKB) School is to be a studio school, administered by the Wellsway Academy Trust. The trust seeks to promote local educational choice through a diversity of school character and age range. The school's local governing body will be responsible to the trust board of directors and the chair will represent the school on the trust board.
- This mixed gender school, for up to 300 pupils, aged from 14 to 19 years, intends to focus on science, technology, engineering and mathematical subjects, with a clear emphasis on employment and career pathways. As a studio school, its aim is 'to ensure that pupils learn in the real world through working in projects designed to reflect genuine situations and through weekly placements with businesses'. The school already has access to over 1,000 businesses able to offer links, support or work experience. Key links have been established with five work experience partners. Business partners are represented on the school's governing body. Pupils wishing to study subjects not offered at IKB will be able to join classes at the Wellsway School.
- A brand new building is being erected on the Wellsway School Campus. A separate entrance is intended to ensure that the school will have its own identity, but there will also be the benefit of access to the high quality facilities already available to the schools on the site. The new building is scheduled for completion in February 2016.
- Whilst the school is under construction, the studio school is being managed from offices in the Wellsway School with support from administrative staff there. A disused gymnasium and surrounding buildings are being converted to provide temporary accommodation for the school, so that it can open in September 2015. This refurbishment is due to be completed by 17 August 2015.
- Leaders intend to open the school with pupils in Year 10 and Year 12, expanding to include Year 11 and 13 the following year. Seventy-four pupils are registered for enrolment when the school opens. The school already has a clear picture of their profiles. All of the required staff, including a headteacher, a director of learning and seven other teachers have already been appointed. An administration officer who will also act as the school's receptionist is already in post.

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

Information about the registration

The school is seeking registration as a studio school for:

Number of day pupils	300
Age range	14-19
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school has planned provision for spiritual, moral, social and cultural development laid out in a specific policy. In addition, teaching for each of these aspects is detailed in subject schemes of work for each year group and on a separate plan for the content of explicit teaching of personal development and school assembly themes.
- It is planned that the school ethos will be based on collaboration, community and developing social skills through projects. Pupils will be expected to learn about acceptable behaviour and deportment both in school and at work. Pupils will be taught how to make applications for their work experience posts and attend selection interviews.
- Moral, spiritual and cultural values will also be explored in relevant situations. Morality, for example, will be supported through the study of themes such as 'integrity' in relation to design of products and behaviour at work. The programme is planned to ensure effective personal development, the ability to distinguish right from wrong and an insight into civil law.
- The spirituality scheme of work includes time to allow pupils to reflect on the wonder of the world and their place in it, to express an opinion and to use their imagination in doing so. Plans for cultural development include comparisons of

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

the use of technology in different parts of the world and the diversity and care of the environment.

- The behaviour policy lays out expectations for high standards of behaviour and clear sanctions in the event of transgressions. Leaders have ensured that the planned curriculum, including provision for pupils' personal development, is free from partisan political or religious views and that, where any political issues are discussed, a balanced view will always be presented. This is made clear in the schemes of work and is also included in the safeguarding policy. The prospectus states that each pupil will have a personal coach 'to form a key link between home, school and work'. Citizenship and British values are also included in the planned schemes of work and assembly plans, with a view to developing an understanding of democracy and mutual respect. There are also plans for pupils to establish their voice and experience democracy early on, as they choose their own school motto.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- All required policies relating to welfare, health, safety and safeguarding are in place, dated, and with review dates scheduled. The safeguarding policy is available on the school's website, complies fully with the latest guidance, referring to *Keeping Children Safe in Education* and *Working Together to Safeguard Children*, as well as the most recent Prevent guidance on tackling extremism.
- Leaders have also established very clear expectations with the school's work experience partners, about what is acceptable in order to keep pupils safe. Anti-bullying and behaviour policies are suitable and thorough. The health and safety policy includes all that is required and refers to on-site and off-site activities and is planned to ensure compliance with the local authority outdoor educational procedures.
- There is a separate first-aid policy that is clear about the qualifications required and appropriate first-aid procedures. The school is able to draw on the expertise of qualified first aiders already on the campus but it also plans to train its own staff. Training has been booked and requirements are likely to be met.
- Planning for fire safety has been in place right from the beginning. Thorough fire risk assessments have been carried out on an ongoing basis on both stages of building. It is anticipated that the final building will comply with new building regulations and that the interim premises will meet all necessary requirements. Final assessments will be implemented at the completion of each stage, so as to meet requirements in full.
- The software to operate electronic admissions registers is in place. The trustees have ensured that members of any staff appointment panel have undertaken

safer recruitment training. There are manual and electronic systems to ensure that they check the previous employment history of staff and facilitate the take-up of references.

- The director of learning will be the designated child protection officer. Both the headteacher and director are part way through the necessary child-protection training. Update training is planned for all staff for the beginning of the autumn term, so that requirements are likely to be met.

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

- The school is likely to meet all of the regulations.
- All required checks have already been completed for the proprietors and for all of the appointed members of staff. Checks are still in process for two recently appointed parent governors. The checks are recorded on a suitable single central register. Entries on the register are updated, as new staff are appointed, and thoroughly referenced against manually completed checklists, attached to a personal file collated for each individual as they are taken on. Leaders are therefore doing all that they can in order to meet requirements. The school does not intend to employ supply staff at the moment, but leaders have access to agencies and robust vetting systems utilised by the Wellsway Trust and will implement these should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The new school is designed around its specialisms. There are up-to-the-minute laboratories, design- technology workshops, technical rooms and a lecture theatre with bleacher seating, as well as general teaching areas and break out rooms. The specifications meet all the regulations, including the provision of suitable toilets and washbasins. Plans incorporate the provision of drinking water, suitably levelled, both indoors and out. Security appears to have been well thought out and every student will have his or her own key pass to enter the building.
- The new building is under construction and detailed project plans, timescales and engineers' specifications show that the new premises are likely to be ready by February 2016. Orders for refurbishment of the temporary building have been accepted. In the main, this involves painting and the construction of some partition walling. Surplus furniture from the Wellsway site is to be utilised until the new building is occupied. The current first- aid room, situated in the Student Support Facility on the campus, is also available to the new school.
- The campus has large grounds and planned landscaping will give unimpeded access to the whole campus, as well as allowing the new school a sense of

identity. There is plentiful outdoor recreational space to be shared by all the students. Pupils at IKB will have use of the existing excellent sports facilities, which include a huge sports hall, outdoor all weather pitches and same sex changing and shower rooms.

- Buildings are being constructed to ensure suitable access for any pupils with disabilities. Medical room facilities are suitable and adjacent to other required facilities. Some meals will be provided by a facility on site, supplemented by food from the Wellsway School kitchen to increase the range of choice. The campus is proposing to provide the whole of its catering in-house from 2016.

Part 6. Provision of information

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- A temporary school website has been in operation and a new school website is under construction. All statutory information, including all expected policies, and a compliant safeguarding policy is already available on the new site. A short overview booklet that was made available to this year's intake is being expanded and redesigned into a school prospectus.
- Student information handbooks and curriculum choice booklets are already available. Regular meetings and annual reports to parents and carers to inform them about their children's progress are listed in the assessment documentation on the website. The school has already taken steps to formulate plans to support two pupils with statements of special educational need.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- There is a detailed complaints policy available on the website, with the required information and time scales. It lists required stages for escalation of complaints if necessary, gives contact details for each stage and makes it clear that parents or carers may be accompanied at meetings if they so wish.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- Leaders and managers in post demonstrate good skills and knowledge and have so far fulfilled their responsibilities effectively. Actions taken to date indicate that they will actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- The school is open to all pupils, including those who have disabilities or special educational needs. There is a trust-wide equality policy covering all the necessary points, cross-referenced and referred to in other policies. Suitable plans for ensuring access for disabled pupils are incorporated into designs for the new school and include all the necessary facilities, including disabled toilets. There is an accompanying three-year plan that covers review and maintenance of disabled access to buildings and facilities, the curriculum and other information.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards.
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Recommended number of day pupils	300
Recommended age range	14-19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of an academy

School name	Kingston Academy
DfE registration number	314/1830
Unique reference number (URN)	1830
Inspection number	464353
Inspection dates	10 June 2015
Reporting inspector	David Young

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Kingston Academy is to be located in the premises of a previous local authority secondary school in the London Borough of Kingston-upon-Thames.
- The school is sponsored by Kingston Educational Trust and is due to open on 7 September 2015.
- The school has applied for registration to admit up to 1,188 boys and girls in the age range 11 to 18 years. It will admit up to 180 students into Year 7 in the first year. There are 139 students registered for enrolment at present.
- The school will be non-selective and will admit students with special educational needs.
- The school aims to be 'a school where aspiration knows no bounds, from which outcomes are outstanding and whose reputation is unparalleled'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,188
Age range	11–18 years
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations, although implementation could not be seen.
- Students will be provided with a daily tutor period during which the focus will be on their spiritual, moral, social and cultural development. The curriculum for this programme includes social and emotional aspects of learning, designed to develop students' self-confidence and to promote the school's core values of integrity, resilience, creativity, generosity and fulfilment.
- An extended day will include a range of individual and social activities designed to ensure that all students take on active responsibility in the life of the school and the local community. Activities will include music, dance, rowing, debating, canoeing, together with visits to museums, theatres and places of worship. A key element of the programme will be the involvement of students in local community events and activities, together with joint activities with other local schools.
- Students will have opportunities to contribute to the local and wider communities, for example through active involvement in a local cycling initiative, contributing to food banks and collecting for their chosen charities.
- Students will have first-hand experience of the democratic process through hustings and elections for heads of house and the student leadership team. Local councillors and the local Member of Parliament are planned to visit the school and involve students in decision-making activities locally.
- Planned visitors to the school will enable students to develop their understanding of economic well-being, healthy lifestyles, self-defence and keeping safe, the role of the local emergency services, and the range of public services which exist in the local community.
- The school has a commitment to the development of British values and a respect for the law, to be implemented through the school's code of conduct, anti-bullying strategies, and study of the criminal justice system, including visits to the county court and visits by staff from the local prison.
- The school student body and staff will be representative of the diverse ethnic and cultural groups within the local community. Plans for the curriculum include event days, for example with a focus on Black history or festivals, designed to broaden

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

students' awareness and respect for the diversity of faiths and cultures in wider society.

- Plans are in place for all staff to be trained in essential aspects of the government's Prevent agenda. The school has a clear written policy statement regarding its commitment to ensure that any controversial issues within the curriculum are approached in a balanced and non-partisan manner.

Part 3. Welfare, health and safety of pupils

- Documentary evidence indicates that all the regulations are likely to be met; although implementation could not be seen in full.
- The school has produced a range of policies and procedures, including those for safeguarding, the management of behaviour, the prevention of bullying, and first aid. The safeguarding policy and procedures have regard to the DfE 2015 guidance documents. Full details are included of the named designated persons for safeguarding and the local authority designated officer (LADO).
- Two senior members of staff have up-to-date training, to the required level, as designated lead persons for child protection. A lead trainer from the local authority is booked to provide child protection training for all staff during the induction week before the school opens.
- A commercial management information system has been installed which provides suitable templates to record incidents, accidents, sanctions, and attendance, together with the admission register.
- The school's operations director has well-defined responsibilities for health and safety, including fire safety. Suitable policies and a fire safety risk assessment have been produced. The risk assessment is being developed further with the building contractor as work on the refurbishment of the premises continues.
- Three fire marshals have been identified and are booked for training with the local authority. The school has a contract with the local authority covering the maintenance and oversight of all facilities and fire safety equipment. A suitable recording system for regular routine checks on fire safety is established.
- Two members of staff have up-to-date training in first aid; additional staff will be trained as the school grows.
- Two senior members of staff have attended safer recruitment training. The school's recruitment policy and procedures include all the required checks

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

- The school's planning for the completion of all required checks on the suitability of staff, and implementation to date, indicate that all the regulations are likely to be met. Procedures include checks against the children's barred list and prohibited teacher checks.

- A suitable single central register has been established and this contains details of all checks completed to date for staff and governors. The school will not employ any supply staff through an agency. The register is updated continuously as any new staff appointments are made.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the regulations.
- The school is to be located in the refurbished premises of a previous local authority secondary school. A site visit was undertaken to view the location and existing buildings.
- Temporary portable buildings are due to be installed on the site to provide all required classroom facilities, for the intake of students into Year 7, in September 2015. The school will also have access to an existing hall for assemblies and for the provision of school meals.
- Physical education and games lessons will take place at a nearby sports hall which includes external sports pitches. Changing facilities and showers are provided at this location. A suitable risk assessment has been completed for the walk between the school and the sports facilities.
- The facilities include specialist teaching areas for practical subjects including science and art. A scrutiny of plans indicates that the requirement for the provision of separate toilets for girls, boys and staff will be met within this provision.
- The temporary premises include appropriate accommodation for a medical room suitable to provide for the needs of any student who may be ill or injured. The room includes a washbasin and is near to toilets.
- The specification for the temporary buildings indicates that they will meet regulatory requirements related to acoustics, lighting, health and safety and students' wellbeing. Drinking water will be available from a suitable number of dedicated drinking water facilities.
- The site will provide adequate, safe space for play and recreation while refurbishment of the permanent premises takes place.
- The first stage of refurbishment of the existing building is due for completion to accommodate students, in Years 7 and 8, in September 2016. A second stage of refurbishment is due for completion by September 2017; this will include the construction of additional accommodation on the same site.
- The Education Funding Agency is managing the refurbishment programme on behalf of the Trust.

Part 6. Provision of information

- The school is likely to meet all the requirements for registration. All the required information for parents and prospective parents is available through a combination of the school website and prospectus. The school's safeguarding policy is available on the website and other policies are made available on request.
- The school will provide a half-termly data report for all parents, summarising progress across all subjects studied. An additional annual written report will also be provided.
- The school is aware of its responsibilities to provide information to the local authority and others as required.

Part 7. Manner in which complaints are handled

- The school's policy and procedures for the management of any complaints are fully compliant with regulatory requirements. These are available to all parents.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the requirements of this standard.
- The proprietors have ensured that all the regulations are likely to be met when the school opens. The proprietors and senior managers have a good understanding of the requirements of the regulations.

Schedule 10 of the Equality Act 2010

- The requirements of the schedule are likely to be met. The school has produced a suitable three-year plan to increase accessibility.

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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Recommended number of day pupils	1,188
Recommended age range	11–18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of an academy

School name	The Langley Academy Primary
DfE registration number	871/2008
Unique reference number (URN)	142173
Inspection number	465538
Inspection dates	9 June and 4 August 2015
Reporting inspector	Fatiha Maitland

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹
- The academy was first visited on 9 June 2015. The initial visit found that there were standards that were not likely to be met for the spiritual, moral, social and cultural development of pupils, together with shortcomings in the provision of welfare, health and safety, the information for parents and carers, and the quality of leadership in and management of the school. The academy submitted policies and procedures and additional information in response to the findings of the initial visit.
- The lead inspector for the follow-up exercise did not lead on the initial visit. During the follow-up exercise, she did not visit the premises. She scrutinised the documentation provided by the academy as well as the evidence received by the Department for Education from the academy. She also checked the academy's relevant policies and procedures. These are made available on the academy's website.
- The information and evidence provided by the academy indicate that it is likely to meet all of the requirements.

Context of the school

- The proposed Langley Academy Primary is to be located in the grounds of the existing Langley Academy Secondary in Langley, Slough. Prior to the construction of a new building, the academy will be housed in temporary modular classrooms which are being erected on the Langley Academy site. The plan is to move into the new permanent building in September 2016. Construction was due to start once final approval was given; this was expected on 1 July 2015. A decision has yet to be made on the location of a new vehicular access to the site.
- The academy is part of the Langley Academy Trust, which is sponsored by the Arbib Foundation. It is due to open on 7 September 2015. The first intake will be for up to 90 Reception pupils. The plan is for the academy to grow each year until the pupils are in Year 6. The longer term vision is for an all-through school on the Langley Academy Secondary site, for pupils from three to 18 years of age.

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

- The academy has applied to be registered to admit up to 630 boys and girls in the age range of four to 11 years, with a further 39 children aged three to four years in the nursery. There are currently 86 pupils registered to start in Reception this September. The aim is to open a 39-place nursery in September 2016. None of the pupils who have registered for enrolment in September 2015 have a statement of special educational needs or an education, health and care plan, but the academy is prepared to give priority to disabled pupils and those with special educational needs.
- The proposed academy's vision is to 'provide a warm, welcoming, inspiring environment that enriches the lives of all pupils, whilst instilling and developing traditional values of integrity, trust, respect for all based on individual responsibility and partnership'.

Information about the registration

- The school is seeking registration as an academy for:

Number of day pupils	669
Age range	3–11
Gender of pupils	mixed
Type of special educational needs	N/A

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The academy is likely to meet all of the standards, although implementation could not be seen.
- The academy's behaviour policy identifies the responsibilities of teachers, senior staff, non-teaching staff, pupils and parents and carers in ensuring good behaviour. The policy and code of conduct for pupils focuses on pupils' moral development through, for example, showing respect for others and understanding the impact of their actions. The policy outlines how good behaviour will be

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

encouraged and rewarded, and identifies the sanctions for misdemeanours. The anti-bullying policy aims to ensure that pupils can learn 'in a supportive, caring and safe environment'.

- Pupils' spiritual, moral, social and cultural development is to be promoted through the general academy ethos and within the range of subjects taught. The academy's curriculum plans include opportunities for pupils to talk about ideas and issues and to listen to others so that they can develop social skills as well as self-esteem and confidence.
- The academy plans to teach pupils about tolerance and respect for others through its ethos, religious education and assemblies. The curriculum plans indicate opportunities for pupils to learn about different cultures and faiths in religious education and assemblies. The academy aims to celebrate different religious festivals as a regular part of the curriculum.
- The academy has a policy on promoting British values which sets out how and where the principles will be taught. For example, it plans to teach about democracy through opportunities for pupils to be elected for various offices such as the school council and eventually for head boy and girl. Pupils will be encouraged to contribute to devising academy rules, such as the class code of conduct.
- The academy plans to teach pupils about the rule of law, through the example of rules in the academy, and to introduce the ideas of civil and criminal law as they get older in personal, social and health education lessons. It is intended to take pupils to places such as the local library, fire station and health centre to teach them about public institutions and services.
- The academy has devised a spiritual, moral, social and cultural policy and procedures for staff and others to follow. Pupils will be given the opportunity to explore social and moral issues and to develop a sense of responsibility. They will be encouraged to participate in debates and discussion, including in lesson time and as part of enrichment activities. Staff will facilitate these conversations and respond professionally, in an unbiased manner to sensitive issues, particularly those of a political nature.
- The academy's policy for performance management includes reference to ensuring that staff's personal beliefs are not promoted.
- Pupils will be taught to respect fundamental British values of democracy. The academy does not promote extremist views, or partisan political views. Visiting speakers will be welcomed to enrich the academy's curriculum. Particular care will be taken to vet the speakers and check whether the views they hold are consistent with the academy's aims and values, whilst reviewing the benefits to

the learning experience and promoting the British values. Pupils will be offered a balanced presentation of views when political issues are brought to their attention.

Part 3. Welfare, health and safety of pupils

- The academy is likely to meet all of the requirements, but implementation could not be checked.
- The initial visit noted that the safeguarding and safer recruitment policies were not fully compliant with the latest guidance. There was reference in the safeguarding policy to the 2013 version of *Working Together to Safeguard Children*, but not to the revised version of March 2015, nor to *Keeping Children Safe in Education* (March 2015). There was no explicit reference to the action to be taken to prevent radicalisation or extremism, although these were referred to in the British values policy, which also indicated that there was a trained 'Prevent' facilitator in the Langley Academy Trust. The safer recruitment policy did not state that additional checks on disqualification by association would be undertaken for staff working in the nursery, although these checks had been carried out for staff appointed for September 2015 (who would be working with children in Reception).
- The follow-up exercise found that the academy had updated its safeguarding policy and procedures to reflect the latest statutory safeguarding guidance. The policy now refers to *Working Together to Safeguard Children* (March 2015) and *Keeping Children Safe in Education* (March 2015). The safeguarding policy also includes clear guidance on safeguarding issues, including child sexual exploitation, female genital mutilation, radicalisation and extremism.
- The safeguarding policy also notes that staff are required to complete the disqualification by association declaration before they are appointed and commence their duties.
- There is a named designated officer and deputy officer for child protection, who are signed up for the appropriate level of training in early September 2015, prior to the academy opening. There is a training session on 2 September for all staff on safeguarding, child protection and first aid. The headteacher and two governors have undertaken safer recruitment training and applied the principles in appointing staff. Two of the appointed teachers for September are booked onto paediatric first-aid training on 3 and 4 September.
- The academy has prepared a range of relevant policies, including behaviour, anti-bullying and first aid. There are suitable policies for health and safety and fire safety.
- The follow-up exercise found that the academy had devised a risk assessment policy, has firm plans to update its policies and procedures and conduct all of the

necessary checks, including those related to fire safety, once the building work has been completed. Therefore, the academy is likely to meet all of the requirements.

- Admission and attendance registers are planned to be maintained electronically and their formats meet requirements.

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

- All of the standards in relation to this part are likely to be met. All the necessary checks have been completed for appointed staff and governors, and recorded on a suitable single central register.
- Entries on the register are ready to be updated as new staff are appointed. The academy does not plan to employ agency supply staff in the short term as they will have staff available to cover for absences. Leaders are aware of the checks that need to be done should the need for supply staff arise in the future.

Part 5. Premises of and accommodation at schools

- The academy is likely to meet all the requirements. However, at this stage, it was only possible to review the building plans, which are Education Funding Agency (EFA) approved, and to see the site where the buildings will be located.
- The temporary modular building for September 2015 will comprise of a single and double block to house three classrooms, an administration room, a hall and a staff room. There will be adequate outside space for physical education and play, fenced in and secure from the rest of the site. The leaders plan to provide a medical room, with ready access to a toilet and washbasin, by partitioning off part of the staff room.
- There is to be a toilet for disabled users in each of the two blocks, which are accessible via ramps. Drinking water will be provided via basin taps and labelled as such. Leaders plan to ensure that the temperature of the water for hand washing is controlled through daily checks by members of the site team. Each of the blocks will have an adequate number of toilets for pupils' sole use.
- The plans for the permanent site indicate appropriate accommodation for the proposed number of pupils. There are sufficient classrooms and additional space for break-out rooms, small-group work, a library, a computing suite and a large hall to be used for physical education and meals. There are planned enclosed secure outside areas for the Reception and Nursery classrooms. The play areas are adequate, although not extensive, but will be enhanced by safeguarded access to other local playing fields. The site will be fully fenced and protected by closed circuit televisions and outdoor lights. The new premises are likely to meet requirements.

Part 6. Provision of information

- The provision is likely to meet all the regulations. The academy's website includes a copy of the safeguarding policy. This complies with the latest safeguarding guidance. All of the other required policies and procedures are made available to parents, carers and others on the academy's website.

Part 7. Manner in which complaints are handled

- The academy is likely to meet all of the requirements. The complaints policy is appropriate.

Part 8. Quality of leadership in and management of schools

- The academy is likely to meet all of the requirements. The proprietor demonstrates good skills and knowledge and has ensured that all of the relevant independent school standards are likely to be met and that the well-being of pupils will be actively promoted.

Schedule 10 of the Equality Act 2010

- The academy's inclusion and equality policies indicate a clear commitment to providing equality of access for all pupils, including those who are disabled or have special educational needs. There is a one-year accessibility plan in place, and the academy has indicated that this will be revised and extended once the building work is completed.

Statutory requirements of the Early Years Foundation Stage

- The academy is likely to meet all of the relevant requirements for the Early Years Foundation Stage.

Advice to the Secretary of State for Education

Overall outcome	The academy is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	689
Recommended age range	3–11 years
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	The Mendip School
DfE registration number	933/7000
Unique reference number (URN)	142118
Inspection number	464408
Inspection dates	12 June 2015
Reporting inspector	Fatiha Maitland

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008¹.

Context of the school

- The proposed Mendip School is a free school. It will be the third school within a multi-academy trust, in addition to Fosse Way School and Hayse Down School. The school is to be situated in Shepton Mallet, Somerset. It is not operating at present, but intends to open in September 2015.
- The school will occupy one part of the existing accommodation in Fosse Way School. The school is planning to use these premises temporarily to accommodate up to 30 pupils from September 2015. Currently, the Fosse Way School is building new accommodation, which is adjacent to the school. This is known as 'Fosse Way School Annex'. This new accommodation will be used temporarily by The Mendip School from January 2016 until July 2016.
- The school aims to move to permanent accommodation in September 2016. It has planned to admit up to 120 boys and girls, aged between four and 19 years. The school will cater for pupils with autistic spectrum conditions and speech, language and communication needs.
- The inspector carried out a scrutiny of documentation and had discussions with the management team of the school.
- The inspector and the management of the school undertook a walk around the temporary premises in the Fosse Way School.
- The inspector also visited the new site at The Showground, Shepton Mallet, Somerset, BA4 6QN. The proposed school is still a playing field. The building work will start in the near future.
- The school aims 'to provide a broad and balanced curriculum aimed at creating an educational experience that prepares pupils for adult life'. The school has no specific religious affiliation.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	120
Age range	4–19
Gender of pupils	mixed
Type of special educational needs	Autistic spectrum disorder; speech, language and communication

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The behaviour, anti-bullying policies and procedures and the programme of personal, social, health, citizenship and economic education all indicate that they are likely to support the personal development of the pupils.
- Pupils will be taught to distinguish right from wrong, to develop a good sense of self-esteem and self-worth and to respect the environment and the rule of law.
- There will be a strong emphasis on promoting tolerance and developing an appreciation of, and respect for, other faiths and cultures.
- Visits to places of interest, support from the school nurse as well as the citizenship programme, will provide pupils with adequate opportunities to gain knowledge and understanding of public institutions and services in England. They will learn to respect the fundamental British values of democracy and to be aware of the importance and workings of the civil and criminal law.
- The school has devised an anti-radicalisation policy to prevent extremism in school. The school's planning makes it clear that it will not promote any particular political views to pupils. A balanced presentation of viewpoints will be offered.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- The school's safeguarding policy reflects the latest guidance provided in the Department for Education's publication *Keeping Children Safe in Education*. All members of staff, including the designated persons, have received the appropriate child protection training. Leaders are very clear about their roles to safeguard children at the school.
- The school has devised written policies and procedures to promote good behaviour among pupils, with a clear code of conduct, rewards and sanctions, information about the prevention of bullying and guidance for physical interventions.
- The school has prepared and begun to implement its health and safety and risk assessment policies and procedures. It has conducted the risk assessments on the temporary premises and resources to ensure pupils' health and safety.
- Fire evacuation procedures are in place. Fire equipment and electrical appliances have similarly been checked to ensure that they are safe.

² <http://www.legislation.gov.uk/ukSI/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school has carried out the required fire risk assessment on the temporary premises to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The school is also aware of its duty to carry out the necessary fire risk assessments and will check on the premises and resources once the Fosse Way School Annex and the new school are built and are ready to receive pupils.
- A first-aid policy exists. The school has a sufficient number of first-aiders, including for paediatric first aid. The accident book, admission and attendance registers are ready for use.

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

- The school is likely to meet all of the regulations.
- The management of the school is aware of all safeguarding requirements. The school has made all of the required vetting checks on all members of staff to ensure their suitability to work with children and young people, including the checks for those prohibited from teaching and disqualified by association.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- All of the required checks are recorded in a suitable single central register, which enables the school to verify that all checks are made.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations.
- The school's temporary accommodation is of a high quality and fit for purpose. It consists of three classrooms, washrooms, showers and changing facilities. Pupils will have access to Fosse Way School's facilities for: science; music; art and design; drama; food technology; and physical education.
- The school has ensured that there is a suitable designated area for pupils to go to when they are unwell. The provision has a washbasin and is located near toilet facilities.
- The current provision of toilets and washbasins is sufficient for staff and the proposed number of pupils, including disabled people.
- Pupils will have access to a suitable outdoor area for recreational and physical activities. An agreement has been signed between the two schools for the temporary use of the facilities.
- The acoustic conditions, sound insulation, lighting, flooring and water supply, including labelled drinking water facilities, are likely to meet requirements.
- The 'Fosse Way School Annex' is likely to meet requirements as indicated in the school's plan. The building consists of several classrooms, toilets and spaces for intervention programmes and socialisation.
- The new school will consist of several classrooms, as seen from the site plan, a technology suite, a food technology facility, a music and dance studio, designated facilities for speech and language and occupational therapy, physical education, and several spaces for intervention programmes.

- The premise's plan shows that the school will have a medical room for pupils to go to when they are unwell or injured. This provision will have a washbasin with running water and will be reasonably located near washroom facilities. There will be sufficient numbers of toilets for staff, pupils and visitors to access.
- The school will also benefit from a large hall and outdoor facilities. There will be showers and changing facilities for pupils to use under appropriate supervision.

Part 6. Provision of information

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The school does not have a website at present. It is in the process of designing a website, which will be 'live' when the school opens. A prospectus has been produced. A file containing key policies, including the safeguarding policy and procedures, is made available to parents on request.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The leadership and management of the school have demonstrated good knowledge and skills appropriate to their roles and responsibilities and have ensured that all of the required independent school standards are likely to be met.
- Pupils will be provided with valued learning experiences to develop their personal development and well-being.

Schedule 10 of the Equality Act 2010

- The school has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all of the requirements.
- Discussions with the leadership of the school and a scrutiny of the early years curriculum planning indicate that children will have access to various activities and resources to help them develop their knowledge and skills in all of the required areas of learning.

- Staff will undertake observations of adult-led and child-initiated activities. This information will be used firstly to identify the children’s starting points and then to inform future planning and assessment.
- Staff will work in partnership with parents. They will involve parents in their children’s education and keep them informed about their progress and well-being.
- The school will work with other agencies to ensure the appropriate support for children and families.

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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Recommended number of day pupils	120
Recommended age range	4–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	Autistic spectrum disorder; speech, language and communication

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

School name	The Ongar Academy
DfE registration number	881/4016
Unique reference number (URN)	141947
Inspection number	464378
Inspection dates	16 June 2015
Reporting inspector	Christine Dick

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Ongar Academy is a free school, which will be built on land previously occupied by the former Ongar Comprehensive School. During the first two years of opening, the school will be accommodated in temporary facilities on the same site.
- Secondary education will be provided for up to 850 boys and girls in the age range 11 to 18 years. The Ongar Academy Trust received its funding from the Education Funding Agency in February 2015. The board of governors has oversight of the implementation of the school's development plans.
- The school opens, on 7 September 2015, in purpose-built temporary accommodation. The temporary buildings are designed to accommodate 120 students in Year 7 and a further 120 students in the following academic year.
- Science, technology, engineering and mathematics (STEM) subjects will be a specialist focus of the curriculum. The school's vision is to 'offer opportunity for all to achieve at the highest level'. Sixth form students will be admitted in September 2017, when the permanent buildings are completed.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	850
Age range	11-18
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the regulations, although implementation of curriculum plans and programmes of study could not be seen.
- The commitment to provide equal access, for all students, to a full range of educational experiences is evident in the school's policies and curriculum plans. A well-considered programme of personal, social, health and economic education (PSHEE) aims to prepare students to lead confident, healthy, independent lives and to become informed, active and responsible citizens. The programme's scheme of learning allows for progression through the key stages and for students to experience topics at an age-appropriate level. Themes are revisited but with a different emphasis according to the changing context of students' physical, social and spiritual maturity.
- PSHEE units of study aim to equip students with the skills to make reasoned choices, lead healthy lifestyles and to make a positive contribution to life in modern Britain. The range of topics planned focus, for example, on the development of students' understanding of their rights and responsibilities, crime and punishment, government and politics, freedom of speech and equality and diversity. Appropriate emphasis is placed on the importance of attitudes and values which demonstrate tolerance and respect for others, and for their beliefs and cultures.
- The key skills of critical thinking and enquiry, advocacy and representation, together with the ability to take informed and responsible action, are targeted for development through the PSHEE programme. Personal, learning and thinking skills underpin all aspects of curriculum and cross-curricular planning. A strong focus on engaging students in learning aims to improve their chances of succeeding in school, as well as in adult life. Learning schemes provide a suitable overview of the contribution each subject makes to the spiritual, moral, social and cultural development of students, and of the range of experiences planned to meet the regulatory requirements.
- Visiting speakers, for example, healthcare professionals and representatives of external agencies will be invited to develop further students' awareness of healthy lifestyles and the associated support available to them. Current plans cover topics such as mental and sexual health, drugs and alcohol abuse and safer internet use. Across the key stages, students will learn about public institutions, democracy, how the government works, parliament and the monarchy and how laws are

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

made and enforced. Participation in leadership roles and the democratic process will be encouraged through the election of form captains and school council members. The school council will be required to make weekly representations to the headteacher, on students' views about what needs to improve in the school, taking account of the actions taken to report back to their peers.

- Students will be encouraged to consider how they can make a positive contribution to the local community. Whole school assemblies and the exploration of 'thought for the week' aim to encourage reflection, with a view to stimulating discussion and the generation of new fundraising ideas.
- The curriculum provides opportunities for students to explore different cultures, faiths and beliefs and to debate different viewpoints on issues such as forced and arranged marriages. The planned programme of study is focused to enable students to experience a balanced presentation of opposing political views. This approach extends to the plans for the school's teaching in all subjects and to plans for visitors and visits.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- Appropriate policies and procedures are in place, for example: for the safeguarding of students and safe use of the internet; safe recruitment; health and safety; fire safety and evacuation; first aid; behaviour for learning; the prevention of bullying; risk assessments and arrangements for school trips; visits and off-site activities.
- The behaviour for learning policy sets out clearly the required procedures. The expectations of staff, in modelling good behaviours and applying the policy, are detailed, as well as the expectations of students in complying with policy requirements. Rewards for good behaviour include 'cause for applause' tariff points which can be accumulated throughout the academic year. Different levels of tariff points equate to different levels of positive recognition. These range from a rewards postcard from the form tutor, to a commendation letter from the headteacher and an assembly award. Appropriately, engagement with parents to promote positive behaviour is a key feature of the policy content.
- Suitable arrangements for the supervision of students, at break times and at the start and end of the school day, are in place.
- A planned programme of staff training includes safeguarding, fire safety and first aid. All new staff will receive safeguarding training as part of their induction. The headteacher is the designated lead person for child protection. The two deputy heads will also act as deputies in this role. A nominated governor has oversight of child protection arrangements in the school. Appropriate training is in place for the fulfilment of the senior team's safeguarding responsibilities. Regular training updates are scheduled, in line with statutory requirements. A detailed

safeguarding policy, which is published to the school's website, takes account of all relevant legislation and guidance, including *Keeping Children Safe in Education* and *Working Together to Safeguard Children*. Links with external agencies, including the Local Authority Designated Officer (LADO) are referenced in this document.

- Senior leaders are well aware of their responsibilities in the safe recruitment of staff. The detail of required checks is set out in the recruitment policy and procedures document. Checks on previous employment history, professional and character references and medical fitness are completed for staff employed currently and are in progress for staff due to start at the school in September. An electronic information management system will include details of admissions, attendance registers, records of serious incidents and any actions taken as a result.
- A health and safety audit and a fire safety assessment of the temporary premises will be completed prior to the school opening in September 2015. Fire safety procedures include provision for regular checks on equipment, fire alarms and for routine fire drills and evacuation plan testing. The school has an appropriate first aid policy in place and all staff will receive first aid training as part of their induction, updated as part of their professional development.

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

- All the regulations are likely to be met.
- The headteacher is trained appropriately in safer recruitment and is a member of the appointing panel for all staff.
- The single central register is completed electronically and to the required standard. It includes all relevant checks on governors and trustees, as well as school staff. The register includes the full details of the required pre-employment checks, including checks against the children's barred list and the list of prohibited teachers.
- Overseas checks have not been required for any staff in post, or for staff due to start at the school in September. There are no plans to employ agency supply staff.

Part 5. Premises of and accommodation at schools

- All the regulations are likely to be met.
- The purpose-built temporary buildings will be sited on land, previously tennis courts, adjacent to the local leisure centre. The temporary buildings are designed to meet the needs of up to 240 students who will join the school over the two years prior to the completion of the new premises in 2017. Teaching

accommodation is located on two floors. A specialist classroom, on the ground floor, will be equipped for the teaching of science.

- Suitable teaching spaces will be available to accommodate the planned timetable. Access to additional teaching areas, including a sports hall and dance and drama space, is being arranged with the neighbouring leisure centre. The temporary buildings also provide office space, a staff room, a first aid room with a sink, and areas for individual and small group work. Separate toilet facilities will be available for boys and girls and for school staff and visitors.
- The school is making suitable arrangements to provide changing facilities for physical education and access to showers.
- All the requirements regarding lighting and acoustics are likely to be met.
- Arrangements for the provision of hot and cold water, including separate labelled drinking water, meet requirements.
- Sufficient, secure outdoor space is available for students' recreation at break and lunch times. Appropriate plans for staff supervision during these periods, and at the start and end of the school day, are in place. External boundaries to the site are appropriately fenced.

Part 6. Provision of information

- All the regulations are likely to be met.

Part 7. Manner in which complaints are handled

- All the regulations are likely to be met.

Part 8. Quality of leadership in and management of schools

- The governing body and the headteacher have put in place systems and procedures which are ensuring that all standards and regulations are likely to be met. Senior leaders have a good understanding of what is needed for successful implementation of the school's policies, although implementation at this stage cannot be seen. Appropriately, students' safety is afforded high priority. This is evidenced through compliance with all the safeguarding standards and the focused attention given to ensuring rigorous welfare, health and safety procedures.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility policy is in place, which covers access to the curriculum, information and premises.

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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Recommended number of day pupils	850
Recommended age range	11-18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	The University of Birmingham School
DfE registration number	330/4014
Unique reference number (URN)	140863
Inspection number	464414
Inspection dates	16 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The University of Birmingham School is being built on the university's Selly Oak campus about two miles from the city centre. The school will specialise in character education and offer a broad, traditional academic curriculum based around the national curriculum. Other subjects will be offered which will be useful to support application and entry into leading universities. The school will be the first university training school for trainee teachers.
- The school is currently under construction and the accommodation is well on schedule to be completed for the school to open on 1 September 2015. The first students will join the school on 10 September following five days of staff induction and training.
- The school is to be run by the University of Birmingham. The trustees have applied for the school to be registered to admit up to 1,150 boys and girls in the age range 11 to 18 years. It will admit 151 students in Year 7 and 200 students in Year 12 in its first year and grow to capacity by September 2020.
- The school will be non-selective and intends to admit students with special educational needs. The school will make use of specialist facilities on the campus and the nearby main university campus.
- The school aims to 'equip all students to go on and flourish in society, regardless of their ability or background, and no matter what pathway they choose to take in life'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,150
Age range	11–18
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims to equip them to live and work as members of a democratic society, fully aware that rights and responsibilities go hand-in-hand together. Students will learn how they can make a positive contribution to society and their communities as they develop their awareness of local, national and global issues.
- The principal designate articulates a clear understanding of promoting British values and an appreciation of the diversity evident in modern day Britain, in a school which will draw students from all over the city and beyond. Students will participate in three tutor-led sessions each week where the school's programme for students' personal, social, health and economic education (PSHEE) will be delivered through discrete topics. Strands will also be delivered in subjects across the curriculum.
- The programme includes such topics as distinguishing between right and wrong; making the right choices when faced with difficult decisions; promoting respect, tolerance and understanding for the diversity of beliefs and opinions of others; and developing an appreciation of the needs, interests and feelings of other people. It will provide direct links with the world of work and the wider community through using, and applying, skills from their learning in everyday situations.
- Students will be well supported in developing their self-confidence, self-esteem and self-knowledge as they prepare for higher education and transition to the world of work. Close links with the university will provide them with opportunities to learn at first-hand about their future pathways as students, and their role as working adults in the modern world.
- Students will learn about civil and criminal law. They will make good use of local opportunities to develop their understanding of the role and work of public institutions and services in England. They will increase their understanding of keeping healthy, dealing with mental and sexual health issues, healthy eating and the importance of exercise.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Students will learn about how their future lives are framed within a society that places a high value on democracy, freedom of speech and individual liberty. Visits out of school and visiting speakers, including specialist presentations for preparing for adult life, will feature regularly in the programme.
- The school's programme will develop students' knowledge and understanding of different faiths and beliefs as they learn about family life, social responsibility, race and discrimination. Leaders anticipate that students will come from a range of different faith and ethnic groups, and that many may have little first-hand knowledge of the diversity found in the city. They plan for students to visit places of worship and widen their experience of different cultures.
- Leaders recognise that students may be vulnerable to extremism and radicalisation; their planned approach aims to raise students' awareness and understanding of the dangers they may face.
- Tutor time will provide opportunities for students to discuss and reflect on their personal values and beliefs. Students will be encouraged to take responsibility for developing their understanding and respect for different alternative viewpoints and the lifestyle preferences demonstrated in other cultures than their own.
- Students will participate in a number of joint projects, working with mentors in school and the university. The school's programme for their economic education includes giving guidance for securing employment, managing money, parenting and independent living skills.
- The school's behaviour and anti-bullying policies promote high expectations for students' conduct in and out of the school.
- The school has taken steps to ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Staff are guided that, where any political issues are discussed, a balanced view must always be presented.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met.
- All the required policy documents are in place including detailed, up-to-date and compliant policies for safeguarding, safer recruitment, positive behaviour management, anti-bullying and first aid. The safeguarding policy reflects the latest guidance, *Keeping Children Safe in Education (March 2015)*, and refers to the local safeguarding children board. The school's website was checked as part of this inspection; the safeguarding policy was available and is compliant.
- Senior school and administrative staff involved in making appointments have been trained in safe recruitment. The school's recruitment policy is compliant and the school has a human resources expert who is responsible for ensuring that this is

implemented rigorously. All the required checks are made on staff prior to their appointment and these are recorded systematically on a single central register.

- The staff already appointed have received training in safeguarding procedures. Similar training is scheduled for those yet to be appointed, as part of their induction programme, during five training days in September, before the first students arrive on 10 September.
- Staff who are appointed to posts starting after the school opens will be individually trained in child protection procedures as part of their induction. The designated lead for child protection is already trained to the required higher level. Other staff members, including those in pastoral roles, will be trained at the higher level as the school expands.
- The school's behaviour and prevention of bullying policies reflect national guidance. Rewards and sanctions are proportionate to the age of the students and context of the school. Any incidents of serious misbehaviour will be logged on a secure electronic recording system.
- The first aid policy complies with requirements. It includes advice about calling for medical help and for dealing with spilt body fluids. Some of the staff already appointed are trained in first aid. Further training will be provided for others when student numbers increase.
- Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.
- All the required aspects of health and safety are covered by the school's policies. These include making risk assessments and the procedures for taking action to reduce any identified risk.
- When the new accommodation is completed, the contractors will be providing the school with confirmation of compliance with the relevant building regulations, including fire safety requirements. The school is aware that the Department will need to be informed when this has confirmation has been issued.

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

- All the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are completed systematically and entries made on the register are updated as new staff are appointed. While the school does not intend to employ supply staff, leaders are aware of their responsibilities should supply staff be appointed in the future.

- The school has made the required checks on the members of the trust and record these appropriately.

Part 5. Premises of and accommodation at schools

- All the requirements for this standard are likely to be met. The school will open in its new premises at the start of the autumn term 2015. These are being completed and furnished to accommodate the maximum number of students sought from the outset.
- A tour of the new premises, undertaken as part of this inspection visit, indicates that a range of teaching rooms, including laboratories and practical facilities, will be available to students. The specification shows that the teaching rooms will be well-equipped, well-lit and maintained to a high standard. Additional investment from the university has enabled the accommodation to be generously proportioned. Furniture and fittings are already ordered and are stored. Some are already being fitted. The building work is on target for completion in August 2015.
- There are likely to be sufficient washroom facilities for students, staff and visitors. Showers and changing rooms will be available for students using the on-site indoor and outdoor sports facilities. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water throughout the school day.
- The accommodation and site are likely to be secure. Appropriate arrangements have been made for the medical examination or treatment for students who may be ill. There is sufficient outside space for students' recreation. All-weather sport facilities will be available on the site.

Part 6. Provision of information

- All the requirements for this standard are likely to be met. The school's website is likely to include all the required information for prospective parents and others. The school's safeguarding policy is provided in full and other policies are likely to be signposted in accordance with requirements.
- The school intends to provide a full written report and four progress reports to parents each year.
- Leaders are aware of the requirements to provide specified information to local authorities and to publish reports and other information as required.

Part 7. Manner in which complaints are handled

- All the requirements for this standard are likely to be met. The school's complaints procedures are clearly outlined in its policy. Provision is made for a panel hearing, if required.
- The policy reflects the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the requirements for registration. The school's senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being.
- The safeguarding policy is posted in full on the school's website and compliance was confirmed during this inspection visit.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	1,150
Recommended age range	11–18 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	University of Cambridge Primary School
DfE registration number	999/1834
Unique reference number (URN)	1834
Inspection number	464361
Inspection dates	18 June 2015
Reporting inspector	George Derby

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The University of Cambridge Primary School is a large free school for pupils aged three to 11 years. It will also act as a teacher training school.
- The University of Cambridge is the proprietor and is a single academy trust. Trustees are also the members of the interim governing body.
- The school intends to admit up to 708 pupils in total. It will open on 7 September 2015 with children in Reception, Year 1 and Year 2. There will be approximately 100 pupils on roll at that time. A nursery will be added in September 2016. Pupil numbers will increase year on year. It is planned that the school will reach full capacity by 2020 with three classes per year group.
- The school is a new build. It is in the process of construction and developments are well advanced. The first phase of the project is on track for completion and handover by 24 August 2015.
- The process of appointing new staff is underway, although the start date for most will be at the beginning of September. Leaders are still awaiting the necessary checks on a number of people. However, it is anticipated that all checks will be completed by the time of opening.
- The school is part of a larger construction of a 'village' community, between Trumpington Road and Huntington Road, Cambridge. This will result in the provision of lecturer and post-graduate rental housing, as well a privately owned housing. There will also be a community centre and shopping centre. The school will draw its pupils from this new community and from the south of the area.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	708
Age range	3 to 11 years
Gender of pupils	Mixed
Type of special educational needs	N/A

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all standards. Leaders clearly understand their responsibilities and the school's documents reflect an inclusive ethos and a focus on ensuring pupils learn about fundamental British values.
- Pupils' personal skills, including their spiritual, moral, social and cultural development, are clearly at the heart of what the school intends to promote.
- Embodied within the school's strong diversity and values statement is the fostering of ambition, innovation and inclusion. The school intends to create a culture of empathy, respect, trust, courage and gratitude among pupils; these things will be implicitly and explicitly taught.
- The school's focus on ensuring pupils contribute to community cohesion will be supported through the religious education syllabus, special weeks planned such as 'diversity week' and through pupils actively contributing to the school, local and global communities. A clear emphasis is on pupils developing a secure understanding about the social, economic and cultural diversity of the world in which they live.
- Pupils will become familiar with democratic processes. They will take on leadership roles within school, through election procedures. They will also take on responsibilities in school workplace roles, such as Year 5 and 6 prefects and as 'eco' warriors.
- The school will provide citizenship awards to reward pupils for their efforts. These will be given where pupils have made a positive contribution to their community, such as arranging events which bring different groups of people together in an activity.
- A strong emphasis on moral development and the implementation of the school's behaviour policy mean that pupils will be taught to understand the impact of their behaviour on others. The school will create a challenge team. Specific pupils will be trained in ways to communicate about bullying, of how to involve pupils in different games to play to understand bullying and anti-social behaviour and also in how to resolve any conflicts which occur.
- The school is clear that partisan political views must not be promoted during activities in school and during extracurricular activities; this is discussed during the induction of staff and is part of staff operating procedures.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- All standards are likely to be met. Leaders have a clear understanding of their responsibilities. Pupils' health and safety is of paramount importance to leaders. A comprehensive policy outlines the steps the school is to take in order to ensure this.
- A clear safeguarding policy is in place and the designated person is to undertake training in the very near future. Meanwhile, the headteacher is fully trained and experienced. Other child protection training is planned as part of a thorough induction programme for staff.
- The school is awaiting the hand-over of the first phase of the building and the detail of aspects of the accommodation in order to fully complete documents such as the fire risk assessment. However, it does have a detailed fire safety policy. This outlines aspects such as when the required checks on alarms, emergency lighting and fire fighting equipment should occur, as well as when fire drills will be undertaken. Once the building is transferred to the school, the first fire risk assessment will be fully completed.
- The first aid policy includes reference to how the school will deal with blood and bodily fluids spillages. Qualified first aiders will be appointed following planned training.
- The school's behaviour and anti-bullying policies are clear and outline the school's high expectations of pupils' behaviour. Rewards, and sanctions for those that fall short of the school's high standards, are specifically identified.
- A commercial electronic recording system is to be used to record pupils' attendance and admissions, and to log behaviour incidents and student assessment information.
- The school has a thorough risk assessment policy and a clear plan to produce the necessary risk assessments. This outlines the school's responsibilities, the assessment of risk and the control measures to be taken. Once staff are inducted in the health and safety procedures and risk assessment approach, staff will produce general and specific risk assessments in relation to on- and off-site activities.

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

- The school is likely to meet all standards.
- Leaders clearly understand their responsibilities to ensure that all staff are vetted and the new requirements, such as prohibition from teaching and disqualification by association, are adhered to.
- All the required checks have been undertaken on the headteacher and assistant headteacher, and trustees/governors. Rigorous systems for the appointment of staff are in place.

- The single central register contains all the required information.

Part 5. Premises of and accommodation at schools

- The premises are likely to meet the required standards.
- A site visit was undertaken as part of this inspection and discussions were held with the project manager, headteacher and Chair of the Governing Body.
- The building will be completed in two phases. The second phase is planned for December and the school will occupy about a sixth of the building initially. Sustainable approaches have been taken account of in the design and build. Electric generation will be via photovoltaic cells on the roof. Rainwater will be piped to a lagoon and will be reused as 'grey' water.
- The plans for the accommodation provide a mix of teaching rooms, additional breakout space and small teaching accommodation. There is a servery and dining area. The school will have a gym and dance studio. A good range of rooms are provided on the first floor for teaching school staff. There will be a secure reception area.
- The maintenance of the premises, and the arrangements for keeping them clean and tidy, have been organised. Plans show appropriate standards of decoration, internal and external lighting, ventilation, heating and flooring.
- The school's plans also indicate that all the requirements regarding hot and cold water supplies are likely to be met. The washroom facilities for pupils and staff are nearing completion and are sufficient for the number of pupils sought. There will be suitable accessible washrooms and medical/sick room facilities. The latter will include a washbasin and be near a toilet.
- The security of the buildings and grounds is likely to meet requirements. The site is being fenced and gated and the internal courtyard, which has an amphitheatre, will provide a secure area for pupils' recreation.
- Plans include separate entrances for pupils, visitors and deliveries and an area where cars and buses can park safely.

Part 6. Provision of information

- The school is likely to meet all the required standards.
- All the required policies are made available to parents on the school's website, including the safeguarding policy and related policies which meet requirements.

Part 7. Manner in which complaints are handled

- All the standards are likely to be met.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all the standards.
- Leaders fully understand their responsibilities and have clearly planned actions to ensure that all standards are likely to be met. These include those for safeguarding the welfare of pupils.
- Leaders demonstrate good skills and knowledge to perform their duties and to ensure that standards will continue to be met. The headteacher is an experienced school leader.

Schedule 10 of the Equality Act 2010

- The school has provided a clear three year accessibility plan.
- This covers increasing access to the curriculum, information and premises. The design of the building is such that current building standards and regulations, including in relation to provision for people with different access needs, are met.
- Leaders will look to adapting the school environment further depending on pupils' needs.

Statutory requirements of the Early Years Foundation Stage

- The school complies with the requirements of the Early Years Foundation statutory framework.
- It has taken adequate to steps to include all aspects of its early years procedures/practice into policies, such as first aid and for safeguarding.

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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Recommended number of day pupils	708
Recommended age range	3 to 11 years
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

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

School name	The Wren School
DfE registration number	807/4002
Unique reference number (URN)	142121
Inspection number	464389
Inspection dates	10 July 2015
Reporting inspector	David Scott

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The Wren School is part of the Wren Single Academy Trust (Wren SAT). It will open on 7 September 2015 on its potentially permanent site using temporary accommodation. This will consist of five temporary classrooms and an administrative block that will contain offices, store rooms, toilets, and a staffroom on the site of the new build. The new purpose-built accommodation is due to open in September 2017 on the same site.
- The Wren School will open with up to 168 Year 7 boys and girls, expanding year by year to provide for six forms of entry from Years 7 to 13. At present, the number of students registered for enrolment is 80. It is not known at this point in time how many of the students will have education, health and care plans or statements of special educational needs.
- The school will have no specific religious affiliation. The school's vision will be to enable 'each child, regardless of background, to receive a world-class education and be nurtured, challenged and inspired to aim high'. The intention of the board of trustees is for The Wren School to be 'a local school for the local community'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,176
Age range	11–19
Gender of pupils	mixed
Type of special educational needs	n/a

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The Wren School is likely to meet all of the regulations, although implementation could not be seen. The school intends to follow the National Curriculum, but the approach will be enquiry based with a strong emphasis on cross-curricular learning and the development of 'skills within a real context'.
- The school intends to create an ethos which will 'foster a love of reading and the articulation of opinions' in order to equip students for the rigour and expectations of GCSE and sixth form study.
- The school will adopt a thematic curriculum which will be based on the following themes: Tools of the trade; This is me; This is us; The genius of the past; The inventions of the future; The power of humans; and, The power of the earth. These are designed to give students a love of learning and equip them with the skills and attitudes needed to maximise their achievement.
- The school intends to teach students to understand and appreciate British values, including freedom, tolerance and respect for the rule of law, both civil and criminal. It also aims to help students understand the benefits of taking personal and social responsibility, and to understand British key values and institutions such as democracy, both locally and nationally. For example, Year 7 students will learn about British values and institutions in topics such as 'This is us', where they will explore the themes of 'liberty, respect and tolerance'.
- Each day, students will have two opportunities with their form tutors to reflect on their learning and progress. The first lesson of each week will be devoted to spiritual, moral, social and cultural issues, led by their form tutor. In addition, each Year 7 form will attend a 'well-being lesson' taken by the headteacher, which is designed to support students' tolerance and respect for those from faiths and traditions other than their own and to embrace the diversity of modern Britain life.
- The thematic curriculum intends to enable every student to have equal access to all activities, in order to achieve their full potential. For example, the school intends that every student will take on a leadership responsibility. These will include being a member of the school council, student ambassador and sports leader. This will enable the students to gain an understanding of service and to think of the needs of others before their own, so that they treat everyone equally.
- The headteacher is fully aware of the school's duty to monitor and evaluate the quality of teaching and the content of the planned curriculum to ensure that students are always presented with balanced views on global and political issues.
- The code of conduct for staff gives guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- Scrutiny of the documentation and evidence from site plans indicate that all regulations are likely to be met.
- Policies for child protection and safeguarding, safer recruitment including 'disqualification by association', equality, behaviour (rewards and sanctions), anti-bullying and first aid have been prepared in accordance with requirements.
- The behaviour policy intends to establish expectations that are based on the concepts of: Responsible-Equipped-Safe-Punctual-Enthusiastic-Considerate-Trustworthy (RESPECT). Its aim is to 'nurture, challenge and inspire students to aim high', but within a clear framework of rewards and sanctions. The school firmly believes in the causal link between good behaviour in lessons and high achievement. There are clear expectations for staff, parents and students with respect to managing all types of bullying.
- The headteacher has been trained in safer recruitment and child protection at the correct level for the designated child protection officer. The school's safeguarding policy reflects and references the guidance from the Department for Education's publications *Keeping Children Safe in Education*, March 2015, and *Working together to safeguard children*, March 2015. All staff will have completed or updated their training in child protection and safeguarding before the school opens in September.
- All appointed staff to date have been trained in child protection and safeguarding. Pre-employment and medical checks on the suitability of staff to work with children are in place.
- Policies and risk assessments have been completed for all required aspects of health and safety. A visit from an independent fire safety consultant has been firmly booked on 26 August 2015 to check the compliance with the Regulatory Reform (Fire Safety) Order 2005 for the temporary accommodation.
- Fire risk assessment and evacuation procedures are in place. Fire-fighting equipment and electrical appliances are planned to be tested in August before the school opens in September, to ensure all equipment meets requirements.
- The first-aid policy provides sufficient guidance for staff on the treatment and recording of medical conditions, and on hygiene procedures in case of spillage of bodily fluids. Three members of staff are currently certificated first aiders and additional training is planned for three further members of staff before the school opens in September.
- The school's three-year disability and equalities plan (contained in the employment manual) details arrangements to review and, if necessary, improve access for disabled students. Electronic admission and attendance registers are ready for use and will be maintained.

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

- The school is likely to meet all of the regulations.
- All the required vetting checks on all appointed staff and members of the governing body are captured in a single central record which meets requirements. The school does not intend to employ supply staff, but should the need arise, it

has appropriate procedures in place to conduct the required checks on agency staff.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the requirements, although implementation could not be seen in full.
- The school is due to open on 7 September 2015. In its first year it will occupy temporary accommodation consisting of five classrooms and an administrative block which will contain offices, store rooms, toilets, and a staffroom on the site of the new build. The site plan for the temporary accommodation indicates that all the requirements for the four Year 7 classes are likely to be met.
- A suitable number of washrooms are available with safely regulated hot water, including four designated for disabled users. Heating, lighting and fire safety systems are likely to meet requirements. A labelled supply of drinking water will be accessible to students. A suitable location has been identified for the provision of a medical room which students may use if they become unwell, complete with a handbasin with hot and cold running water, clearly labelled. A toilet is nearby.
- All the necessary checks on the temporary accommodation will be completed before the school opens in September. These will ensure that the acoustic conditions, sound insulation, lighting and water supplies, including safely regulated hot water which will be controlled by individual thermostatic valves, are all safe and operational.
- It is intended that the hard-surface playground will be used for a range of sports, including basketball, netball and circuit training. In addition, the turfed area adjacent to the school will be available for physical education lessons.
- The temporary accommodation does not contain any showering facilities. However, the school has secured sole use of a leisure facility, located 250 metres from the school, which contains more than adequate and secure showering and changing facilities. A risk assessment has already been compiled, detailing arrangements for the chaperoning of students between the school and the facility.
- From September 2017, it is intended that the school will occupy a new purpose-built school. However, the architect's plans were not available for scrutiny.
- The space available on the permanent site is more than adequate for the number of students proposed by the trust.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the requirements, although implementation could not be seen in full. The school has a website which contains helpful advice and useful information. The safeguarding policy is on the website. Copies of all documents are available on request from the office.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.

- The school’s complaints policy is published on the website and procedures are likely to meet all the requirements. The policy is clearly written and comprehensive.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The headteacher is an experienced leader who has an excellent knowledge and understanding of her role and responsibilities. The headteacher and the trustees have ensured that all the independent school standards are likely to be met and students' well-being assured.

Schedule 10 of the Equality Act 2010

- The school has devised an appropriate three-year disabilities and equalities plan to fulfil its duties under the Equality Act 2010.

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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Recommended number of day pupils	1,176
Recommended age range	11–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

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

School name	Turing House School
DfE registration number	999/1848
Unique reference number (URN)	1848
Inspection number	464394
Inspection dates	13 and 31 July 2015
Reporting inspector	Susan Jackson

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.

Context of the school

- The proposed Turing House School is a free school. It will be one of the five free schools within Russell Education Trust (RET), a multi-academy trust. The first site is to be situated in Teddington, Surrey. It is not operating at present, but intends to open in September 2015. It will start with approximately 100 students and will grow over the years.
- The second site is to be located in Whitton, Surrey. It is said that the school will be built in the next three years.
- The school plans to admit up to 1,050 boys and girls, aged between 11 and 19 years at both sites. Disabled students and those with special educational needs will be admitted. The school plans to make provision for students who speak English as an additional language.
- The Teddington site was scrutinised during the initial visit on 13 July 2015. The school will occupy a building that was previously known as Livingston House. This building consists of a block of offices. Building work is taking place to convert the premises to a school.
- The proposed permanent site at Whitton was also visited, but it is no more than a field at present.
- The school's documentation was checked at the RET main office at Manor House, 1 The Crescent, Leatherhead, KT22 8DY.
- A follow-up exercise, not involving a visit, was conducted to evaluate the school's progress in meeting the relevant regulations. The inspector scrutinised documentation and held discussions with the headteacher.
- The school aims 'to deliver a broad and balanced curriculum'. It will 'value and support the achievements and aspirations of every student, whatever their ability and potential'. The school has no specific religious affiliation.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,050
Age range	11–19 years
Gender of pupils	mixed
Type of special educational needs	n/a

Compliance with The Education (Independent School Standards) Regulations 2014¹

Part 2. Spiritual, moral, social and cultural development of pupils

- The planned provision for spiritual, moral, social and cultural development of students is likely to meet all of the relevant requirements, although implementation could not be seen.
- Planned activities in: personal, social, health and economic education; the school's stated aims, vision and values; the behaviour and anti-bullying policies and procedures will all support and enhance students' spiritual, moral and social development.
- Students will be helped to differentiate right from wrong, to make informed choices, to respect other people who are different from themselves, and to be aware of the civil and criminal law.
- Support from different faith groups, taking part in festivals and learning about different religions and cultures will help students to develop an appreciation and respect for other faiths and cultures around them, in Britain and the wider world.
- Visits to places of interest, support from professional leaders from the school's immediate community, alongside the citizenship programme, will provide students with adequate opportunities to gain knowledge and understanding of public institutions and services in England and to respect fundamental British values and the value of democracy.
- The school has devised clear guidance for staff, parents and others to prevent radicalisation and extremism.
- School leaders are quite clear about their roles and responsibilities to monitor the content and the teaching of its curriculum, including extra-curricular activities and support from visitors to the school, to ensure that the school does not promote any particular political or religious views to students; a balanced presentation of viewpoints will be offered.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the relevant requirements, although implementation could not be seen in full.
- The school's safeguarding policy has regard to the latest safeguarding guidance provided in the Department for Education's publication *Keeping Children Safe in Education, 2015*. All members of staff, including the designated senior persons, have undertaken the relevant child protection training. Staff members have read Part One of the above guidance, as required..

¹ <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school has prepared written policies and procedures to promote good behaviour among students. There are clear codes of conduct and a set of rewards and sanctions, and information about the prevention of bullying.
- The school has devised health and safety, risk assessment policies and procedures. These will be implemented to ensure students' safety once the building work has been completed on the Teddington site.
- Fire risk assessments will be conducted on the temporary site at Teddington on 25 August 2015. The assessments will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 and will cover the school's fire safety policy, including its emergency planning. Access to on-line fire safety training for staff will also be provided. The school is committed to arranging a fire risk assessment on the permanent buildings at Whitton once they are constructed.
- A suitable first aid policy is in place. This provides sufficient guidance for staff on hygiene procedures in case of spillage of blood or body fluid and how medical conditions should be treated and recorded. Four members of staff are certified first aiders with training which is up to date.
- The admission and attendance registers are ready for use. Staff will be instructed to maintain these in accordance with the Education (Pupil registration) (England) regulations 2006.

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

- The school is likely to meet all of the requirements.
- Scrutiny of documentation and discussion with the headteacher of the school indicate that the school is aware of all safeguarding requirements.
- The school leaders have made all of the required vetting checks on all members of staff to ensure their suitability to work with young people. These checks include those on prohibition from teaching.
- Three members of staff have completed the safe recruitment course, so they know what to do when appointing new members of staff to safeguard pupils.
- The Department for Education has conducted all of the required vetting checks on the chairperson of the proprietorial body.
- The school has prepared a suitable single central register and recorded all the necessary information on all members of staff and the proprietorial body.

Part 5. Premises of and accommodation at schools

- The Teddington accommodation is likely to meet all of the relevant requirements, although implementation could not be seen in full.
- The premises are fit for purpose and will be accessible for disabled students and adults. The school consists of several classrooms, practical areas and designated facilities for art, music, dance, drama, science, engineering, computing and food technology.
- The school has ensured that there is a suitable designated area for students to go to when they are unwell or injured. The provision has a washbasin and is located near washroom facilities.
- The provision of toilets and washbasins is adequate for staff, visitors and the

proposed number of students.

- Students will have access to an outdoor area to play safely. The school has made arrangements with Teddington Rugby Club to use its facilities for physical activities and after-school clubs. The school is also planning to use Teddington swimming pool for swimming sessions. Students will have access to showers and changing areas in both facilities under safe supervision.
- The Whitton site will comprise of several classrooms and specialist facilities similar to those found at the Teddington site.
- The school will have a medical room for students who might become unwell. This provision will be furnished with a bed and a washbasin and will be close to a toilet and a shower facility.
- The school will have sufficient washroom facilities for students, staff and visitors to access.
- The school will have its own outdoor area, showers and changing facilities for students to use.
- The Education Funding Agency is managing the process of acquiring the premises on behalf of the governing body. The Department will wish to continue to monitor the progress of the premises directly with the Agency.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- The school has an internet website. All of the required information is published and maintained on this site. This includes the safeguarding policy, which will be made available to parents.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all the relevant requirements.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The free school leaders have demonstrated that they have sufficient knowledge and skills to fulfil their roles. The school is likely to ensure students' well-being.

Schedule 10 of the Equality Act 2010

- The school has a written equal opportunities policy. It has devised an appropriate three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

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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Number of day pupils	1,050
Age range	11–19 years
Gender of pupils	mixed
Type of special educational needs	n/a

Advice note for a pre-registration inspection of an academy

School name	GEMS Twickenham Primary Academy
DfE registration number	318/2025
Unique reference number (URN)	142122
Inspection number	464357
Inspection dates	10 June 2015
Reporting inspector	Helena McVeigh

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed GEMS Twickenham Primary Academy is to be located in a former office block in Twickenham, close to Twickenham Green. The adaptations to the building to make it suitable as a school are due to take place in two phases.
- The first phase involves refurbishments to provide accommodation for the first cohort of pupils in September 2015. The remaining alterations will start in September 2015, so that the whole building is ready for occupation by September 2016. The academy plans to admit up to 60 Reception pupils this September, and 49 filled places are already confirmed. The intention is for the academy to then grow year on year until pupils are in Year 6.
- The academy is sponsored by the GEMS Learning Trust and is due to open on 7 September 2015. The academy has applied to be registered to admit up to 420 boys and girls in the age range 4 to 11 years. None of the pupils currently registered for enrolment has a statement of special educational needs or an education health and care plan, but the academy is prepared to prioritise admission of disabled pupils and those with special educational needs. The academy's values are 'Respect for others, respect for self and respect for property'.

Information about the registration

The school is seeking registration as an academy:

Number of day pupils	420
Age range	4 – 11 years
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The academy is likely to meet all of the regulations, although implementation could not be seen. The academy's behaviour and anti-bullying policies set clear expectations for pupils' behaviour and aim to promote self-discipline and respect. There is a focus on rewards, with a range of certificates and house points, for example, for good behaviour. Sanctions include a traffic light system with identified steps for how to deal with increasingly unacceptable behaviour.
- The academy's policy for pupils' spiritual, moral, social and cultural (SMSC) development sets out how this will be achieved through the curriculum, assemblies and general ethos. The detailed curriculum plans for the Reception classes, and outline for other year groups, indicate how SMSC will be developed. For example, cultural development is to be promoted through art, music, religious education and personal, social, health and cultural education (PSHCE). The academy's plans include opportunities for pupils to learn about artists and musicians from around the world.
- The religious education and PSHCE plans include teaching pupils about different cultures and faiths. It is intended to provide opportunities to celebrate diversity and tolerance through lessons, visits, visitors and events such as Black History week. The behaviour and anti-bullying policies indicate how the academy will promote pupils' moral development. Social development is to be encouraged through, for example, turn-taking and giving pupils opportunities to take responsibility.
- The academy has set out how it plans to promote British values through its curriculum and extra-curricular activities. Pupils are to be taught about democracy and the civil and criminal law, in age-appropriate ways, in lessons and assemblies. For example, they will be given opportunities to make decisions, devise rules and vote for school council members. The curriculum plans indicate that pupils will learn about different roles in society and public institutions through visits and visitors, such as the police, nurses and fire officers. Visits to places of worship, museums and theatres are planned.
- The leaders intend to involve the pupils in supporting the local community through, for example, helping with a food-bank initiative. The ethos of the academy emphasises the importance of respect for others and tolerance of those of different faiths and cultures. The plans indicate that the curriculum, including extra-curricular activities, is planned to be free from partisan political views and that, where any political issues are discussed, a balanced view is presented in an age-appropriate way.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- All of the regulations are likely to be met. The academy has prepared a range of relevant policies, including safeguarding, safer recruitment, behaviour, anti-bullying and first aid. There is a named designated officer and deputy officer for child protection as well as a nominated governor. The designated officer has had the appropriate level of safeguarding training and plans to attend a refresher course this July. All other staff are due to take part in online Level 2 training.
- The staff induction programme, in September before the pupils start, includes training in all aspects of safeguarding, child protection, fire safety and first aid. The appointed teacher and teaching assistant have already received paediatric first aid training and an office manager is also first aid trained. The headteacher designate has prepared a comprehensive list of staff training attended and planned for over the next few years, with regular refresher courses indicated each year.
- The headteacher and two Trust members have completed the safer recruitment training and applied the principles in appointing staff for the academy. There are suitable policies for all aspects of health and safety including fire safety and risk assessments. A fire risk assessment of the site is planned for 10 August. Admission and attendance registers are planned to be maintained electronically and their formats meet requirements; hard copies of attendance registers are to be printed each day.

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

- All of the requirements are likely to be met. All required checks have been completed for appointed staff and governors and these have been recorded on a suitable single central register. Entries on the register are ready for the inclusion of new staff as they are appointed. The academy does not intend to employ supply staff in the short term, but has plans to make use of an agency that is well known to the Trust, should the need arise, and is aware of the checks to be made.

Part 5. Premises of and accommodation at schools

- The academy is likely to meet all the regulations for the first year of operation but implementation could not be seen in full. The plans for the adaptations to be made to the office building, ready for use in September, were scrutinised. These plans have been approved by the EFA, but the plans for the remaining alterations of the building have not yet been finalised.
- In the first year of operation, the planned accommodation includes two classrooms, a large space for dining and indoor physical education, staff room, offices, store room, medical room, kitchen and server room. The medical room is to include a washbasin and is close to a toilet. There is an adequate number of toilets for pupils and there is a disabled toilet. The intention is to install labelled

water fountains for drinking water. Wash basins are to be sited near the toilets and will have hot and cold water. A thermostat is to be installed to control the temperature of the hot water.

- The outdoor area is of an adequate size for play and physical education and will be enclosed by a tall fence for security, with external lights. The adaptations are planned to ensure that acoustics and lighting are appropriate. Lighting inside the building will be enhanced by natural light coming into the centre of the academy through a central atrium which has a glass ceiling.
- The intention is to start preparing the rest of the building for the academy from September 2015. Plans are in place to separate the building work from the part of the academy that is in operation and to complete 'noisy work' in school holidays. The remaining school will occupy two upper floors but the plan was not seen.

Part 6. Provision of information

- The provision is likely to meet all the regulations. The academy website includes a copy of the academy's safeguarding policy.

Part 7. Manner in which complaints are handled

- The academy meets all the regulations. The complaints policy is detailed and comprehensive.

Part 8. Quality of leadership in and management of schools

- The requirements for this standard are likely to be met. The appointed headteacher is very experienced and the academy will be supported by the Trust and plans to draw on services and support from the local authority. The appointed teachers have appropriate expertise to teach children in the specified age range.
- The headteacher designate has prepared a programme of professional development for staff that covers three years and includes all safeguarding and child protection training. Arrangements for performance management are documented and for how all policies will be monitored and reviewed, including the complaints policy. The headteacher has devised curriculum plans for the next few years which include opportunities to develop pupils spiritual, moral, social and cultural development including British values. The academy plans to make good use of training opportunities provided by the local authority and to have strong links with other schools in the Trust and in the local area.

Schedule 10 of the Equality Act 2010

- The academy's Equality statement and plan include a clear commitment to providing equality of access for all pupils, including those who are disabled pupils or have special educational needs. There is a three-year accessibility plan that sets out how access will be enabled through the curriculum and environment.

Statutory requirements of the Early Years Foundation Stage

- The academy is likely to meet all requirements for the Early Years Foundation Stage. The teachers already appointed have experience of teaching children in this stage. The headteacher has signed up to attend a course in paediatric first aid in July. The academy's documents and plans pertaining to early years comply with the 2014 statutory framework. The building plans indicate that the accommodation will be fit for purpose for Reception age pupils with large rooms inside and access to a secure outside area.

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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Recommended number of day pupils	420
Recommended age range	4–11 years
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Unity Community Primary
DfE registration number	352/2038
Unique reference number (URN)	141966
Inspection number	464424
Inspection dates	9 July 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹
- The inspector considered a wide range of documentary evidence including detailed refurbishment and new build plans. Discussions were held with the Assistant Director of The Big Life Group (the proprietors) and the headteacher. A tour of the school's building site was conducted.

Context of the school

- Unity Community Primary is a proposal for a free school to be located in part new-build and part refurbished premises in Cheetham, close to Manchester city centre. The premises for refurbishment were formerly used as a community centre. The proprietors have acquired the premises and a considerable amount of land around the premises. The two-storey building is modern in appearance. Site, new-build and refurbishment plans are well developed. The plans and schedules of work provide full details of the whole development of the site and buildings. A new building will eventually be established and connected to the refurbished building.
- The school aims to be operating from the refurbished building from 3 September 2015. The school intends to open with Reception, Year 1 and Year 2 classes initially. When the new accommodation is established, all primary school year groups will join. The school intends to open the new building in September 2016.
- When the whole school is operational, it will cater for boys and girls aged between four and 11 years, some of whom may have special educational needs or education, health and care plans. To start with, following the refurbishment phase, the school will have a maximum capacity of 60 boys and girls. When the whole school is up and running, it will have a maximum capacity of 420 pupils. Rooms, fixtures and fittings are all planned for 420 pupils. There will be an incremental increase in pupil numbers each year until the overall capacity is reached in September 2022.
- The school places a great emphasis on ensuring that Manchester's diverse community is represented in school. The school will accept pupils from diverse backgrounds including those from different faiths, or no faith. Its aims include: 'Our school will help children achieve their aspirations and potential and deliver the highest standards of education, behaviour and attendance through the community, parents, teachers and children working together'.

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

- The Education Funding Agency, the Department’s delivery agent, is managing the preparation and building process for the refurbishment and new build on behalf of the proprietors.

Information about the registration

Unity Community Primary is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations. Documentary evidence indicates that the school will provide suitable experiences for spiritual, moral, social and cultural development.
- The school’s curriculum plans include much detail regarding opportunities for personal development. Provision will include personal, social, health and citizenship education (PSHCE) lessons and assemblies. Circle time is planned for every class weekly. Diverse topics and themes will be considered to ensure that pupils of all ages receive guidance that enables them to develop personal and social skills that will enable them to mature into responsible young citizens.
- There are clear plans for the development of self-awareness and confidence. For example, the Reception children will be encouraged to develop their sense of curiosity and independence as they learn. Older pupils will be given opportunities to act as monitors for registers, learning resources or the library.
- Moral development will be supported through the consideration of topics such as people’s rights, equality, racism and fair trade. Thematic activity weeks will include anti-bullying. The school plans to develop activities originating from the UNICEF Rights Respecting School initiative which include a focus on raising standards of behaviour.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- Social development will be nurtured through opportunities for pupils to interact with community members through visits and visitors. Furthermore, there will be many planned opportunities for pupils to work collaboratively in lessons and participate in team sports.
- Pupils will be encouraged to take part in community initiatives such as recycling and fundraising for a diverse range of good causes. The headteacher is also planning to establish a school choir that will perform at community events.
- Pupils will have opportunities to develop an understanding of the civil and criminal law in England. For example, older pupils will learn about the legal process, how crime is dealt with and how civil matters are also subject to the law. Visitors to Reception will include community police support officers when children learn about 'people who help us'.
- The school will provide opportunities for pupils to learn about public institutions and services in England including the monarchy, Parliament and both local and national public services.
- The school has a clear written policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions. Elections for a head boy and head girl will follow an election process based on democratic principles. Similarly, school council elections will offer a further experience for pupils.
- A good number of experiences will enable pupils to learn about the rich diversity of cultures locally and in modern Britain in a way that furthers tolerance and harmony between different cultural traditions. For example, pupils will visit a variety of different places of worship including churches, mosques and temples and places such as the Jewish Museum. The major world faiths will be covered in religious education and the school will also acknowledge traditions and special days from diverse cultures.
- The school's teaching and learning policy includes clear guidance to staff regarding extremist views which are not to be tolerated in school. The guidance also specifies that political matters will be covered in a balanced way.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations.
- Documentary and other evidence indicate that all the required policies are in place, including for safeguarding, health, general safety, risk assessment, first aid and fire safety.
- Senior staff are trained in safe recruitment. Stringent procedures are in place to ensure the safe recruitment of staff.
- The school has a clear and detailed policy for the safeguarding of pupils. This provides much guidance for staff and governors about their roles and

responsibilities. The designated safeguarding lead is trained to the required level. A deputy is booked to undertake training to the same higher level before the school opens. All staff are booked to receive accredited basic training in August 2015.

- The school's health and safety policy includes a risk assessment policy. The risk assessment policy provides clear guidance regarding the procedures to be followed. These include details around the identification, management and elimination of risks in and out of school.
- The school has a detailed fire safety policy and procedures ready to be implemented as soon as the school opens. Fire safety has been effectively considered and planned for. The school has engaged an expert fire safety company to plan compliance with the requirements. A programme of visits is in place so that the company can liaise effectively with the building contractors, school and local fire and rescue service. The school will liaise closely with the local fire and rescue service to ensure that there is full compliance with fire safety requirements. An officer will visit regularly and will produce a report about fire safety at the premises, which will be passed to the Department for Education. The builders will provide a fire risk assessment and a fire safety compliance certificate will be produced upon completion of the refurbishment and the new building. These matters will all be attended to before each building is handed over to the school by the contractors.
- The school's first aid policy meets requirements. For example, it provides guidance to staff regarding the type of injury which can be dealt with in school and that which needs an ambulance to be called. Several of the staff appointed so far have received accredited training in paediatric first aid.
- The school's anti-bullying policy is thorough. It provides everyone with detailed guidance about how to deal with the many different forms of bullying including cyber-bullying.
- Admission and attendance registers meet the requirements.

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

- Documentary evidence and planning for the completion of all required checks on the suitability of staff show that all regulations are likely to be met. All required checks have been completed for the proprietors and for staff appointed to date. For example, appropriate overseas checks were required in one case. The results of all checks are recorded on the single central register. The school does not intend to employ supply staff but is aware of the requirements if it should do so in future.

Part 5. Premises of and accommodation at schools

- It is likely that all of the regulations will be met.

- The school will be based on a plot of land comprising of approximately five acres.
- The refurbished building and new building are carefully planned to ensure pupils' security, welfare, health and safety. For example, the whole perimeter around the premises will include fencing and arrangements for receiving visitors are robust.
- Documentary evidence indicates that both the refurbished building and new build will be ready for occupation at the appointed times. The building for refurbishment and new build comprise two floors. There is a lift to the second floor of the building to be refurbished. One is planned for the new build. Both buildings include suitably-sized classrooms. The new build will have a good-sized sports hall. Both the refurbished and new build will have good-sized assembly areas. Fittings, equipment and furniture are all planned and budgeted for regarding both buildings. Once the new build is completed, it will be physically connected to the refurbished building.
- The refurbished building will have suitable teaching and learning space to be able to accommodate up to 60 pupils. The new building will be able to accommodate up to 360 pupils.
- Each building will have a first aid room which will include a washing facility and be close to toilets.
- Hot and cold water supplies are planned for and are likely to meet requirements. The provision of drinking water will be labelled.
- The school will have sufficient toilet and washing facilities. There will be separate facilities for boys, girls and staff as is required. The school will have several toilets and washing areas for disabled users.
- The school is planning appropriate facilities for dining and the preparation and serving of food.
- An appropriate outdoor play and learning area is planned for the Reception classes.
- Outdoor space will include grassed and hard-surfaced areas.
- External lighting will be provided to ensure that everyone can enter and leave the school safely.

Part 6. Provision of information

- The school is likely to meet all of the regulations. The school provides all the necessary information for parents and others in its brochure and associated booklets. The school is planning a website when it opens and this will include its safeguarding policy.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the requirements for registration.

Part 8. Quality of leadership in and management of schools

- All of the requirements for this part are likely to be met. The school is likely to meet all the regulations and to assure the wellbeing of pupils. The headteacher has eight years' experience of deputy headship at a primary school which is located a very short distance away from the site of Unity Community Primary. That school (Cheetwood Primary School, URN 105461) was last inspected by Ofsted in January 2014 when its overall effectiveness was judged as good. Leadership and management were also judged as good.

Schedule 10 of the Equality Act 2010

- The school has a number of equality policies in place. These include a detailed three-year accessibility improvement plan.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all the requirements of the Early Years Foundation Stage. All staff appointed to work with children at this stage are suitably qualified.

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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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	Bolton UTC
DfE registration number	350/4002
Unique reference number (URN)	141941
Inspection number	464425
Inspection dates	5 June 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed UTC is to be located in a brand new purpose-built building in Bolton, close to several University of Bolton buildings. The building is at the half-way stage of completion; this is slightly ahead of the planned schedule of work.
- The aim is to open the UTC to students on 4 September 2015. The UTC will admit male and female students aged between 14 and 19 years, some of whom might have special educational needs or education, health and care plans. The UTC intends to start with 240 students in Years 10 and 12, rising to 600 students in total throughout the next three years as other year groups enrol.
- The UTC's vision is to provide 'an outstanding technical and academic education for 14-19 year olds where every student, through personalised learning and clear goals, will stretch their boundaries and learn more than they thought possible in order to create the next generation of scientists, healthcare practitioners, engineers and entrepreneurs'.
- The principal sponsor of the UTC is the University of Bolton. Other sponsors include Rapid Education, Olympus, movetech uk, Genix Healthcare Ltd, Astons Solicitors, Electromech Engineering Services and Bolton NHS Foundation Trust.

Information about the registration

Bolton UTC is seeking registration as a UTC for:

Number of day pupils	600
Age range	14 – 19
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The UTC is likely to meet all of the regulations, although implementation could not be seen.
- Documentary evidence indicates that the UTC will provide a suitable curriculum for spiritual, moral, social and cultural development. Vehicles for personal development will include topic work in personal, social and health education (PSHE) lessons, opportunities in different taught subjects, sex and relationships education, citizenship development programmes, religious education and tutorial periods. There are clear plans for the development of self-awareness, confidence and self-esteem. For example, topics of study include 'self-awareness and belonging'. The UTC also intends to implement the Duke of Edinburgh Awards Scheme which includes opportunities to take up leadership roles. Moral development is to be supported through studying themes such as 'citizens' rights, local and global', bullying, racism, domestic violence and fair-trade. Areas of study will also include behaviour and conduct. Students will be encouraged to reflect on their behaviour in the UTC and ensure that they always conduct themselves responsibly. The planning also indicates that students will have opportunities to develop a clear understanding of the civil and criminal law in England. For example, visitors will be invited from the legal profession to give talks to students. Students will also be encouraged to access the University of Bolton's law court suite to develop a student law debating group.
- Schemes of work indicate that opportunities will be provided for students to learn about the public institutions and services in England such as the welfare, health and emergency services. The functions of parliament and the monarchy will also be considered.
- The UTC has developed a detailed 'promoting British values policy' which explains how values such as democracy and individual liberty will be nurtured.
- There are plans to develop a student council to enable students to influence the development of the UTC.
- The UTC has also developed a written 'culture curriculum' to raise awareness and understanding of the different cultures, beliefs, traditions and lifestyles in modern Britain. Planned visits include art galleries, theatres, cultural centres and different places of worship.
- The UTC's teaching and curriculum policies include clear statements emphasising that extremist views will not be promoted in any way. Also, political matters will be covered in a balanced, unbiased fashion.
- Students will be encouraged to take part in community initiatives such as local recycling.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The UTC is likely to meet all the regulations, although implementation could not be seen.
- Documentary evidence indicates that the required policies are all in place, including those for safety, risk assessment, first aid, safeguarding, the promotion of good behaviour and anti-bullying.
- All staff will undertake training in health, general safety, fire marshal, first aid and safeguarding before the UTC opens. Providers and dates have been identified for each of these training requirements.
- The UTC has a clear risk assessment policy encompassing the identification and management of significant risks at the UTC and on educational visits.
- Fire safety matters have been carefully considered and planned for. The UTC engaged a private fire safety company over a year ago to oversee fire safety matters and plan compliance with fire safety requirements. The company has produced a detailed fire safety strategy. An officer from the local Fire and Rescue Service visits periodically and will produce a report which can be passed to the Department for Education about the premises. Confirmation of the fire safety of the building will be included in the building standards compliance certificate on completion in due course. The fire risk assessment will be completed when the building is handed over to the governing body on 1 September 2015.
- Stringent procedures are in place to ensure the safe recruitment of staff. Senior staff have been trained in safe recruitment.
- The UTC's policy for the safeguarding of students provides appropriate details and guidance for designated safeguarding leads, staff and governors about their roles and responsibilities. The Principal designate is appropriately trained as a safeguarding lead. All staff will undertake accredited training in safeguarding before the UTC opens.
- The UTC's first aid policy meets requirements.
- The UTC's policy on promoting good behaviour includes details about rewards for laudable personal conduct and the sanctions to be used in the event of misbehaviour. The anti-bullying policy provides clear guidance to staff on how to deal with the many forms of bullying including cyber-bullying.
- Admission and attendance registers will be maintained electronically and the UTC is fully aware of the information recording requirements.

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

- The UTC is likely to meet all of the regulations.
- All the required checks have been completed for the proprietors and staff appointed so far relating to their suitability to work with young people. These are recorded on a single central register as required. Checks are completed and entries made in the register as new staff are appointed. The UTC does not intend to employ supply staff and is aware of its responsibilities should it choose to appoint supply staff in the future.

Part 5. Premises of and accommodation at schools

- The UTC is likely to meet all of the regulations.
- The new building comprises of three floors. There is a lift to the upper floors. The UTC has a good number of classrooms for teaching and learning in all subjects. Specialist teaching and learning spaces include good-sized and well-equipped science laboratories, preparation rooms and information and communication technology rooms.
- The UTC has two medical rooms which include washing facilities.
- Hot and cold water supplies, including labelled drinking water will be available.
- The UTC has planned for a good number of toilets and washing facilities for students. There will be separate facilities for boys, girls and staff. A number of toilets are also being established for disabled students.
- The UTC building will include a good-sized reflection room for prayer or quiet contemplation. This area includes an ablution room.
- Furniture and fittings for all areas are ready for installation as soon as the building has reached the appropriate stage of completion. Documentary evidence indicates that the building will be ready in this regard before the UTC opens.
- Outdoor spaces include hard-surfaced and grassed areas for relaxation.
- The building has been carefully designed with the welfare, health and safety of students in mind. For example, staff rooms and offices are located around the building to provide clear views of inside and outside areas to support supervision. The UTC has made suitable arrangements for visitors. All areas of the building are covered by closed circuit television and appropriate arrangements have been made to ensure that students can enter and leave the premises safely.
- The UTC will have access to excellent, very well-equipped specialist teaching and learning areas in university buildings which are very close by. These areas include provision for clinical simulation, health and sports science, motor sports engineering and libraries. UTC students will have very close supervision when using these areas. Suitable procedures are in place to assure safeguarding. Physical education will take place at the university's sports centre where showers and changing rooms are available under safeguarded conditions.

Part 6. Provision of information

- The UTC is likely to meet all of the regulations.
- All the necessary information for prospective parents and others is provided in the UTC's brochure, associated documents and on the UTC's website. The website includes a copy of the UTC's safeguarding policy.

Part 7. Manner in which complaints are handled

- The UTC is likely to meet all of the regulations.

Part 8. Quality of leadership in and management of schools

- The UTC is likely to meet all of the regulations.

Schedule 10 of the Equality Act 2010

- The UTC's equality policies make a clear commitment to providing equality of access for disabled students. A detailed three-year accessibility improvement plan is in place and the UTC plans to review this regularly and frequently.

Advice to the Secretary of State for Education

Overall outcome	The UTC is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	600
Recommended age range	14 – 19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college

School name	UTC Oxfordshire
DfE registration number	931/4008
Unique reference number (URN)	141111
Inspection number	464422
Inspection dates	4 June 2015
Reporting inspector	Michael Best

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- UTC Oxfordshire is being built on a green field site on the outskirts of Didcot, Oxfordshire. The school is currently under construction. Work is proceeding at a good pace and the accommodation is well on schedule to be completed on time. One wing is being prioritised so that all the facilities for the first students to be admitted will be available from the opening on 1 September 2015.
- The school is to be run by the UTC Oxfordshire Trust. The Trustees have applied for the school to be registered to admit up to 600 boys and girls in the 14 to 19 years age range. It will admit up to 170 students, in Years 10 and 12, in its first year and grow to capacity by September 2020.
- The school will be non-selective and intends to admit students with special educational needs appropriate to the mainstream provision.
- The school aims to 'offer a new approach to the curriculum, grounded in traditional values that will provide a great foundation for students' future'.

Information about the registration

The school is seeking registration as a university technical college for:

Number of day pupils	600
Age range	14–19
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- All the requirements for this standard are likely to be met, although implementation could not be seen.
- The school's proposed provision for students' spiritual, moral, social and cultural development aims to provide them with the information they need to participate in democratic society, knowing their rights and responsibilities. It pays particular attention to helping students to develop the skills necessary to make a constructive contribution to their local communities and raise their awareness of national and global issues.
- Students will be supported in developing their self-confidence, self-esteem and self-knowledge as they enter adulthood and continue their education, training and employment. The school's strong links with business and industry will provide many opportunities for students to learn about their role as citizens in the modern world.
- The school's programme for students' personal, social and health education covers such topics as: distinguishing between right and wrong and making the right choices when faced with difficult decisions; promoting respect and understanding for the diversity of beliefs and opinions; developing appreciation of the needs, interests and feelings of others; and providing meaningful links with the world of work and the wider community. This will be achieved through applying skills from across the curriculum in students' daily lives.
- The school has drawn up a themed programme, to run over a two-year period, known as 'The Big Debate'. Students will develop their understanding of civil and criminal law, and learn about the role of public institutions and services in England. They will develop their understanding of keeping healthy, dealing with mental health issues and the value of exercise. They will learn about democracy, freedom of speech and individual liberty, and that rights and responsibilities are inextricably linked. Visits out of school and visiting speakers, including specialist presentations for topics such as sexual health and relationships, will be a key part of the provision.
- While the school lies at the heart of the Thames Valley, leaders recognise that students may have a limited experience of different faiths and ethnic groups. They plan for students to visit many places of worship to widen their experience of different faiths and cultures at first hand. Students' awareness and

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

understanding of the dangers of extremism and radicalisation will be developed to help prepare them for life beyond school.

- Students will participate in a number of business-linked community projects, including fund raising. The school's planned programme for economic education will provide students with guidance for gaining employment, managing money, parenting and living independently.
- The school's behaviour and anti-bullying policies reflect the school's aims of developing students as individuals and in a professional business environment. Expectations are high. Rewards and sanctions are proportionate to the age of the students and context of the school.
- Students' study of religious education will be promoted through the different themes and projects they undertake within 'The Big Debate'. They will develop their knowledge and understanding of different faiths and beliefs as they study family life, social responsibility, race and discrimination. The school has made provision for a room where students can quietly reflect on what they learn and believe. Tutor time will provide opportunities for them to explore and share their personal values and beliefs as well as strengthening their understanding and respect for the diversity of alternative viewpoints and cultures.
- The school has taken steps to ensure that the planned curriculum, including provision for students' personal development, is free from partisan political or religious views. Guidance for staff makes it clear that, where any political issues are discussed, a balanced view is always presented.

Part 3. Welfare, health and safety of pupils

- All the requirements for this standard are likely to be met in full. Implementation could not be seen as the school is not yet operating. All the required policy documents have been produced, including detailed and comprehensive policies for safeguarding, safer recruitment, positive behaviour management, anti-bullying and first aid. These policies are awaiting final ratification and are ready to be released for public access on the school's website.
- Senior staff are trained in safe recruitment. The school's policy for making appointments is adhered to rigorously. All the required checks are made on staff prior to their appointment and these are systematically recorded on a single central register.
- The training of all staff in child protection is scheduled, as part of the four-day induction programme, before the first students arrive in September. Staff who are appointed at a later date will be individually briefed on child protection procedures as part of their induction. The lead and deputy lead persons for child protection are trained to the required level. Further staff members will undertake the higher-level training after the school opens.

- Staff already trained in first aid will have responsibility for students' well-being from the outset. Training will be provided for additional staff as the school expands. The first-aid policy includes advice about calling for medical help and for dealing with spilt body fluids; it complies with requirements.
- Suitable policies have been drawn up for all the required aspects of health and safety, including making risk assessments and the procedures for taking action to reduce any identified risk. A fire safety risk assessment has been completed and will be signed off when the premises are handed over to the school. The contractors will be providing the school with confirmation of compliance with the relevant building regulations. The school is aware that the Department for Education will need to be informed when this has been issued.
- Any incidents of serious misbehaviour will be logged on a secure electronic recording system. Admission and attendance registers will be maintained electronically. The format of these registers is likely to meet requirements.

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

- All the requirements for this standard are likely to be met. All the required checks have been completed for the proprietors and for staff appointed to date. These are recorded on a suitable single central register.
- Checks are systematically completed and entries made on the register updated as new staff are appointed. The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.
- The school has made the required checks on the members of the Trust and recorded these appropriately.

Part 5. Premises of and accommodation at schools

- All the requirements for this standard are likely to be met. The school will open in its new building on 1 September 2015. The premises are being completed and furnished to accommodate the maximum number of students sought from the outset.
- A range of teaching rooms and spaces includes laboratories and workshop facilities. Plans show that all the teaching rooms will be well equipped, well lit and maintained to a high standard. Furniture and fittings are already ordered and are awaiting delivery. Some fitting-out of rooms has already begun.
- Appropriate washroom facilities are planned and are now taking shape. Showers and changing rooms are provided for students using the indoor and outdoor sports facilities. The hot and cold water supplies are likely to be compliant and students will have access to suitably labelled drinking water at all times.

- Initially, students will be admitted to Years 10 and 12 only; the accommodation is sufficient for this number. There are suitable arrangements planned for medical examination or treatment for students who may be ill. There is sufficient outside space for students' recreation. Playing fields and all-weather sport facilities will be available on the site. The accommodation is likely to be secure.

Part 6. Provision of information

- All the requirements for this standard are likely to be met. The school's website is likely to include all the required information for prospective parents and carers. The school's safeguarding policy is provided in full on the website and other policies are likely to be provided in full or signposted in accordance with requirements. The board of governors meets on 1 July 2015; draft policies are provided on the website pending their ratification at that meeting. So far, all policies that have been posted on the website are compliant with requirements.
- The school intends to provide regular written reports to parents, who will also be able to monitor their children's progress on the internet.
- School leaders are familiar with the requirements to provide specified information to local authorities, and to publish reports and other information, as required.

Part 7. Manner in which complaints are handled

- All the requirements for this standard are likely to be met. The school's complaints procedures are clearly outlined. Provision is made for a panel hearing, if required. The school has updated its policy to reflect the latest independent school regulations regarding the recording of complaints, whether upheld or not.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the requirements for registration. The school's senior leaders demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively. Their plans and policies actively promote students' well-being.

Schedule 10 of the Equality Act 2010

- The school has due regard to the Equality Act 2010. Leaders have drawn up an action plan to improve access to the premises, the curriculum and to information.

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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Recommended number of day pupils	600
Recommended age range	14–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	UTC@harbourside
DfE registration number	845/4005
Unique reference number (URN)	141934
Inspection number	464445
Inspection dates	7 July 2015
Reporting inspector	Paul Metcalf

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Information about the inspection

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Context of the school

- UTC@harbourside is a University Technical College for students aged 14 to 18 who are particularly interested in science, technology, engineering, mathematics and computing. The college intends to offer an academic and technological education within an entrepreneurial framework. The college is partnered by the University of Brighton, Lewes District Council, the Aldridge Foundation and Veolia.
- The college will be based on the harbourside in Newhaven and housed in the former marine workshop which is next door to the railway station and the ferry terminal. The historic building is being extensively rebuilt and extended to create a 21st century learning environment. It is intended that the building will open in two phases with the first phase opening in the carpenters' workshop and the second phase on the site of the marine workshop.
- In the first year, the intention is to open with 75 students in Year 10, and 60 in Year 12. The following year, a further 100 students will join Years 10 and 12, and after that a further 150 students until the college reaches its capacity of 600 students. To date, 70 students have been recruited in Year 10, and 40 students in Year 12; although the college expects that further students will enrol before the start date in September 2015.
- The curriculum in Key Stage 4 will include English and mathematics, with a strong emphasis on scientific and technical education. Learning will develop key attributes for employability, including teamwork, determination, creativity, risk-taking and problem-solving, while the engineering specialism will equip students with the capabilities to invent, design, test and make things.

Information about the registration

The school is seeking registration as a UTC for:

Number of day pupils	600
Age range	14–18
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The college is likely to meet all of the regulations, although implementation could not be seen. Rewards and sanctions are suitably addressed in the behaviour for learning policy which aims to provide a framework in which students develop positive attitudes that will enable them to learn successfully in a safe and encouraging environment. The policy notes that: 'consistency, fairness and measured responses are all critical to the promotion of the characteristics that we seek to develop in young people'.
- The spiritual, moral, social and cultural development of students is promoted through the 'Learning for Life' programme which includes an additional focus on citizenship. Content includes sessions on 'the beliefs, values, customs, knowledge and skills which provide identity and cohesion to different cultures and societies'. The college will also consider ways in which a citizen can contribute to the improvement of their community and to participate actively in community volunteering as well as other forms of responsible activity.
- The college will actively promote fundamental British values through consideration of the the legal system in the United Kingdom, different sources of law and how the law helps society deal with complex problems. Sessions will also focus on parliamentary democracy, the role of Parliament and local, regional and international governance as well as considering the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- British values, of individual liberty and mutual respect, as well as tolerance of those with different faiths and beliefs, permeate the curriculum documentation for these sessions. Students will learn about public institutions. The college intends to invite speakers, including councillors, politicians and members of the Royal British Legion and Royal National Lifeboat Institution to talk to students. The planned curriculum is free from partisan political or religious views and the college is committed to ensure that any political issues are presented in a balanced way.

Part 3. Welfare, health and safety of pupils

- Documentary evidence suggests that all regulations are likely to be met. All the required policy documents have been produced, including those for behaviour,

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

complaints, safeguarding, first aid, equal opportunities and health and safety. Documents are due to be ratified by governors and shared with staff before the college opens.

- The 'Safeguarding - Child Protection Policy' confirms the college's belief that all children and young people have the right to protection from neglect and abuse, and that their welfare is of paramount importance. It highlights the fact that everyone has a responsibility for safeguarding and promoting the welfare of children and young people, and for ensuring that they are protected from harm. The vice principal is the college's designated safeguarding lead officer and is booked on a course to receive updated training for the role before the college opens.
- The principal and vice principal have undertaken safer recruitment training. Safer recruitment practices have been applied to the selection of all staff to date. A fire safety risk assessment, including evacuation plans, has been undertaken. A further interim assessment will take place at the end of August, prior to the opening of the college. A final assessment will be conducted when the college is fully opened. The leader for science is a trained first-aider and staff and students will be provided with first-aid training at the start of the term.
- The four-day induction programme, organised for the start of the term, includes additional training for staff covering policy documents, as well as safeguarding, child protection, special educational needs and first aid. Electronic admission and attendance registers are prepared and their formats meet requirements. Registers will be taken each lesson and text messages sent home if students are absent. An equal opportunities policy is available on the website and a written accessibility policy is being updated so that requirements are likely to be met.

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

- The college has undertaken all required checks on the suitability of staff and these are collated in a single central register. The implementation to date suggests that all regulations are likely to be met. Checks are completed and entries on the register will be updated when new staff are appointed. The college does not intend to employ supply staff but is aware of its responsibilities should temporary or supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The college is likely to meet all of the regulations. The accommodation comprises 32 flexible-use classrooms, including an open-plan heavy engineering space as well as areas for light engineering and technology. The top floor will house the college science laboratories. The carpenters' workshop will be converted to a café with catering undertaken on site from January 2016. The link building will house the reception and a fully equipped medical room with washbasin and toilet.
- There is sufficient safe outdoor space for recreation and it is intended that students will go off the site for sports, using the facilities of the local authority

and Plumpton College, under suitable supervision. Careful consideration has been given to health, safety and the security of the site, including a secure entrance with a surveillance camera. Cameras will also monitor other access points around the college. Disabled access is possible to all parts of the building and disabled parking bays will be available outside the college.

- Water supplies, including safely regulated hot water and labelled drinking water, are likely to meet requirements. Suitable furniture, fixtures and fittings have been identified and ordered for the first phase of the opening. Furniture for the second phase will be ordered in due course. The premises are likely to meet the requirements for heating, lighting, ventilation, decoration and flooring.

Part 6. Provision of information

- The college is likely to meet all of the requirements for registration.
- Information for prospective parents and others is available on the college's website or in printed format on request. A range of policies, including safeguarding, admissions, complaints, exclusions and appeals, and a home/college agreement are available on the website. The college intends to provide regular written reports to parents. Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The policy and procedures for handling complaints are clearly set out with an opportunity for a complaint to be considered on an informal basis. Well-considered procedures as well as suitable timescales ensure that the provision is likely to meet all regulations.

Part 8. Quality of leadership in and management of schools

- Leaders demonstrate a very good awareness of the regulations and responsibilities so that the independent school standards are likely to be met and the health, safety and well-being of pupils supported.

Schedule 10 of the Equality Act 2010

- The college's 'Equality Opportunity Policy' confirms its commitment to promoting equality of access for all including identifying, preventing and redressing unfair discrimination against any individual or groups who may be disadvantaged. The forward planning and implementation section confirms the college's commitment to further improving accessibility of provision for students and employees of the college.

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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Recommended number of day pupils	600
Recommended age range	14–18
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	UTC@MediaCityUK
DfE registration number	355/4001
Unique reference number (URN)	142010
Inspection number	464423
Inspection dates	4 June 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed UTC is located in a brand new purpose-built building in Salford, close to the University of Salford's MediaCityUK campus, The Lowry and the Imperial War Museum. The building is completed and only 'snagging' tasks remain.
- The UTC is on course to open in accordance with its plans. The UTC will admit male and female students aged between 14 and 19 years, some of whom might have special educational needs or education, health and care plans. The UTC intends to open for students on 4 September 2015 with 310 students in Years 10 and 12, rising to 720 students in total throughout the next three years.
- The focus of the UTC is 'to ensure that our students gain the qualifications and experience employers are looking for – not just broadcasters and media companies, but every business wanting to reach its customers in the digital age. The UTC will combine core academic subjects with the opportunity to study and gain practical experience in TV & Film, Graphics & Design, Radio & Audio or Interactive Media & Gaming, our curriculum ensures skills development for jobs at MediaCityUK and beyond'.
- The sponsors of the UTC are the University of Salford, the Aldridge Foundation and The Lowry. The UTC has a high profile employer partner portfolio which includes organisations such as ITV, Cisco, Flix, UKFAST, Unity, dock10, Oracle, Deluxe, Panasonic and Adobe. Alongside these the UTC has also developed links with Apple, Google, Autodesk and the BBC.

Information about the registration

The UTC@MediaCityUK is seeking registration as a UTC for:

Number of day pupils	720
Age range	14 – 19
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The UTC is likely to meet all of the regulations, although implementation could not be seen.
- The curriculum includes opportunities for personal development through focussed work in personal, social, health and citizenship education (PSHCE) lessons, other taught subjects, daily tutorial time, educational visits and visitors. There are clear plans for the development of students' self-knowledge and self-confidence. The UTC has developed a written student leadership policy which sets out many areas of responsibility. For example, older students will assist younger students to help them settle in and an on-going peer mentoring programme will operate. Moral development is to be supported through studying moral themes. For example, topics will include personal conduct, bullying, media ethics and racism.
- Students will be encouraged to reflect on their behaviour and ensure that they conduct themselves responsibly at all times. Planned work includes opportunities to develop awareness and understanding of the civil and criminal law in England. For example, visitors with expertise in these areas will be invited to give talks to students. Many opportunities to gain work-related experiences are designed to help students to become aware of employment possibilities and earning potential as soon as possible.
- The schemes of work for PSHCE indicate that opportunities will be provided for students to learn about the public institutions and services in England. There are also very well-planned opportunities for students' opinions and concerns to be heard and for them to influence developments at the UTC. For example, a student government will enable students to gain first-hand experience of British values including democracy and freedom of speech.
- The programme of educational visits and visitors is designed to support work in PSHCE in many respects. This includes, promoting the importance of equality and diversity. For example, students will visit various centres of cultural interest including museums, theatres and art galleries. Visits to different places of worship are also planned, including churches, synagogues and mosques, to enable students to deepen their understanding of different faiths and beliefs in modern Britain.

² <http://www.legislation.gov.uk/uk/si/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The governing body has made it clear through, its policies on teaching, learning and the curriculum, that extreme religious and political views will not be tolerated. Governors emphasises that any work around faith or politics must always be balanced and non-contentious.
- Students will take part in a number of community enterprises. These include participation in local recycling initiatives and making films or documentaries for charities and voluntary bodies.

Part 3. Welfare, health and safety of pupils

- The UTC is likely to meet all the regulations, although their implementation could not be seen in full. Documentary evidence indicates that the required policies are all in place, including those for health and safety, risk assessment, discipline and anti-bullying. These accord with the latest government guidance. The policies provide clear instructions to staff on their roles and responsibilities in keeping students safe.
- All staff will undertake training in behaviour management, health, safety and safeguarding before the UTC opens. Suitable arrangements have been made and training courses booked, including in relation to safeguarding, first aid and fire safety. Risk assessments are in place to ensure that students are safe in all learning environments, including on educational trips. The UTC has developed a written supervision policy so that staff will be clear about what is expected.
- Arrangements have been made, with partner organisations, for students to have separate toilets and changing facilities to ensure safeguarding during work experience and physical education.
- Fire safety matters have been carefully considered and planned for from the outset. An officer from the local fire and rescue service has made a preliminary visit to the UTC, and will return on 26 August 2015, so that a report can be made to the Department for Education about the premises. Confirmation of the fire safety of the building will be included in the building standards compliance certificate on completion in due course. The fire risk assessment will be completed when the building is handed over to the governing body on 1 September 2015.
- Robust procedures are in place to ensure the safe recruitment of staff. Senior staff have been trained in safe recruitment and suitable procedures have been applied effectively to the recruitment process to date.
- The policy for the safeguarding of students provides appropriate details and outlines the UTC's procedures clearly. The roles and responsibilities of the designated safeguarding lead, staff and governors are set out. Two staff have been identified to receive appropriate training for designated persons and also two members of the governing body. All staff will undertake accredited training in safeguarding before the UTC opens, so that requirements are likely to be met.

- The UTC's first aid policy meets requirements and two staff are trained and qualified to administer first aid. All staff are due to receive first aid and fire safety training before the UTC opens.
- Admission and attendance registers will be maintained electronically and the UTC is fully aware of the information recording requirements.

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

- Documentary evidence indicates that the UTC is likely to meet all the regulations.
- Checks to ensure the suitability to work with children of staff and for the proprietors have either been completed for those in post, or are in the process of completion for new appointments. The single central register includes all the required information headings. The policy and procedures for recruitment accord with the latest government guidance. The UTC does not intend to employ supply staff, but is aware of the necessary checks should it do so in future.

Part 5. Premises of and accommodation at schools

- It is likely that all of the regulations will be met. The new building comprises three floors. There is a lift to higher floors and suitable toilet facilities for disabled people. The UTC has much general classroom space. Specialist teaching and learning spaces include good-sized and well-equipped film, radio, recording, digital art and control studios. There are also a good number of well-equipped science laboratories and preparation rooms.
- A good-sized reflection room is available for prayer or quiet contemplation. Furniture and fittings across the UTC are of a high standard. The UTC has two medical rooms which include the necessary provisions and washing facilities. Hot and cold water supplies, including labelled drinking water, are also likely to meet requirements. Outdoor spaces include hard-surfaced and grassed areas for relaxation and leisure. All of the physical education will take place at a local sports centre where showers and changing rooms will be provided under safeguarded conditions.
- The building has been carefully designed with the welfare, health and safety of students a foremost consideration. For example, the corridors are wide and straight. Staff rooms and offices are located to provide clear views of inside and outside areas to ease supervision. All areas of the building are covered by closed circuit television and appropriate arrangements have been made to ensure that students can enter and leave the premises safely. Suitable security arrangements are also in place regarding visitors.

Part 6. Provision of information

- The UTC is likely to meet all of the requirements for registration.

- All the necessary information for prospective parents, and others, is provided in the UTC’s brochure and associated documents which are available in printed form. The UTC’s website was not operating on the day of the inspection due to technical issues and so it could not be checked. However, the Principal designate confirmed that the safeguarding policy is included and other policies are signposted as required.
- The UTC intends to provide five written reports each year to parents regarding student’s attainment and progress in the main subject areas taught.
- Leaders are aware of the requirements to provide local authorities and others with information as needed..

Part 7. Manner in which complaints are handled

- The UTC is likely to meet all of the requirements for registration.

Part 8. Quality of leadership in and management of schools

- All of the requirements for this part are likely to be met. The Principal designate is experienced and very familiar with the registration process and requirements.

Schedule 10 of the Equality Act 2010

- The UTC’s ‘Equalities Plan’ makes a clear commitment to providing equality of access for disabled students and a detailed three-year accessibility improvement plan is already in place.

Advice to the Secretary of State for Education

The Education Funding Agency, the Department’s delivery agent, is managing the preparation and building process on behalf of the proprietors. The Department will wish to continue to monitor progress in relation to the premises and other matters directly with the Agency.

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	720
Recommended age range	14 – 19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Walthamstow Primary Academy
DfE registration number	320/2038
Unique reference number (URN)	141748
Inspection number	464377
Inspection dates	19 June 2015
Reporting inspector	Sandra Teacher

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Walthamstow Primary Academy is to be located in a new building that is due to be constructed on the premises of the Walthamstow Academy, in a residential area in the London Borough of Waltham Forest. It will provide for pupils from surrounding neighbourhoods and beyond. The school intends to open in temporary accommodation in the grounds of the secondary academy on 14 September 2015. The intention is to move into the new building by spring 2017.
- The school is sponsored by the United Learning Trust and has applied to be registered to admit up to 420 boys and girls in the age range four to 11 years. The plan is to admit up to 60 pupils in two Reception classes in its first year. From then on, the school plans to admit two classes per year until pupils have reached Year 6.
- The headteacher, a school business leader, and two class teachers have already been appointed to start in September 2015. At the time of the inspection visit, no pupils had been registered for enrolment.
- The vision and values of the school are summed up in its aims which encompass: an engaging and inspiring curriculum; a dedicated and talented teaching team; all pupils to be challenged to achieve their best and to feel safe and supported.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4 to 11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The requirements of this standard are likely to be met, subject to satisfactory implementation, through the planned curriculum. The intended ethos of this school emphasises the children's spiritual, moral social and cultural development, particularly through the enriched, integrated curriculum.
- The planned curriculum focuses on building a learning community. It will follow the Early Years Foundation Stage, and subsequently the new National Curriculum, and emphasise '21st Century learning skills' so enabling children to be confident, capable and independent in a safe, nurturing environment. This planned provision clearly focuses on the development of the children's confidence, identity and their understanding of taking responsibility for their behaviour and actions. Children will be encouraged to be involved in decision making in the school and, for example, will be asked for their views on the choice of the new uniform.
- The children will come from a diverse range of ethnicities and cultures and the annual cycle of celebrations across faith groups is built into the calendar for the new school year, so that the children can grow in their awareness of, and respect for, traditions and cultures other than their own.
- Children of different backgrounds and beliefs will learn from diversity and difference and to value one another. Visitors and group visits appropriate to the age range are also planned so that children can develop an understanding of the civil law and public institutions and services in England.
- The school intends to enable children to engage with wider British and world cultures through trips and connections to other schools, and partnership organisations. For example, links have already been established with a school in Nepal.
- The governors have ensured that the planned curriculum, including provision for the children's spiritual, moral, social and cultural development, is free from partisan political or religious views, and that, when political issues are discussed, a balanced view is always presented. Detailed guidance on these matters is included in the school's policy documents.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the regulations. All essential policies and procedures have been prepared and these comply with current guidance, including that on behaviour and anti-bullying.
- The safeguarding policy meets current DfE requirements and includes all the necessary elements and provides clear guidance to staff. All the required checks, as regards suitability of staff, are being made prior to appointment and an appropriate safer recruitment policy is in place. The headteacher, who is the designated person for child protection, has attended relevant safeguarding training with the local safeguarding board. Safeguarding training for all staff and adults on the site is part of the induction process prior to the school opening date, so that requirements will be met. The newly appointed staff team will include a number of qualified paediatric first aiders.
- The school has devised detailed and suitable procedures to assess and manage safety risks around the school site. The health and safety policy is in line with requirements and has been drawn up with the welfare of the children at its heart. There are written policies to promote good behaviour with clear codes of conduct and an appropriate set of sanctions and rewards.
- Currently, the admission and attendance registers are blank, but are likely to meet requirements. The school premises are likely to meet the requirements of the Equality Act 2010 and a three-year plan to improve access is being prepared for the temporary accommodation.
- Arrangements are firmly in hand for the necessary fire safety checks and upon completion of building works; the trust has taken responsibility to include the school premises on the Fire Service's schedules of work. Evacuation procedures in the case of fire have been carefully considered and will meet requirements.

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

- The school's policies and procedures are likely to meet all requirements. Recruitment procedures meet the current guidance. All appointed staff are appropriately vetted and there is a single central record that contains all the required checks on the headteacher and staff. Members of the governing body already have the necessary checks. The school does not intend to employ supply staff, but is aware of its responsibilities should supply staff be appointed in the future. The systems are in place for volunteers and other groups to be checked in time for the opening of the school and the outcomes recorded on the single central record.

Part 5. Premises of and accommodation at schools

- The proposed school is located on the same campus as Walthamstow Secondary Academy. The temporary premises will consist of two double-mobile units which

are expected to be in place by mid-to late-August before children start school in September.

- Evidence from plans indicates that the school is likely to meet all regulations. Detailed plans for the temporary premises and accommodation were scrutinised with the school's head designate, the trust's project leader and the senior project leader. Communication with the contractor is maintained on a regular basis and formal meetings are held fortnightly. A representative from the Education Funding Agency also attends to ensure that the project remains on track. This agency has provided the funding and has taken responsibility to guarantee that all the facilities will be in place on time.
- The plans indicate that there are sufficient classrooms of adequate size and number for the envisaged maximum number on roll. There will be a multi-purpose space available to accommodate breakfast and after-schools clubs. During the school day, it will be used for assemblies, physical education and intervention groups. Hot meals will be served in the adjoining secondary academy at a separate sitting. School documentation indicates that the dynamic approach to learning will be reflected in its flexible use of its accommodation.
- The orders for resources and furniture are within the trust's procurement process and are suitable for the proposed age range and curriculum. Delivery is due in late August. There are sufficient washrooms, including facilities for the disabled staff and visitors. Suitable arrangements have been made to ensure that the hot water temperature is appropriate and the children will have access to labelled drinking water. The provision for acoustics, ventilation and heating is adequate. There are good levels of natural light in addition to adequate electric lighting throughout the building and good exterior lighting to ensure safe access in winter months.
- The plans also include appropriate facilities for medical examinations or for children who may become ill during the school day. There is sufficient safe outside space for play and recreation, and football pitches and tennis courts are available. Site security measures include the erection of a perimeter fence and the installation of keypad access to the school.

Part 6. Provision of information

- The school is likely to meet all of the requirements for registration. All the required information for prospective parents and others will be provided either on the school's website, which was not live at the time of the inspection, or in printed format. The school's safeguarding policy will be included on the website and other policies are signposted as required.
- The school intends to provide written reports to parents twice a year. In addition, the parents of children in the early years will have access to their children's learning journey record at any time via the internet.

- Leaders are aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The provision is likely to meet all the regulations. The complaints policy is clear and comprehensive and will be available on the school website.

Part 8. Quality of leadership in and management of schools

- Meetings and discussions with the headteacher and leading trust personnel indicate that all of the standards are likely to be met.
- The headteacher designate is an experienced leader and the school is due to receive support from the trust. Recruited teachers to date are well qualified and have appropriate expertise to teach children in the specified age range.

Schedule 10 of the Equality Act 2010

- The school's equality plan includes a clear commitment to providing equality of access for all pupils, including disabled pupils and those who have special educational needs or education, health and care plans.
- There is a three-year accessibility plan that sets out how access will be enabled through the curriculum and environment. The planned temporary accommodation will include ramps to the ground floor and a disabled toilet.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all requirements for the early years.

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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Recommended number of day pupils	420
Recommended age range	4 to 11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	Watling Park School
DfE registration number	302/2049
Unique reference number (URN)	142115
Inspection number	464350
Inspection dates	12 June 2015
Reporting inspector	David Scott

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Watling Park School is part of the Bellevue Place Education Trust, a family of seven primary schools. It will open on 1 September 2015, on its permanent site. The accommodation consists of two temporary buildings which will include classrooms, administrative offices, store rooms, toilets and a medical room. The new purpose-built accommodation is due to open in September 2016.
- Watling Park School will open with up to 60 children, in the two Reception classes, expanding year by year to provide for two forms of entry from Reception to Year 6. At present, the number of children registered for enrolment is 45.
- The school will have no specific religious affiliation. The school's vision is to 'blend elements from the best of independent and state education sectors to deliver high quality education'. The intention of trustees and local governors will be to enable 'every pupil to achieve confidence and success thorough high-quality experiences, rich in core learning and computing'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4–11
Gender of pupils	mixed
Type of special educational needs	not applicable

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

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- Watling Park School is likely to meet all of the regulations, although implementation could not be seen. Through strong pastoral care and promoting academic rigour, the school intends to create an ethos which 'meets the needs of learners, fostering a love of learning, giving pupils the chance to experience success and equipping them with the skills and attitudes needed to maximise progress in learning and to progress smoothly to secondary education'.
- The school intends to teach pupils to understand and appreciate British values including freedom, tolerance and respect for the rule of law, both civil and criminal. It also aims to help pupils to understand the benefits of taking personal and social responsibility. It seeks to help them understand British key values and institutions, democracy and services, both locally and in England. For example, children in the Reception classes will learn about institutions in topics such as 'Who helps us?' Older pupils will have the opportunity to visit law courts and the Houses of Parliament.
- The planned personal, social, emotional and health education curriculum is likely to support pupils' growth in tolerance and respect for those from faiths and traditions other than their own. It is intended to help them embrace the diversity of living in modern Britain.
- The school plans to develop an 'individualised curriculum'. This will enable every pupil to have equal access to all activities. For example, the school intends to promote a variety of pupil leadership roles. This will enable children to gain an understanding of service and think of the needs of others before their own, so that they treat everyone equally. They will be offered the opportunity to undertake such roles as pupil researchers, environment guardians, peer mentors, visitor helpers and community wardens.
- The experienced, interim headteacher is fully aware of the school's duty to monitor the content of the planned curriculum. This will ensure that pupils are always presented with balanced views on global and political issues.
- The code of conduct for staff gives guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views. It goes

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

on to state that the school 'will not tolerate extremist views which could seek to radicalise pupils at the school'.

Part 3. Welfare, health and safety of pupils

- Scrutiny of the documentation and evidence from site plans indicates that all regulations are likely to be met.
- Policies for safer recruitment, including 'disqualification by association', equality, behaviour, e-safety and anti-bullying and whistleblowing, have been prepared in accordance with requirements. The safeguarding policy is published on the school's website.
- The behaviour policy focusses on the 'fostering of socially acceptable behaviour', to achieve 'high standards of conduct by means of encouraging personal development in pupils'. It contains an appropriate range of rewards and sanctions designed to set boundaries that will promote good behaviour and limit 'breaks in social conventions'. There are clear expectations for staff, parents and pupils with respect to managing all types of bullying.
- The interim headteacher has been trained in safer recruitment and child protection at the correct level for the designated child protection officer. The school's safeguarding policy reflects and references the current guidance of the Secretary of State. All staff will have completed or updated their training in child protection and safeguarding before the school opens in September.
- All appointed staff have been trained in child protection, safeguarding and first aid. Pre-employment and medical checks on the suitability of staff to work with children are in place.
- Policies and risk assessments have been completed, are of good quality and meet all the required aspects of health and safety. A visit from an independent fire safety consultant has been booked, for 19 August 2015, to check compliance with the Regulatory Reform (Fire Safety) Order 2005 for the temporary accommodation.
- Fire risk assessment and evacuation procedures are in place. Fire-fighting equipment and electrical appliances are planned to be tested in August before the school opens in September, to ensure all equipment is safe, operational and compliant.
- The first aid policy provides sufficient guidance for staff on the treatment and recording of medical conditions, and on hygiene procedures in case of spillage of bodily fluids. Two members of staff are currently certificated first aiders and additional training is planned in June and September for all members of staff. In addition, one member of staff will have a paediatric first aid qualification.

- The school's three-year disability and equalities plan details arrangements to review and, if necessary, improve access for disabled students. Suitable electronic admission and attendance registers are ready for use.

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

- All the required vetting checks on all appointed staff and members of the governing body are captured in a single central record which meets requirements. The school does not intend to employ agency supply staff but, should the need arise, has appropriate procedures in place to conduct the required checks.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the requirements.
- The school is due to open on 1 September 2015. In its first year, it will occupy two temporary, fully integrated, single storey buildings. These will include classrooms, administrative offices, store rooms, toilets and a medical room on the site of the new build. The site plan for the temporary accommodation indicates that all the requirements for the two Reception classes are likely to be met.
- A suitable number of washrooms are available, with safely regulated hot water, including one designated for disabled users. Heating, lighting and fire safety systems are likely to meet requirements. A labelled supply of drinking water will be accessible to pupils. A suitable location has been identified for the provision of a medical room which pupils may use if they become unwell. A toilet is located nearby and the room is fitted with a handbasin with hot and cold running water .
- All the necessary checks on the temporary accommodation will be completed before the school opens in September. This is to ensure that the acoustic conditions, sound insulation, lighting and water supplies, including safely regulated hot water which will be controlled by individual thermostatic valves, are all safe, operational and compliant.
- It is intended that the outside area will be suitably landscaped and will include a range of outdoor areas where pupils can play safely. These areas are likely to be sufficient for the proposed numbers on roll.
- From September 2016, it is intended that the school will occupy a new purpose-built school. However, the architect's plans were not available for scrutiny.

Part 6. Provision of information

- The school's provision of information for parents, carers and others is likely to meet all of the requirements. The school has a comprehensive website, together with a colourful printed prospectus, containing much helpful advice and useful information. The safeguarding policy is on the website.

- Printed copies of all documents are available on request. The school has its own website with electronic links to the trust's website, as aspects are common to both.

Part 7. Manner in which complaints are handled

- The school's complaints policy and procedures are likely to meet all the requirements. The policy is clearly written and comprehensive.

Part 8. Quality of leadership in and management of schools

- The interim headteacher is an experienced leader who has an excellent knowledge and understanding of her role and responsibilities. She and the trustees have ensured that all the independent school standards are likely to be met and that pupils' well-being is assured.

Schedule 10 of the Equality Act 2010

- The school has devised an appropriate three-year 'disabilities and equalities' plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- All of the statutory requirements of the Early Years Foundation Stage are likely to be met.

Advice to the Secretary of State for Education

Overall outcome	The free school is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

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

School name	West Didsbury Church of England Primary School
DfE registration number	352/2042
Unique reference number (URN)	141967
Inspection number	464426
Inspection dates	3 July 2015
Reporting inspector	Saleem Hussain

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed free school is to be located in part new-build and part refurbished premises in West Didsbury, near to Manchester city centre. The premises were formerly used as a special school. Most of these premises have been demolished. One single-storey building remains and this is currently at an advanced stage of refurbishment. The architect's plans provide full details of the new building that will eventually be established and connected to the refurbished building.
- The school aims to be operating from the refurbished building from 3 September 2015. The school intends to open with two Reception classes only. When the new accommodation is established all primary school year groups will be able to join. The school intends to open the new building in February 2016.
- The school's refurbished premises are at an advanced stage in terms of completion. Checks of documentation indicate that the contractors are abreast of the planned schedule of work.
- Once the whole school is up and running, it will admit boys and girls aged between 4 and 11 years, some of whom may have special educational needs or education, health and care plans. Initially, following the refurbishment phase, the premises will have a maximum capacity of 60 boys and girls. Once the whole school is completed, the premises will have a maximum capacity of 420 pupils. Rooms, fixtures and fittings are all planned to be ready for 420 pupils in February 2016. A staged and incremental increase in pupil numbers is planned for each year until the maximum capacity is reached in September 2022.
- The school will operate within a Christian ethos, accepting pupils from Christian backgrounds and will also admit pupils from different faiths, or no faith. Its aims include 'To grow a diverse and creative educational community, where we encourage belonging, nurture believing; together becoming fulfilled and responsible members of God's world'.

Information about the registration

West Didsbury CE Primary School is seeking registration as a free school for:

Number of day pupils	420
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¹ www.legislation.gov.uk/ukpga/2008/25/section/99

Age range	4–11
Gender of pupils	mixed
Type of special educational needs	n/a

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of pupils

- The school is likely to meet all of the regulations, although implementation could not be seen.
- Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural development. Opportunities for personal development include personal, social, health and citizenship education (PSHCE) lessons, assemblies, circle times and interactions with the wider community. Schemes of work for the younger and older pupils are well developed, illustrating a thoughtful and structured approach towards helping pupils across the school to mature and grow.
- There are appropriate plans for the development of self-awareness and self-esteem. For example, the Reception children will be encouraged to recognise that they should use toys and learning resources unselfishly in the classroom. Older pupils will be given opportunities to lead prayers, act as monitors or act as captains during team sports.
- Moral development will be promoted through the consideration of issues such as behaviour, bullying and discrimination. Religious education will include stories from Christian and other major world faiths which have underlying messages about right and wrong. The pupils in each classroom will devise, or help to devise, classroom rules to help them to take ownership and responsibility for everyone's behaviour.
- Pupils will be encouraged to take part in community initiatives such as recycling, supporting festivals such as the Didsbury arts and music festivals, and fundraising for good causes.
- The planning also indicates that pupils will have opportunities to develop an understanding of the civil and criminal law in England. For example, older pupils will consider how laws are made and the role of the criminal and county courts. Visitors to Reception will include the police when children learn about 'People Who Help Us'.
- Documentary evidence also indicates that there will be many opportunities for pupils to learn about the public institutions and services in England such as local authorities, emergency services and the postal services.

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The school has a clear written policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions.
- Many opportunities are on offer for pupils to learn about different cultures in modern Britain in a way that furthers tolerance and harmony between different cultural traditions. For example, pupils will learn about religious clothing such as face veils and also see religious artefacts. Black history will be celebrated and also the contribution diverse groups of people in Britain make to the country. Planned visits include different places of worship such as churches, synagogues and mosques.
- The school takes a strong stance regarding extremist views which are not to be tolerated in school. Also, political matters will be covered in a balanced, unbiased way. The school has developed written policies in relation to extremist views and political matters.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- Documentary and other evidence indicate that the required policies are all in place, including for health, safety, risk assessment, first aid and safeguarding.
- The school has a suitable health and safety policy which includes a risk assessment policy. This provides staff with details about the procedures to be adopted to ensure that everyone's well-being is assured. There is clear guidance to staff regarding the nature of potential risks in school and on educational visits. The procedures to be implemented include risk assessment and effective risk management.
- The school has a detailed fire safety policy and procedures ready to be implemented as soon as the school opens. Fire safety has been carefully considered and planned for. The school has engaged an expert fire safety consultant to plan compliance with all fire safety requirements. A programme of regular visits and advice from this consultant has been established. An officer from the local fire and rescue service will also visit regularly and will produce a report about fire safety at the premises which will be passed to the Department for Education. The building contractors have started a fire risk assessment and fire safety compliance certification will be produced upon completion of the refurbishment and the new building. The fire risk assessment will be completed when the refurbished building is handed over by the contractors on 28 August 2015. The assessment will be updated prior to the handover of the new building in early February 2016.
- The school's first aid policy meets requirements. Several of the staff appointed so far have received accredited training in paediatric first aid.
- The school's anti-bullying policy is comprehensive. It gives appropriate guidance to staff on how to combat the various forms of bullying, including cyber-bullying and that which is racially or sexual orientation based.
- Robust procedures are in place to ensure the safe recruitment of staff. Senior staff are trained in safe recruitment.
- The school has a compliant policy for the safeguarding of pupils. This provides thorough guidance for staff and governors about their roles and responsibilities. A

member of staff is appropriately trained as a safeguarding lead and suitable training is also arranged for a deputy before the school opens. All staff appointed so far have received accredited basic training in safeguarding and arrangements have been made for any further appointments to receive training promptly.

- Admission and attendance registers will be maintained as required and the school has prepared suitable electronic formats in these respects.

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

- The school is likely to meet all of the regulations.
- All required checks have been completed for the proprietors and for staff appointed so far related to their suitability to work with children. These are recorded on a single central register. The school does not intend to employ supply staff but is aware of the requirements if this policy changes in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- The refurbished building and new building are carefully planned to ensure pupils' welfare, health and safety. Arrangements for car parking, the reception of visitors and security are in place.
- The refurbished building comprises one floor, whereas the new building will comprise of two floors. There will be a lift to the second floor in this building. Both buildings include suitably-sized classrooms. Specialist teaching and learning spaces include an information and communication technology room. The school will have a good-sized assembly area. Fittings, equipment and furniture are all planned and budgeted for regarding both buildings which will ultimately be connected physically. Documentary evidence indicates that the buildings will be ready in these regards at the appointed times.
- All in all, teaching and learning space is sufficient.
- The school is planning appropriate facilities for the preparation and serving of food.
- Each building will have a first aid room which will include a washing facility and be close to toilets.
- Hot and cold water supplies, including labelled drinking water, are planned for.
- The school will have sufficient toileting and washing facilities. There will be separate facilities for boys, girls and staff as is required. The school will have three toilets and washing areas for disabled pupils.
- Outdoor space will include grassed and other areas. A suitable outdoor area is planned for the Reception classes.

Part 6. Provision of information

- The school is likely to meet all of the regulations.

- The school provides all the necessary information for parents and others in its brochure and linked booklets. The school’s website includes a copy of its safeguarding policy.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- The Principal is currently the headteacher at Didsbury CE Primary School. When this school was inspected in 2008 it was judged as outstanding in its overall effectiveness and regarding its Early Years Foundation Stage.

Schedule 10 of the Equality Act 2010

- The school’s equality policy makes a strong commitment to providing equality of access for disabled pupils. A detailed three-year accessibility improvement plan is in place.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all of the requirements.
- All staff appointed to work with children in this stage are suitably qualified for their roles.

Advice to the Secretary of State for Education

The inspector considered a wide range of documentary evidence, including detailed refurbishment and new build plans. Discussions were held with the Chair of the Governing Body, the Principal and a recently appointed senior teacher. A tour of the school’s building site was conducted.

The Education Funding Agency is managing the preparation and building process for the refurbishment and new build on behalf of the proprietors. The Department will wish to continue to monitor progress in relation to both the refurbishment and new build, directly with the Agency.

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens.
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Recommended number of day pupils	420
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Recommended age range	4–11
Recommended gender of pupils	mixed
Recommended type of special educational needs	n/a

Advice note for a pre-registration inspection of a university technical college (UTC)

School name	West Midlands Construction UTC
DfE registration number	336/4006
Unique reference number (URN)	140160
Inspection number	464447
Inspection dates	6 July 2015
Reporting inspector	Nick Gadfield

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- West Midlands Construction UTC will be located in the premises of a former secondary academy school for the first year of its operation. It will then move to purpose-built new accommodation on a nearby site, subject to approval. The UTC is sponsored by the construction industry training board (CITB), the University of Wolverhampton and a further eight national construction companies.
- The UTC will provide a vocational curriculum to meet the needs of future professionals in the construction industry in areas such as architecture, interior design, surveying, civil engineering and construction management. It has applied to register up to 600 students aged from 14 to 19 years and will be non-selective. It expects to recruit around 120 Year 10 and Year 12 students in its first year.

Information about the registration

The school is seeking registration as a UTC for:

Number of day pupils	600
Age range	14 to 19
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The UTC is likely to meet all the standards; although implementation could not be seen.

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

- The UTC's core mission to develop valued construction professionals of the future is exemplified in its professional conduct and respect policy, which effectively replaces a behaviour policy. Respect is at the heart of the policy: for students themselves, for colleagues, for individuals and communities with different beliefs or values, and for British values and for the environment.
- A detailed plan and scheme of work has been developed for a personal, social, health and citizenship curriculum that will drive the promotion of tolerance, respect, individual liberty, democracy and acceptance of the rule of law. Over five semesters in each year, topics and themes introduced in weekly lessons will be linked to an assembly programme and work projects to develop students' understanding of personal safety, accountability, integrity and the damaging effects of discrimination. Students will learn about the role of public institutions. All staff will contribute to the programme and measures have been developed to assess how well students develop the concepts, attitudes and understanding that support British values. Visiting speakers will be carefully screened and briefed to avoid exposing students to extremist views.
- A student parliament will give students the opportunity to take part in the democratic process by electing representatives. During the first semester, students will work on a planning application and the UTC is negotiating with the city council to give students as much experience as possible in witnessing how applications are dealt with by the local authority and what the law requires.
- Students' wider interests and understanding will be developed through an enrichment programme structured around three 'habits': a habit of interest; a habit of fitness; a habit of reading.
- The UTC takes a strong stance regarding extremist views which are not to be tolerated. Political matters will be covered in a balanced, unbiased way. The UTC has developed written policies in relation to extremist views and political matters.

Part 3. Welfare, health and safety of pupils

- The UTC is likely to meet all the standards although implementation could not be seen in full.
- The UTC has developed an extensive suite of policies to meet the standards, covering anti-bullying and harassment, complaints, equalities, first aid, health and safety and safeguarding. Separate safeguarding policies cover activities outside the UTC, for example when students are on work placement, working with external contractors. All policies so far developed are on the college internet site.
- The Principal and Vice Principal have been trained to act as senior safeguarding officers and another six staff members are about to undergo multi-agency training to enable them to cover the same role but to specialise in different strands of child protection. All staff will have basic child protection training when they are appointed. The senior leadership team are shortly to undertake further training to enable them to deliver basic-level safeguarding staff training themselves.

- Two members of staff are currently trained to provide first aid at work, and a third member of staff is a former paramedic. All technicians and receptionists will undergo emergency first aid training as they are appointed and this training will also be extended to the students during the year.
- A specialist agency has been employed to carry out the required fire safety assessment as soon as the accommodation is ready. As a former school, the premises are well supplied with emergency exits, fire alarms and assembly areas. The same agency will maintain the fire equipment.
- The detailed and thorough written health and safety policy explains how risk assessments will be carried out and sets out who is responsible for the wide range of safety activities listed. As part of the policy, technicians will check that there is a suitable risk assessment in place before setting up any practical experiment. The policy and arrangements also cover extended learning environments – including the construction training site being developed in the grounds of the UTC.

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

- The UTC is likely to meet all the standards.
- The Principal is trained in safer recruitment and is a member of all appointments panels. All the required checks have been made, or are in the process of being carried out for staff already appointed, and no member of staff will be permitted to start work until they are completed. The single central register is appropriately set out and staff already appointed are recorded on it. Governors and learning mentors will be added as they are appointed. The UTC does not intend to employ supply staff but is aware of its responsibilities should this position change in the future. It is also fully aware of the extra checks needed when appointing staff who have been working outside the UK.

Part 5. Premises of and accommodation at schools

- The UTC is likely to meet all the standards.
- For the first year of its operation, the UTC will be located in a recently-vacated secondary academy. The premises are considerably more extensive than required for the year, and arrangements are in place to secure those parts not used for teaching against unauthorised access. Suitable facilities are in place although they are being refurbished to provide shower and changing rooms, toilets and hand wash basins, and an emergency medical room (with a sink) with additional space if needed for treatment. Drinking water is being provided through the use of water coolers. Suitable temperature controls are in place for the main hot water supply but the temperature at individual taps will be monitored regularly by the site manager.

- There is sufficient access to the premises for students with limited mobility and generous safe space in the grounds for play and recreation. An indoor fitness gym is being developed as part of the refurbishment. Access to the site is secure.

Part 6. Provision of information

- The UTC is likely to meet all the standards.
- All the required policies are published on the UTC's internet site. These include the safeguarding policy and supporting documents.
- The UTC will provide parents with reports at the end of each semester. These reports will draw on feedback from teachers for the academic progress and learning mentors (known as key workers) who will provide evaluations of the pastoral development. An annual report from employers will contribute to an end of year report to parents and carers.
- Leaders are fully aware of the requirements to provide the local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The UTC is likely to meet all the standards. The policy for handling complaints is published on the website and covers all the requirements.

Part 8. Quality of leadership in and management of schools

- The proprietor and Principal have put in place systems and procedures that ensure that all the standards are likely to be met. They have a good understanding of what is needed for successful implementation of the UTC's policies, although implementation at this stage cannot be seen. Students' safety is of paramount importance; this is borne out through the likely full compliance with all the safeguarding standards and the good attention to rigorous welfare, health and safety procedures.

Schedule 10 of the Equality Act 2010

- A suitable disability accessibility development policy is in place which covers access to the curriculum, information and premises. The new premises being developed for the second year will be fully accessible.

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

School name	Wolverhampton Vocational Training Centre
DfE registration number	999/1852
Unique reference number (URN)	1852
Inspection number	464402
Inspection dates	16 June 2015
Reporting inspector	George Derby

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- Wolverhampton Vocational Training Centre (WVTC) is located in Upper Villiers Street in Wolverhampton. It is a day special free school, opening in September 2015.
- The centre currently provides vocational education for students aged 14 to 16 years. It is part of Westcroft Sports and Applied Learning College, Wolverhampton, a day special school for students up to the age of 16 years.
- From September 2015, the centre will be managed by the Central Learning Partnership Trust; five members of this trust will act as the proprietors. The headteacher of Westcroft is the Chair of the Shadow Governing Body of WVTC; the deputy headteacher of Westcroft School has led the project for the centre to become a free school.
- The centre will provide full time education for students aged 16 to 18 years with moderate learning difficulties/complex special educational needs (such as autistic spectrum disorder and social emotional and mental health needs). All students will have an Education, Health and Care plan. Students will be drawn mainly from special schools in the locality. Some Westcroft students will also attend for one to two days per week school, accessing vocational education.
- The centre is located in a large workshop which is part of the Timken Eurospace factory. A social enterprise operation also takes place in part of the building; adults with learning difficulties, aged post-19 years construct fencing for social housing in the local authority. The factory and social enterprise operate separately from the school.
- The school will stay in the current premises until July 2016. By that time, it is anticipated that specially designed, remodelled workshop accommodation nearby, will be ready. During this inspection, refurbishment work to the school premises was taking place.
- The school will admit 25 students in the first year of its operation; another 25 students will join the school in September 2016. At the time of this inspection, only the headteacher had been appointed. It is planned that some other staff will transfer under Transfer of Undertaking (Protection of Employment) from

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

Westcroft School for the 1 September. The school is advertising currently for a motor vehicle instructor.

- The school will focus on vocational learning and also offer functional skills qualifications. Employability and improving personal development will be key elements of the school's work.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	50
Age range	16 - 18
Gender of pupils	mixed
Type of special educational needs	Moderate learning difficulties / Complex special educational needs

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all the standards. Leaders clearly understand their responsibilities.
- The school has planned a comprehensive range of weekly spiritual, social, moral and development topics (such as 'the voice of the learner and democracy', 'social and cultural engagement', 'sustainability', 'community cohesion' and 'equality and diversity') where specific elements of personal development are studied . They will also form part of the school's tutorial themes.
- Central to the school's work is the celebration of students' success and the building of their self confidence. The school's systems and procedures for improving students' understanding of moral and ethical issues are strong. The rewarding of individual's good behaviour means that students can earn points and exchange these for goods. Regular feedback through personal tutorials will help students to keep on track towards their targets in their personal pathway plans.
- The school's code of conduct clearly reflects the school's high expectations of students' behaviour and actions. The school motto is 'raising the BARR' and the

² <http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

areas of 'believe', 'achieve', 'reflect' and 'respect' are key goals for students to reach.

- Through personal tutorials and the units work, as part of the City and Guilds employability and personal development courses, the school aims to actively promote and ensure that students understand fundamental British values and demonstrate these in the daily activities and life of the school. They will learn about how people are different and their similarities. There will be a strong focus on developing tolerance and promoting harmony.
- Activities which promote independent living include budgeting, using public transport and making use of community facilities, such as sport centres and libraries. Knowing about and understanding the role and use of public institutions, such as police, financial bodies and social and community housing, are firmly embodied in the school's planning.
- A range of extracurricular activities aims to extend students' understanding so that they learn about aspects, such as first aid, parenting, enterprise, sport and leisure and money management. This also aims to develop their ability to become full and active members of society.
- The school's anti-terrorism policy builds strongly on the government's 'Channel' and 'Prevent' approaches. It clearly defines extremism and radicalisation, states how the school will promote British values and guides staff to ensure that all speakers are suitably vetted.
- The school is clear that partisan political views must not be promoted during activities in school and during extracurricular activities; this is part of the staff code of conduct.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all the standards, although implementation of policies and procedures could not be seen in full. Leaders clearly understand their responsibilities to ensure the welfare, health and safety of students.
- Induction training is planned before the school opens to ensure that staff are fully conversant with the expectations of leaders and how to keep students safe. Plans cover a range of aspects which relate to safeguarding the welfare of students, such as child protection, fire safety, health and safety procedures, behaviour management, physical intervention and first aid.
- Although the site is a complex array of buildings and functions, there is clear separation. Leaders understand completely the requirement to ensure that the school is fully secure and that staff from the other facilities on site do not have free access to the school.

- A comprehensive safeguarding policy is in place, supported by a range of other strong policies such as for safe recruitment (based on Central Learning Partnership procedures), allegations and the prevention of extremism. There are clear systems and procedures for child protection; the headteacher is the trained designated person (and it is planned for two other members of staff to act as deputies when they have undertaken training planned soon).
- The first aid policy includes reference to how the school will deal with blood and bodily fluids spillages and qualified first aiders will be appointed following planned training.
- Electrical and gas safety has been evaluated fully by external specialists and deemed satisfactory. All portable electrical appliances have been recently assessed.
- The school plans to build on the detailed risk assessments undertaken by the local authority currently, to prepare their own going forward from July 2015. Leaders understand the extent of the task and the risks involved given the range of workshop equipment and machinery, such a light machine equipment, construction materials and motor vehicle maintenance lifts and power tools. Detailed local authority procedures are being used to help formulate risk assessments for activities that are offsite. The school is to prepare risk assessment for individuals, where there is a specific need, such as relating to behaviour.
- The school is aware of the need to check fire alarms, emergency lighting regularly and to ensure there are frequent evacuations planned (these are to be undertaken each half term because of the students' needs). Currently this is undertaken by the factory, but responsibility will transfer to the school when it opens. A detailed fire risk assessment is in place.
- An electronic recording system is to be used to record students' attendance, admissions and to log behaviour incidents and student assessment information.

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

- The school is likely to meet all the standards.
- Leaders clearly understand their responsibilities to ensure that all staff are vetted and the new requirements, such as prohibition from teaching, are adhered to.
- All the required checks have been undertaken on the headteacher, trustees and governors. Rigorous systems for the appointment of staff are in place.
- The single central register contains all the required information.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all the standards.
- The workshop and classroom facilities are extremely spacious and can easily cater for up to 50 students. There are a good range of spaces for the different activities undertaken, such as for construction, woodwork and vehicle maintenance.
- There are adequate toilet facilities for students and staff. The school is in the process of providing a medical room/area for students to go to if unwell. This will have a sink and will be near a toilet.
- Work is being carried out to refurbish some of the school's areas, so they are clean and well maintained for the start of the new school year. The plan for completion is on track.
- Lighting and acoustics are adequate and there is a plentiful supply of labelled drinking water.
- A thorough asbestos survey has been carried out in the last few years and remedial work undertaken.
- The school is aware of the limitations of its accommodation (being a converted factory rather than a purpose built school). Staff have made suitable modifications to provide additional teaching spaces and activity areas. Although there is no external recreation space, this will be available in the new premises, and leaders plan to use a local leisure centre and park to provide such facilities.

Part 6. Provision of information

- The school is likely to meet all the standards.
- All the required policies are made available to parents on the school's website, including the safeguarding policy and related policies which meet requirements.
- The school is aware that it must provide regular reports of students' attainment and progress.
- It is also clear that it must provide information about income and expenditure for a student to the local authority where that student's place is directly funded.

Part 7. Manner in which complaints are handled

- The school is likely to meet all the standards.

Part 8. Quality of leadership in and management of schools

- Leaders fully understand their responsibilities and have clearly planned actions to ensure that all standards are likely to be met. These include those for safeguarding the welfare of students.
- Leaders demonstrate good skills and knowledge to perform their duties and ensure that standards will continue to be met. The new headteacher is a successful, experienced, leader in vocational and academic post-16 provision.

Schedule 10 of the Equality Act 2010

- A suitable three year plan to increase access to information, curriculum and premises is in place. This is supported by a clear equality plan.

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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Recommended number of day pupils	50
Recommended age range	16 - 18
Recommended gender of pupils	mixed
Recommended type of special educational needs	Moderate learning difficulties/complex special educational needs

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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Number of day pupils	600
Age range	14 to 19
Gender of pupils	mixed
Type of special educational needs	not applicable

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

School name	Wynyard Church of England Primary School
DfE registration number	808/2016
Unique reference number (URN)	142108
Inspection number	464406
Inspection dates	8 June 2015
Reporting inspector	Terry McKenzie

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

- The proposed Wynyard Church of England Free School is to be located close to Wynyard village in Teeside. It is sponsored by the Church of England Diocese of Durham. The permanent school will be constructed throughout the next twelve months and during this period the school will be housed in prefabricated temporary buildings close by. The free school has applied to be registered for up to 420 boys and girls from four to 11 years. In the first year it plans to admit around 25 pupils from four to seven years. None of the pupils are known to have a statement of special education needs or an education, health and care plan but the school will be non-selective. It is prepared to admit pupils with special educational needs and pupils of any faith or none. The free school aims 'to provide children with high achievement, confidence and strong moral values'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	4 – 11
Gender of pupils	mixed
Type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014²

Part 2. Spiritual, moral, social and cultural development of students

- The school is likely to meet all of the regulations, although implementation could not be seen.
- The school's behaviour and anti-bullying policies aim to encourage pupils to understand about right and wrong and the consequences of their actions. The

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

² <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>; Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

school's policy for the spiritual, moral, social and cultural development of pupils indicates that great emphasis will be placed on helping them to grow up and contribute positively to life in modern multicultural Britain. Planned provision includes: encouraging pupils to respect diversity of beliefs and opinions; developing the ability to distinguish between right and wrong; developing respect for the needs, interests and feelings of others and helping pupils to understand about the world of work and the wider community. A scheme of projects, visits and visitors is aimed at developing pupil's insights into the working of the civil and criminal law in England. Close links will be fostered with the local communities from which the pupils will come. These will include charitable activities and working with a nearby sheltered accommodation for older people. It is planned that pupils will regularly visit other towns and cities nearby so that they can meet with people from different social and cultural backgrounds.

- The school will link with other primary schools to take part in sports and cultural events. Planned themes within the programme for personal, social and health education will provide pupils with an understanding of citizenship and the roles of individuals within the wider community of the United Kingdom and throughout the world. For example, through the Diocese of Durham, links have already been established with institutions in Africa. Pupils will learn about the public institutions and services of England through the programme for personal, social, health education and citizenship. The religious education curriculum will encourage pupils to explore a variety of issues and questions from a multi-faith perspective; it is designed to enable them to understand and respect diversity of viewpoints and cultures. The proprietors have ensured that the planned curriculum, including provision for pupils' personal development, is free from partisan political or religious views and that, where any political issues are discussed, a balanced view is always presented. Detailed guidance on these matters is included in the staff handbook; this indicates religious and political extremism will not be tolerated.

Part 3. Welfare, health and safety of pupils

- The school is likely to meet all of the regulations.
- All the required policy documents have been produced, including comprehensive policies for safeguarding, safer recruitment, behaviour management, anti-bullying and first aid. The headteacher and members of the governing body have been trained in safe recruitment and the principles have been applied effectively to the recruitment process to date. All staff recruited to date have undertaken the required basic awareness training in child protection. The headteacher is the designated person for safeguarding and has been trained to the required level. Staff have been identified to take responsibility for first aid and they have undertaken appropriate training in paediatric first aid. Suitable policies have been prepared for all required aspects of health and safety and for fire safety. A suitable fire risk assessment has been completed by the contractor in respect of the temporary prefabricated building to be delivered to the site. The proprietorial body is aware that a new fire risk assessment must be produced when the new

building is completed. Admission and attendance registers will be maintained electronically and their formats meet requirements.

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

- The school is likely to meet all of the regulations.
- The school has completed all the required checks on the suitability of staff to work with children. These are recorded on a suitable single central register. Checks are completed and entries on the register updated as new staff are appointed. The school does not intend to employ supply staff but is aware of its responsibilities should supply staff be appointed in the future.

Part 5. Premises of and accommodation at schools

- The school is likely to meet all of the regulations, although implementation could not be seen in full.
- Throughout the first year of operation the school is to be located in temporary prefabricated buildings. The plans of the buildings produced by the proprietorial body indicate that the premises and accommodation will be entirely suitable for the younger pupils who will be joining the school in the first instance. Detailed plans for the temporary and permanent premises and accommodation were scrutinised by the inspector and a discussion held with the headteacher and a member of the governing body. The Education Funding Agency, the Department's delivery agent, is managing the preparation of the initial temporary site and the delivery of the prefabricated buildings. It will also manage the construction of the new school building together with its access road on behalf of the proprietorial body.
- Initially, students will be admitted only into Reception and Key Stage 1. The temporary premises are suitable for these younger pupils. Plans indicate that classrooms are of adequate size and sufficient in number for the planned intake in September 2015. New furniture, suitable for the proposed age range on opening, is on order to be delivered ready for the opening of the school in September. There are sufficient washrooms for pupils and staff. Appropriate arrangements are in place for medical examinations or for pupils who may be ill. There are no facilities for the preparation and serving of food in the temporary school but arrangements have been made with the local authority to have school lunches delivered daily. There is sufficient safe outside space for play and recreation, including playing fields, in the temporary and permanent school sites. The buildings and access points to the grounds at both sites are to be made fully secure.

Part 6. Provision of information

- The school is likely to meet all of the regulations.
- All the required information for prospective parents and others is provided either on the school's website or in printed form. The school's policies including the safeguarding policy are included on the website. The school intends to provide written reports to parents at least once each year. In addition, the parents of children in Reception will have access to their children's learning journey record. Leaders are aware of the requirements to provide local authority and others with information as required.

Part 7. Manner in which complaints are handled

- The school is likely to meet all of the regulations.
- The policy and proposed procedures for handling complaints have been put into place by the proprietorial body.

Part 8. Quality of leadership in and management of schools

- The school is likely to meet all of the regulations.
- Leaders have a good understanding of all the requirements and pupils' well-being is likely to be assured, by the proprietorial body.

Schedule 10 of the Equality Act 2010

The contractor will provide a suitable access improvement plan upon delivery of the temporary prefabricated building. The proprietorial body is aware that upon completion of the new permanent school premises a new three-year plan to increase accessibility must be completed.

Statutory requirements of the Early Years Foundation Stage

- The school is likely to meet all of the requirements.
- The proprietor has planned to ensure that a suitable curriculum will be provided and delivered by competent staff subject to the required checks upon appointment. It is planned that children will be provided with a wide range of

spiritual, moral, cultural and social opportunities and that all of the arrangements for safeguarding them will be in place.

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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Recommended number of day pupils	420
Recommended age range	4 -11
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable