

Free school pre-registration inspections 2016



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

School name	Ashmole Primary School
DfE registration number	302/2050
Unique reference number (URN)	142772
Inspection number	10020232
Inspection dates	29/06/2016 to 30/06/2016
Reporting inspector	Martin Roberts



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014', when it opens.²

Context of the school

This new provision is a primary school within the Ashmole Academy Trust, located in Southgate in the London Borough of Barnet. Ashmole Primary School will be located on the site of the existing secondary academy and will run alongside it.

The school will open in September 2016. It will initially be located in temporary accommodation with 60 Reception-aged children. This will rise to 120 Reception children and Year 1 pupils in September 2017. The plan is to relocate into a new state-of-the-art building on the same site in 2018. The final capacity of the school will be 420.

Ashmole Academy Trust has already designed and delivered the successful existing secondary academy. As part of the Trust, the new primary school will have access to a range of high-quality facilities, experience and expertise in the secondary school. For example in science, music and sports. The Trust states that it, 'wants to provide the highest school attainment for all its pupils and students, whatever the age. Happiness, safety and strong sense of community prevail'.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420. Initially 60 in September 2016
Age range	4 to 11
Gender of pupils	Mixed

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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in the 'Values education programme' and associated policies stress core values; for example: honesty, respect for the rule of law, determination, equality, friendship, and kindness. Through this approach, there are ample opportunities for children to build skills in mutual respect and tolerance for those of other beliefs and traditions. A very clear policy promotes British values. Provision in this aspect is strong.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place and these and other evidence indicate that health, safety, (including fire safety), behaviour, supervision, risk assessment, first aid and safeguarding will be secure and comply with guidance. There is considerable detail included with specified practices and procedures along with auditing arrangements. The school's anti-bullying policy is detailed and includes relevant strategies for addressing any issues.

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

The school is likely to meet all of the regulations. The single central record is already in place. This details the required checks made, by whom and when, and these checks are recorded on the system, including for governors.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially consist of temporary accommodation in an attractive open location, creating many opportunities to use the extensive outside spaces. The buildings supplied will meet all current requirements including for example, provision for first aid, toileting and medical facilities. The plans for the new permanent building are well advanced and show details of high quality provision in all requirements.

Part 6. Provision of information

The school is likely to meet all the requirements. All the required policies are in place and available to parents, including an up-to-date safeguarding policy. The website is in the course of being updated with the most recent policies and information. Copies of these policies can be made available on request.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and clearly written. It contains all the necessary steps and the timelines for the efficient handling of any complaints and appears on the school's website. Copies can be made available if requested.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Trust already has experience of opening and running the nearby secondary academy. They have a good understanding of the regulatory requirements having already fulfilled them successfully. Leadership has established high-quality policies for example, in creating an aspirant positive ethos and in policies which provide strongly for the welfare, health and safety of pupils. Leadership is also clear about how it will continue to monitor provision so that the independent school standards are met consistently and they have the necessary skills and knowledge to do this.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities identifies groups. It is clear about how to support each group of pupils and monitor impact. Plans for the new permanent building show that features such as lifts and adaptations are included.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school will initially open as a Reception class, and staff have been appointed who are suitably qualified and experienced. Detailed policies are in place which connect well with other whole-school policies and meet current 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 to 11
Recommended gender of pupils	Mixed

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

School name	The Atam Academy
DfE registration number	317/4002
Unique reference number (URN)	142896
Inspection number	10020272
Inspection dates	26 May 2016
Reporting inspector	Jeremy Loukes



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.²

The inspector met with the executive headteacher and the head of primary. He undertook a tour of the school site, reviewed architects' plans for the conversion of existing premises, scrutinised information available on the school's website and reviewed a range of policies, including those relating to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,312
Age range	3–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

It is proposed that Atam Academy will be an all-through school, with a Sikh religious character, for pupils aged from 3 to 19. It will be one of three schools in the Khalsa Academies Trust. A consultation is currently under way regarding the change to academy status of Khalsa Primary School; if the change of status were to go ahead, the school would become the fourth school in the trust.

A consultation is under way about the design of a new building which is proposed to be completed and ready for occupation in September 2018.

A two-year lease has been secured by the Department for Education for the school to occupy accommodation in the building occupied by Redbridge College.

It is anticipated that pupils will be admitted to the Reception and Year 1 classes in September 2016. On completion of the new premises, the temporary premises will be vacated. Pupils already on roll will transfer to the new building. Additionally,

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

² 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.

pupils will be admitted to Years 3 and 7. It is proposed that there will be 120 pupils in each of the secondary year groups and 60 in each of the primary year groups. Children will be admitted to the Nursery class from September 2018, on completion of the new premises.

Work to convert the existing rooms in the temporary accommodation is yet to begin. During the inspection, a project plan outlining the works to be undertaken was forwarded to the school by the Department for Education. This indicates that the planned work will be completed in time for the school to open on 5 September.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards provided that it addresses the regulations noted in the tables as set out in parts 3, 4, 5, 6, 7 and 8.
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Explanation of inspector's recommendations where they differ from the school's application:

- In the absence of agreed plans for the proposed new building, it is not currently possible to evaluate the likelihood of the school meeting the relevant standards. An assessment of the proposed new building will need to be undertaken at a later date when plans are agreed.
- On the proviso that the building project to convert existing space in Redbridge College is completed according to the planned timescale, and to the required standard, there is likely to be sufficient capacity for a maximum number of 90 pupils in the Reception and Year 1 classes, in total. This recommendation is aligned to leaders' expectations.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. Plans showing the curriculum content for pupils in the Reception and Year 1 classes indicate that they will study a range of religions, making visits to places of worship and learning about a variety of religious celebrations including Eid, Diwali and Easter. The school's policy for spiritual, moral, social and cultural education (SMSC) places appropriate emphasis on pupils developing self-esteem and self-confidence. It is intended that the Sikh principles of 'beyond the individual', 'beyond academic achievement' and 'beyond selflessness' will support the school's SMSC provision.

³ www.legislation.gov.uk/uksi/2014/3283/contents/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 provided that it addresses the regulations set out in the table below. The safeguarding policy is comprehensive, making due reference to the latest guidance from the Secretary of State. The behaviour policy contains a range of sanctions which refer to the use of 'detentions' to address behaviours such as 'pushing in' and 'interrupting a teacher'. Leaders understand that the sanctions listed are more suited to addressing the misbehaviour of older students. They undertook to identify more age-appropriate sanctions for tackling the behaviour of the younger pupils likely to be admitted in September 2016. There is no written risk assessment policy in place and, as a result, no agreed strategy for ensuring that appropriate action is identified and taken to reduce risks. Leaders understand the risks associated with the temporary site being shared with other users.

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

ensure that the sanctions set out in the written behaviour policy are appropriate to the age of the pupils	paragraphs 9 and 9(a)
ensure that a written risk assessment policy is drawn up and implemented effectively so that appropriate action is taken to reduce risks that are identified, particularly those presented by sharing the premises with Redbridge College.	paragraphs 16, 16(a) and 16(b)

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

The school is likely to meet all of the standards in this part provided that it addresses the regulations set out in the table below. The single central record (SCR) currently records the checks relating to the executive headteacher and the recently appointed head of primary. However, information about checks relating to members of the board do not appear. Leaders are aware of the need for relevant checks to be carried out and for these to be recorded on the SCR.

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

ensure that relevant checks relating to members of the board are carried out	paragraphs 20(6)(b)(ii) and 20(6)(b)(iii)
ensure that the relevant checks relating to members of the board are recorded on the single central record.	paragraph 21(6)

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below.

Although plans showing the proposed layouts of the ground and first-floor spaces were scrutinised, no plans were available for the planned works to the outside area. Leaders explained that they understand that a combination of hard surface with strategically placed safety surfacing, and grassed areas is planned by the Department for Education.

Similarly, no plans were available showing the planned alterations to the parts of the building which will continue to be occupied by Redbridge College. Leaders explained that there are plans to blank out corridor and dining area windows to prevent college users from viewing pupils using the outside area. Similarly, no plans were available showing the proposed alteration of fire exits which currently allow free access to the school's outside area from the college dining area, corridor and a room in the college's 'iZone'.

The plans available to the inspector did not match leaders' description of the proposed layout. Group rooms do not appear on the ground floor plan as expected by leaders. One of the Year 2 classrooms and the area marked as a 'library/breakout area' should, leaders explained, be an open-plan dining and hall area. Given the number of Year 1 pupils registered to join the school in September, there will be no need for two Year 2 classrooms during the school's temporary occupation of the premises.

The plans do not make provision for a medical room.

The available plans do not specify the means by which the premises occupied by Redbridge College will be physically separated from the school's accommodation. Leaders were unsure whether a wall or fire door would be installed at the point at which the two areas coincide and, in the case of it being the latter, whether the fire exit route for college users would therefore lead through the school's premises.

Plans for the purpose-built accommodation due to open in September 2018 are at an early stage. A consultation is currently under way regarding the proposed design of the building. These plans were not available to the inspector.

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

<p>ensure that there is suitable accommodation for the medical examination and treatment of pupils</p> <p>ensure that there is suitable accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near a toilet facility</p>	<p>paragraphs 24(1), 24(1)(a) and 24(1)(b)</p>
<p>ensure that the outdoor space is suitable for pupils' physical education and for them to play outside.</p>	<p>paragraphs 29(1), 29(1)(a) and 29(1)(b)</p>

Part 6. Provision of information

The school is likely to meet all of the requirements in this part provided that it addresses the regulations set out in the table below. The school's website contains helpful information for parents, including access to a number of policies. However, as there is no agreed policy outlining the school's approach to exclusion, it is not available to parents. Leaders are aware of the absence of some information allowing parental correspondence with the trust and with the chair of the governing body.

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

ensure that the address and telephone number of the trust's registered or principal office is provided to parents and prospective parents	paragraphs 32(1), 32(1)(a) and 32(1)(b)
ensure that the address for correspondence with the chair of the governing body is provided to parents and prospective parents	
ensure that particulars of the school's policy on exclusions are made available to parents and prospective parents.	

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements in this part, provided that it addresses the regulations set out in the table below.

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

<p>the complaints policy allows for a written record to be kept of all formal complaints, indicating whether:</p> <ul style="list-style-type: none"> – they are resolved following a formal procedure or proceed to a panel hearing – any action has been taken by the school as a result of those complaints (regardless of whether they are upheld) <p>correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.</p>	paragraphs 33, 33(j), 33(j)(i), 33(j)(ii) and 33(k)
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Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements provided that it addresses the regulations set out in the table below.

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

<p>ensure that standards in the preceding parts are likely to be met consistently.</p>	<p>paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and 34(2)</p>
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Schedule 10 of the Equality Act 2010

The school does not have an accessibility policy as required but is now aware of the need for one.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the statutory requirements of the early years foundation stage.

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

School name	Beacon of Light School
DfE registration number	394/1105
Unique reference number (URN)	142882
Inspection number	10020233
Inspection dates	27 June 2016
Reporting inspector	Chris Campbell



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 inspection was carried out to assess the extent to which the school is likely to meet 'The Education (Independent School Standards) regulations 2014', when it opens.

The inspector undertook a tour of the school; reviewed a range of policies and other documents provided by the school, the single central record and the school's proposed procedures, and held discussions with senior leaders and a member of the trust's board.

Context of the school

The Beacon of Light School intends to open in September 2016, operating from the Sunderland AFC football stadium, the Stadium of Light, in a suite of dedicated classrooms, offices and facilities. It seeks to offer alternative provision for pupils between the ages of 13 and 16, coming from across the city. A proportion of pupils are likely to have identified special educational needs and/or disabilities.

In its first year of operation, the school intends to open with approximately 40 pupils across key stages 3 and 4. It intends to move into a new, purpose-built building on the same site in September 2017.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	80
Age range	13–16
Gender of pupils	Mixed
Type of special educational needs	Cognitive and learning Behavioural, emotional and social development needs Communication and interaction needs Sensory and/or physical 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

All the requirements of the independent school standards are likely to be met.

The school's plans and policies indicate that the school will provide a range of appropriate activities and experiences for pupils' spiritual, moral, social and cultural development.

Leaders have a keen sense of the needs of the pupils who will join the school and the circumstances they come from. They have taken these factors into account when planning for pupils' personal development through the personal, health, social and citizenship (PHSCE) programme, tutor time, assemblies and visits from a range of external speakers. The programme reflects the school's focus on actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions. As a result, pupils are likely to be prepared well for the opportunities and responsibilities of life in modern Britain.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part.

A tour of the school, with leaders and the site manager, confirmed that all the required measures are in place to secure the health and safety of pupils. Documentary evidence confirmed that all the required checks are made. Service records, for example of fire safety equipment, are kept up to date. Regular checks are recorded and any required maintenance is recorded and carried out promptly. An extensive health and safety policy reveals a thorough understanding of all the possible risks to pupils' health, and appropriate plans are in place to minimise them.

The school's plans and policy to safeguard pupils are detailed. The designated safeguarding lead has had up-to-date training and demonstrates deep understanding of local safeguarding issues.

The school's policy for first aid is detailed. It provides clear guidance to staff. It ensures that an appropriate number of staff are trained to the correct levels, and that first aid kits are readily available. Requirements for first aid cover for activities

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

that are provided off the school premises are explicit in the school's educational visits policy.

Leaders have given considerable thought to producing a full and detailed anti-bullying policy, which is linked properly to the behaviour, equality and e-safety policies. Advice to staff and expectations of pupils and families are clear and are likely to be effective in combating different types of bullying, including cyber-bullying and any prejudice-based bullying.

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

All the requirements of the independent school standards are likely to be met.

Leaders have ensured that robust procedures for safer recruitment of staff are in place. They make use of their safer recruitment training when appointing members of staff, and ensure that all the required pre-employment checks are carried out thoroughly. They record these checks accurately in the single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations.

Classrooms and outdoor spaces are sufficient to meet the learning and social needs of pupils. Teaching spaces are light and well furnished. There are sufficient toilet and washing facilities for boys and girls, and separate facilities for staff.

Emergency routes are clearly signposted and unencumbered. Emergency lighting and firefighting equipment are installed.

There is a well-equipped 'sick bay' available for use for any pupil who is unwell, or requires medical or first-aid treatment.

Three smaller rooms are available for pupils who may need therapeutic interventions.

Part 6. Provision of information

The school is likely to meet all the regulations in relation to this part.

All the required policies have been written. The school has arranged with the Foundation of Light, attached to Sunderland AFC, to have these hosted on their website before the school opens. Leaders have arranged to have a full set of policies kept in paper form, so that they are readily accessible for parents who cannot access the internet.

The school's policies, including its safeguarding policy, meet requirements. The safeguarding policy reflects the current guidance of the Secretary of State.

Part 7. Manner in which complaints are handled

All the requirements of this part are likely to be met.

The complaints policy is clear. It explains how complaints can be made and the timescales for response from the school. The policy sets out the various steps in the complaints procedures, from informal to formal, written complaints. It provides for a panel hearing to which the complainant can be accompanied. The panel will include an independent person.

Part 8. Quality of leadership in and management of schools

Leaders and trustees are ensuring that all the independent school standards are likely to be met. They have good understanding of the regulatory requirements.

Trustees have completed a skills audit to ensure that they have all the knowledge and skills needed to hold the principal to account for the quality of provision and the well-being and achievement of pupils.

Schedule 10 of the Equality Act 2010

The school has an equality policy, which is frequently referenced in a range of other policies, such as the personal development, e-safety and anti-bullying policies. This reflects the trustees' and principal's determination to ensure that the rights of all those with protected characteristics are respected.

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	80
Recommended age range	13–16
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Cognitive and learning Behavioural, emotional and social development needs Communication and interaction needs Sensory and/or physical needs

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

School name	Beaumont Primary Academy
DfE registration number	382/2049
Unique reference number (URN)	142774
Inspection number	10020234
Inspection dates	10 June 2016
Reporting inspector	Julia Wright



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.²

The inspector held discussions with the principal, the chief executive officer for the trust, the human resources manager and the director of operations and finance. She scrutinised a range of documentation, including the school's child protection policy, staff recruitment files and all other relevant policies. The inspector undertook a tour of the proposed school site, reviewed the architect's plans for the modular buildings and scrutinised information on the school's draft website. The inspector also made a telephone call to the Kirklees project leader for the new modular building.

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

Context of the school

The proposal is for a free school (presumption). The school has been established in partnership with Kirklees council. It is to be located adjacent to Moor End Academy and is part of the Moor End Academies Trust.

The school will open in September 2016 and admit up to three Reception classes. There are currently 21 pupils registered to join the school. School leaders intend to expand the school, a year at a time, until full capacity of 630 pupils is reached.

The school will operate in the first instance from a modular building, which is currently under construction and will be completed in early July. This building is sufficient for the first year of operation, but additional buildings will need to be checked prior to the second year of operation.

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.

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	90
Recommended age range	4–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

Explanation of inspector’s recommendations where they vary from the school’s application:

The modular buildings are only sufficient to accommodate up to 90 pupils in the first year of operation. Consideration will need to be given to undertaking further checks on the additional buildings in preparation for the second year of operation.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the requirements in relation to this part. As a 'rights respecting school', there is a high emphasis on the rights of the child, at an age-appropriate level. Documentary evidence indicates that there will be numerous opportunities for pupils to discuss all aspects of British values in a safe learning environment. Aspects of spiritual, moral, social and cultural development will be delivered through a discrete personal, social and health education session as well as weaved into other curriculum areas.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements for this standard. The school's policies for safeguarding, fire safety, health and safety and risk assessments are comprehensive. School leaders have given appropriate consideration to all potential risks.

The school has a well-considered behaviour policy that emphasises other pupils' right to learn. In addition, an appropriate anti-bullying policy is in place.

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

The school is likely to meet all the requirements in relation to this part. A compliant single central record is in place. School leaders have undertaken all the required checks to assess their employees' suitability to work with children.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in relation to this part. School leaders and planners have ensured that pupils' safety and well-being are paramount. There are appropriate facilities for hand-washing, toilets, first aid and drinking water. Classrooms are roomy and school leaders have given clear consideration to the acoustics, lighting and temperature.

Part 6. Provision of information

The school is likely to meet all the requirements in relation to this part. The school's website is due to be launched in the next few weeks. The inspector examined a draft that demonstrates that it will contain all the required information as well as the child

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

protection policy. The principal will also provide parents with a comprehensive handbook for parents, containing similar information.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in relation to this part. The complaints policy includes all the necessary steps and detail to support effective handling of complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in relation to this part. School leaders possess the skills and knowledge necessary to manage the school. The principal has a secure knowledge and understanding of the independent school standards. School leaders have put appropriate arrangements in place for governance and leadership succession planning.

Schedule 10 of the Equality Act 2010

The school has a suitable three-year accessibility plan with associated action plans which fulfil its duties under the Equality Act 2010. In addition, the trust has an equalities policy, where all protected characteristics are included.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met. Leaders have given appropriate consideration to maximising pupils' outdoor learning opportunities. Staff are suitably qualified and there are appropriate ratios of staff to pupils.

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

School name	Bicester Technology Studio
DfE registration number	931/4012
Unique reference number (URN)	142863
Inspection number	10020235
Inspection dates	25 May 2016
Reporting inspector	Simon Hughes, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014', when it opens. ²

The inspector undertook a tour of the school site which is currently under construction. He reviewed the architect's plans and scrutinised information uploaded to the technology studio's website. The inspector examined the single central record of staff recruitment checks and reviewed it once additions were made. He also looked at a wide range of policies and proposed procedures.

The inspector met with the principal and vice-principal designate, the proprietor's representative and the chair of the governing body. He also met with the project manager and the builder's agent who led the tour of the construction site.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	310
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Bicester Technology Studio is located on the grounds of one of the proprietor's other secondary schools, The Bicester School. It is situated on the outskirts of Bicester but close to major motorway and railway networks.

The proposed technology studio will provide purpose-built, state-of-the-art premises for 310 boys and girls between the ages of 14 and 19.

The proposed technology studio is on track to start operating in the first week of September 2016. It will admit approximately 60 Year 10 learners and around 50

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.

learners in Year 12. It is set to expand to its full operational capacity in the following year.

Learners will join the technology studio from a catchment area within a radius of 15 miles. This covers several locations of population expansion and business innovation. The Activate Learning Educational Trust (the proprietor) submitted its application to found this establishment as a response to the growing population in Bicester and the needs of businesses locally.

The proprietor and senior leaders have the full and enthusiastic support from local business leaders through Bicester Vision, a business networking forum in the town.

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	310
Recommended age range	14–19
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the standards in relation to this part. Curriculum planning documents show that the technology studio intends to provide imaginative and innovative ways for learners to develop spiritually, morally, socially and culturally. The whole ethos of the technology studio is orientated towards sustainable development. Learners will engage with appropriate content in the 'big idea' section of the curriculum. This will provide them with opportunities to explore their creativity and engage with issues of enduring and emerging concern. Learners will also be provided with opportunities to engage with the wider community through a range of work placements and business ventures. The school has clear written policies intended 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. It has planned effectively to ensure that learners are at a very low risk of radicalisation.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Documentary and other evidence indicate that most of the required policies or measures are all in place, including for health, safety (including fire safety), first aid and safeguarding.

The risk assessment policy is currently a high-level principled document which sets out the nature of risk assessment and how it should be governed. The policy does not yet set out the procedures or processes which will assess or manage the risks in practical terms. This is out of step with other policies which are detailed, focused and professionally published. Leaders are fully aware that they need to undertake or commission a full risk assessment and audit once the site is handed over in August 2016. Appropriate thought has been given, for example, to the storage of hazardous chemicals, network security and 'cable management', and this good practice is to be replicated in all other aspects of the risk assessment process.

The technology studio's anti-bullying policy is sensible and well thought out. It gives appropriate advice to staff, learners and parents on how to identify and combat the various forms of bullying. It also pays appropriate attention to various forms of technology-based bullying, via social media or cyber bullying, given the high levels of engagement with technology intended. Guidance also points to the plans for tackling bullying which is racial or sexually orientated. Robust procedures are in place to ensure the safe recruitment of staff. Senior staff are trained in safer recruitment. Plans were seen that show the intention to extend this to governors.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The requirements in this section are likely to be met in full. All persons to be employed at the school or volunteers, as well as members of the proprietorial body corporate, are judged to be 'fit and proper'. All teaching staff have the appropriate professional qualifications and experience to execute their duties purposefully. Leaders are building appropriate relationships with education employment businesses locally so that any staff deployed on a temporary basis are appropriately checked by the agency. All records of recruitment checks made on staff are correctly entered onto a single central record. The technology studio benefits from an experienced human resources division at the sponsoring multi-academy trust.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant standards. The new building is carefully planned to ensure pupils' welfare, health and safety and to promote their effective learning. Teaching and learning spaces are purpose-built and state of the art, and will provide suitable opportunities for a range of different activities. The number of washrooms for the proposed number of learners is appropriate. Areas for the preparation and serving of food are likely to meet the relevant requirements. The technology studio will share the facilities of the school next door to provide outdoor spaces for sports and physical education. It will also use the extensive facilities of the local leisure centre. Suitable recreation spaces have been planned internally as well as in the proposed landscaping to the exterior of the building.

Part 6. Provision of information

The school is likely to meet all the relevant standards. All the required policies are available to parents on request and some are already on the school's website. These include the safeguarding policy and related policies which all meet requirements.

Currently, leaders use a web-based application to share and publish documents. This means that the policies can be edited and amended as needed. All policies derive from strong exemplars, either found in other parts of the multi-academy trust or from the local authority.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant standards. The complaints policy is detailed, clearly written and sets out the necessary steps for the efficient handling of complaints. It makes cross-references to other policies such as those relating to safeguarding and confidentiality of information. The policy also indicates the relevant personnel who will be assigned to handle complaints should they arise.

Part 8. Quality of leadership in and management of schools

Leaders are already demonstrating significant capacity to run and maintain an effective educational establishment. They have assembled a full range of relevant policies, procedures and practices which are likely to ensure that all requirements will be met.

Leaders demonstrate a good ability to form positive, purposeful and productive relationships with key stakeholders. They are surrounded by local politicians, business people and educationists who are providing expertise and support.

The Activate Learning Educational Trust has provided strategic direction for the project. It provides rigorous challenge to leaders but also ensures that 'back office' functions are handled efficiently and effectively by their own central staff.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an appropriate accessibility plan to fulfil its duties under the Equality Act 2010. This complements the inclusive building design principles. The proposed technology studio has been designed in such a way that any learner with a protected characteristic can thrive and achieve well in the setting.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Advice note for a pre-registration inspection of an academy

School name	Bristol Futures Academy
DfE registration number	801/1106
Unique reference number (URN)	142569
Inspection number	10020236
Inspection dates	15 July 2016
Reporting inspector	Flora Bean



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

This is the school's first pre-registration inspection. The inspector undertook a tour of the school site and reviewed the architect's plans. Information uploaded to the academy's website was scrutinised, together with policies and proposed procedures. Discussions were held with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	100
Age range	14–16
Gender of pupils	Mixed
Type of special educational needs	Behavioural, emotional, social and ASD

Context of the school

Bristol Futures Academy is a new alternative free school provision for pupils aged 14 to 16 years. The school is situated in East Central Bristol in Barton Hill.

It is part of the Inspirational Futures Trust, a Multi Academy Trust sponsored by the Weston College Group of academies. The school will open in the first week of September 2016 on its permanent site, with 30 children in Year 10 and Year 11. Plans provide for expansion, until full capacity is reached.

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	30, increasing to 100

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.

Recommended age range	14 to 16
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Behavioural, emotional, social and autistic spectrum disorder (ASD)

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the requirements for this standard. Documentary evidence indicates that the school will provide appropriate experiences for pupils' spiritual, moral, social and cultural development in lessons, assemblies and across the curriculum.

Opportunities for personal development include personal, social, health and economic (PSHE) lessons, assemblies, and interactions with the wider community.

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. This will be integrated into PSHE lessons and the spiritual, moral, social and cultural topics taught within the curriculum.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the requirements for this standard. The tour of the school and documentary evidence indicate that the required policies and measures are in place, including for safeguarding and welfare, health and safety, risk-assessment, fire safety, and first aid.

The behaviour and anti-bullying policies are comprehensive. They provide appropriate guidance to staff on pupils' behaviour and how to combat various forms of bullying including cyber-bullying.

Thorough procedures have been established to ensure the safe recruitment of staff. Senior staff are trained in safer recruitment.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all of the requirements for this standard. All required checks, related to their suitability to work with children have been completed for the proprietors and for staff appointed. Checks are recorded appropriately on a single central record. The school will not use supply staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements for this standard. The renovated and refurbished building has been carefully planned to consider all aspects of pupils' welfare, health and safety and to promote effective learning. Teaching, learning and outdoor spaces are sufficient, as are toilet and washing facilities and spaces for the preparation and serving of food.

Part 6. Provision of information

The school is likely to meet all of the requirements for this standard. All the required policies are available to parents at the school or on the school's website. These include, for example, the safeguarding policy and related policies, which meet requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the requirements for this standard. The complaints policy is comprehensive, clearly written and contains the necessary steps for the efficient handling of complaints, including for the completion and retention of written records.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all of the requirements are likely to be met. The sponsors and senior managers demonstrate good knowledge and understanding of the requirements for the standards to be met.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an appropriate three-year accessibility plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Canary Wharf College 3
DfE registration number	211/4003
Unique reference number (URN)	142879
Inspection number	10020238
Inspection dates	28/06/2016 to 28/06/2016
Reporting inspector	Brian Oppenheim HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site; reviewed the architect's plans; scrutinised information uploaded to the academy's website; reviewed the single central record, policies, proposed procedures; and held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1200
Age range	11-19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Canary Wharf College 3 is sponsored by the Canary Wharf College Trust. It will be situated in the south of the Isle of Dogs close to Canary Wharf College East Ferry and Canary Wharf College Glenworth, both primary schools.

The school will open in September 2016 and will be temporarily housed on the East Ferry site with 39 pupils in two Year 7 classes of 20 pupils each. In September 2017, the school will move to the Glenworth site for one year before finally moving to its permanent building in September 2018. Its full capacity will be reached in 2024.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the relevant regulations in relation to this part. The school's documents provide clear evidence that there will be appropriate experiences for pupils' spiritual, moral, social and cultural development. Documents identify a wide range of opportunities for pupils' personal development including, personal, social, health and education, and citizenship, assemblies, visits and activities to involve the wider community. The school's Christian ethos provides a clear framework for promoting the fundamental British values of the rule of law, individual liberty, and mutual respect and tolerance of those of different beliefs and traditions. The school has a comprehensive range of written policies that show how these values will be encouraged.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations in relation to pupils' welfare, health and safety. All the required policies and procedures are in place including those for health and safety, fire safety, risk assessment, first aid and safeguarding.

The school's 'Preventing Bullying' policy sets out clearly appropriate guidance for staff about how to prevent bullying, including cyber-bullying.

The school's health and safety policy sets out clearly the school and staff responsibilities for pupils' welfare, and the measures for implementing the policy, including risk assessments and regular checks and inspections. Additional policies, including the policies for safeguarding, critical incidents, food, the safe use of the internet and online safety and educational visits, provides clear guidance to staff about the procedures for ensuring pupils' welfare, safety and health.

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

The school is likely to meet all of the relevant regulations in relation to this part. All the required checks related to the suitability of staff to work with children have been carried out for the board members and those staff appointed so far. The single central record is appropriately completed. There are appropriate procedures for the safe recruitment of staff. Senior staff have been trained in safe recruitment.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations in relation to the school's premises and accommodation. The building that Year 7 pupils will use from September 2016 provides appropriately for pupils' welfare, health and safety and promotes their learning. The new building is planned to meet the appropriate building requirements and provides sufficient space for learning across the range of subjects including specialist subjects such as science, design and technology, art and physical education. Facilities for lavatories, washing and first aid are sufficient. Appropriate consideration has been given to hygiene in the preparation and serving of food.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All required policies are made available to parents on the school website, including policies for behaviour, complaints, safeguarding and special educational needs. Additional policies are available to parents at the school. The safeguarding policy and related policies, including behaviour, internet and online safety and risk assessments meet requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is clearly written and provides comprehensive information about the steps to take for complainants and the school. This includes the right of a complainant to a formal resolution if the complaint cannot be resolved informally. It also provides the right for complainants to invoke a formal hearing by a panel of three people, one of whom is independent of the school. The policy meets the requirements for confidentiality.

Part 8. Quality of leadership in and management of schools

The school's leaders and managers are taking the necessary steps to ensure that all the relevant requirements are likely to be met. Senior leaders, governors and trustees have a good understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school has a range of policies related to equality, including an accessibility statement and an 'Equal opportunities, race, religion, sexual orientation and ethnic diversity' policy. The school fulfils its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Charles Darwin Primary School
DfE registration number	9262126
Unique reference number (URN)	142871
Inspection number	10020239
Inspection dates	22 June 2016
Reporting inspector	Julie Winyard HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector reviewed the architect's plans, and scrutinised information uploaded to the free school's website, the single central record, and policies and proposed procedures. The inspector held discussions with senior leaders and managers.

The site is not open yet, so a visit to the building was not possible on this inspection.

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	No specific needs

Context of the school

Charles Darwin free school, sponsored by the Inspiration Trust, is situated close to the centre of Norwich.

The school will open in the first week of September 2016, on its permanent site, with 33 children in the Nursery, 35 children in Reception and 12 pupils in Year 1. Plans provide for expansion over the next two years until full capacity is realised when pupils reach Year 6.

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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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.

Recommended number of day pupils	420
Recommended age range	4–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	No specific needs

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence indicates that the school will provide appropriate experiences to ensure pupils' spiritual, moral, social and cultural development. British values will be promoted through a suitable range of strategies. There is a strong focus on ensuring mutual respect and tolerance of those with different beliefs or traditions through the planned curriculum.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary and other evidence indicates that the required policies or approaches are in place, including health and safety, fire safety, risk assessment, first aid and safeguarding. For example, senior leaders have undertaken a detailed risk assessment as there are shops below one part of the school building. Pupils will not have access to these and there is a separate entrance to ensure that they are safe in the school at all times.

The school's anti-bullying policy is detailed and sets out precisely what the school expects of pupils and how it will deal with any issues that arise. Prospective parents have already asked the principal how the school will respond to any form of bullying, including cyber-bullying and that which is racially or sexual-orientation based. The policy and school brochure give a clear and unequivocal picture of zero tolerance and the procedures that will be followed.

Robust procedures are in place to ensure the safe recruitment of staff. Senior staff are trained in safe recruitment. All recruitment is carefully supervised by the Inspiration Trust's human resources managers.

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

The school is likely to meet all the relevant requirements. All required checks, related to their suitability to work with children, have been completed for the staff appointed so far. These are recorded as required on the school's single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations. The new building was previously an office block so has all the relevant services, for example toilets, hot and cold water and separate drinking water facilities. The architect's plans show how these will be adapted to meet the needs of the pupils. The building is on three floors

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

and is fully accessible, with a lift between the floors. The architect's plans indicate that there are suitable learning and play spaces for the proposed age groups of children. Senior leaders are aware that once the school opens, they will need to evaluate the acoustics in classrooms as some learning spaces open into one another.

Part 6. Provision of information

The school is likely to meet all the relevant regulations. All the required policies are made available to parents on request or on the school's website, including the safeguarding and child protection policies.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy sets out precisely how complaints will be managed and includes all the required steps for escalating a complaint if parents are not satisfied. Provision is also made for complaints against the principal.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all the relevant regulations are likely to be met. The Inspiration Trust and principal of the school have demonstrated a good understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an appropriate three-year accessibility plan to fulfil its duties under the Equality Act 2010. Accessibility is a key feature of the planned curriculum as well as being highlighted within the architect's plans for the school building.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years foundation stage are likely to be met. The principal has a good knowledge of these requirements, for example the difference between required staff ratios for two- and three-year-olds.

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Advice note for a pre-registration inspection of an academy

School name	Concordia Academy
DfE registration number	311/2031
Unique reference number (URN)	142885
Inspection number	10020240
Inspection dates	04/07/2016 to 05/07/2016
Reporting inspector	Martin Roberts



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	630. Initially 30 Reception children in 2016
Age range	4 to 11. Initially 4 to 5
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Concordia Academy will be a free primary school situated in Hornchurch, in the London Borough of Havering. The school will initially be housed in temporary accommodation provided by the Education Funding Agency (EFA) on the site of an existing school. This new provision will open in September 2016 with capacity for 30 Reception-aged children.

The school will eventually be housed in a new building nearby. Plans for the construction of this are well advanced. With capacity for 630 pupils, this facility is due to open in September 2017.

The provider, Reach2 Academies Trust, aims to provide schools with a broad and engaging curriculum which encourages children to become life-long learners.

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.

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 age range	4 to 11
Recommended gender of pupils	Mixed

Explanation of inspector's recommendations where they vary to the school's application

The EFA has been closely involved with the development of plans for the new school premises. The DfE will therefore be aware that there is not a generous allocation of outside space at the new build site.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence on the website and in associated policies shows that the creation of a nurturing community is likely, with an emphasis on personal development, building collaboration and cooperation. There are ample opportunities for children to develop skills in mutual respect and tolerance for those of other beliefs and traditions. Hornchurch itself is a richly multi-cultural area and there are plans to use this resource. Clear policies promote British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies and other evidence indicates that health, safety (including fire safety), behaviour, supervision, risk assessment, first aid and safeguarding will be secure and comply with guidance. There is considerable detail included with specified practices and procedures along with auditing arrangements. For example, the school's anti-bullying policy is detailed and includes relevant strategies for addressing any related issues. The provider has been careful to ensure that their policies and practices reflect those of their host school in the first year.

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

The school is likely to meet all of the regulations. The single central record is already in place. The required checks are made and recorded on the system, including for governors and those staff who have worked abroad.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The school will initially consist of temporary accommodation on the site of an existing school and the school has identified many opportunities to share facilities. The buildings supplied will meet all current requirements including provision of for example, first aid, toileting and medical facilities. The plans for the new permanent building are well advanced and show details of high-quality provision in all requirements.

³ www.legislation.gov.uk/uk/si/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the requirements. All of the required policies are in place and available to parents, including an up-to-date safeguarding policy. The school website is in the process of being updated with the most recent policies and information. Policies are available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy and procedures are robust and contain the clear steps and timelines for the handling of complaints, including details of how to complain to the Department for Education (DfE).

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The Trust has a good understanding of the regulatory requirements. For example, in the provision for spiritual, moral, social and cultural development of pupils, and in creating a culture of strong support for equality having already fulfilled them successfully for other schools

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Detailed policies are in place and are cross-referenced throughout the policy documentation. The provider is careful to specify the identified groups and how they will be supported. They indicate how these groups will be monitored so that their progress matches those of their peers. Plans for the new building include a lift.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years are likely to be met. The school will initially open as a Reception class. Staff have been appointed who are suitably qualified and experienced. Detailed policies are in place which connect well with other whole-school policies, for example in provision of information and safeguarding practice.

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

School name	Crewe Engineering and Design UTC
DfE registration number	895/4004
Unique reference number (URN)	142890
Inspection number	10020241
Inspection dates	15/06/2016
Reporting inspector	Dr Susan Wareing



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector completed a tour of the school site, reviewed the architect's plans and considered information from the academy's website. She checked the single central record and scrutinised relevant policies, including those on the school's website and other policies provided by senior leaders during the inspection. The inspector also held a programme of discussions with various senior leaders and the chair of governors.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	129
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Crewe Engineering and Design UTC, sponsored by Bentley Motors, OSL Rail & Engineering Services and Manchester Metropolitan University, is situated within the regeneration area in central Crewe.

The school will have a phased opening on the refurbished site from 5 September 2016, with an initial cohort of 129 pupils. The number on roll will then expand, a year at a time, until the school's full capacity of 800 pupils is reached within the next four years.

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.

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	129
Recommended age range	14–19
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentation demonstrates that the school has carefully mapped out, through the curriculum, a range of opportunities for pupils to explore and develop their own values, beliefs and spiritual awareness. The values of tolerance and respect for others permeate its policies. The school has set out in its policies high expectations of pupils' personal behaviour and their understanding of the diversity of social and cultural traditions in modern Britain. Pupils' understanding of the rule of law in Britain is catered for, for example, through the citizenship programme.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Inspection evidence shows very clear roles, responsibilities and regular training concerning safeguarding and child protection are to be established for all staff. All required policies and procedures are in place, including for health, safety (including fire safety), risk assessment, first aid and safeguarding.

The school's policies for promoting good behaviour for learning and anti-bullying are comprehensive. Documentation clearly defines different forms of bullying and the sanctions in place to deter them, including malicious communication on the internet and prejudice-based bullying. Procedures put in place to secure the safe recruitment of staff are very robust. All staff are trained in safer recruitment.

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

The school is likely to meet all the relevant requirements. All staff who have been appointed to date, and proprietors, have undergone appropriately rigorous checks in relation to their suitability to work with children. The single central record is punctiliously maintained and secured.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations. The refurbishment of the building is proceeding rapidly and there has been careful consideration to ensure a safe, healthy and secure environment in which pupils can learn.

Indoor and outdoor spaces are equally fit for purpose and facilities for toileting, washing and showering have been planned sensitively with pupils' privacy in mind.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Toilets and showers are abundant and strategically placed, for example close to workshops, so that pupils can comply with health and safety rules on entry and exit.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. The school meets all requirements in terms of the relevant policies published on its website. All these policies are available on request to parents at the school, including the safeguarding and related policies.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is readily available online but is also distributed to all parents at the point of their child's enrolment. The policy clearly and comprehensively sets out what must be done and by whom, as well as timescales for each stage of a complaint.

Part 8. Quality of leadership in and management of schools

Senior leaders and governors are likely to fully and consistently meet the Independent School Standards, thereby demonstrating their excellent knowledge and understanding of them. They were well prepared for the pre-registration visit and familiar with the information that they needed to provide for the lead inspector.

Leaders and governors have established clearly defined roles and responsibilities, so they know exactly what to do and their actions are timely and effective. They work together as a close-knit team with other professionals to move the development of the school swiftly forward. This is why they are likely to meet all the standards consistently.

Schedule 10 of the Equality Act 2010

The school has put in place an equal opportunities policy. A statement of intent for leaders' wider responsibilities under the 2010 Act has been adopted. Leaders are set to establish an appropriate three-year accessibility plan to fulfil its duties under the Equality Act 2010 once the full complement of staff has been appointed and consulted.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	Daventry Hill School
DfE registration number	928/7000
Unique reference number (URN)	142783
Inspection number	10020242
Inspection dates	24 June 2016
Reporting inspector	Simon Hollingsworth



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the site where the school will be located in September 2016. He reviewed the architect's plans for the school's permanent site from January 2017 and scrutinised information on the school's website. The inspector scrutinised the school's single central record, the school's policies and its proposed procedures. The inspector held discussions with the executive headteacher and the head of school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	175
Age range	4–18
Gender of pupils	Mixed
Type of special educational needs	mild learning difficulty severe learning difficulty profound and multiple learning difficulty autistic spectrum disorder social, emotional and mental health physical disability

Context of the school

Daventry Hill School, sponsored by the Education Excellence for All (EE4A) multi-academy trust, is situated in Daventry.

The school will open in the first week of September 2016 on a temporary site, within Daventry University Technical College. The school will move to its permanent site in January 2017.

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 school will cater for pupils aged between four and 18 who have special educational needs or disabilities. The school will open with children in Reception, pupils in Years 3, 7 and 9 and students in Year 12. Plans provide for the school's gradual expansion, until there are pupils and students in the school in every year group, from Reception to Year 13.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens.
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part.

Documentary evidence indicates that pupils will receive wide-ranging opportunities to develop their spiritual, moral, social and cultural understanding. The school will provide these experiences through personal, social, health and citizenship education (PSHCE) lessons, the curriculum, assemblies, educational visits, and the student council. Through these, pupils will secure their understanding of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different beliefs or traditions.

The school has a written policy to promote pupils' understanding of fundamental British values. The school also promotes these values through its behaviour, safeguarding and citizenship policies. Senior leaders rightly recognise their role in promoting these values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part.

Documentary and other evidence indicates that the required policies are all in place. These policies are comprehensive and take into account the range of pupils' needs.

The school's intimate care policy ensures that there are suitable procedures in place to enable staff to cater effectively for those pupils who have complex needs.

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

The school is likely to meet all of the regulations in relation to this part.

The school's recruitment policy is comprehensive. It ensures that proprietors undertake all appropriate checks relating to staff's suitability to work with children. The school's single central record provides a clear record of these checks.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations in relation to this part.

The site on which the school will operate in September 2016 meets all of the regulations.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Proprietors have planned the new building to ensure that the school secures pupils' welfare, promotes their learning and caters for their individual needs. The school's teaching and learning spaces are sufficient. The school also has wide-ranging facilities to cater for pupils' medical needs and their well-being. These include appropriate toilet and shower facilities, a hydro pool, a physiotherapy room, a therapy room, a sensory room and a soft playroom.

The school's facilities and its intimate care policy indicate that staff will be able to cater well for those pupils who have complex needs.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part.

All of the required policies are available to parents, either on the school's website or at the school.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the regulations in relation to this part.

The comprehensive and clear complaints policy provides all of the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school's leadership and management team has undertaken appropriate action and drawn up a comprehensive range of policies that ensure that the school is likely to meet all of the relevant regulations.

The proprietors and senior leaders have demonstrated a secure understanding of the regulatory requirements, and of their duties to safeguard their pupils.

Schedule 10 of the Equality Act 2010

The school has an appropriate equality policy and action plan that ensures that the school fulfils its duties under the Equalities Act 2010.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all of the statutory requirements for the early years foundation stage. All staff appointed to work with children at this stage are suitably qualified.

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Advice note for a pre-registration inspection of an academy

School name	Eaglewood School
DfE registration number	850/1107
Unique reference number (URN)	142906
Inspection number	10020244
Inspection dates	8 to 9 June 2016
Reporting inspector	Matthew Barnes



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site; reviewed the architect's plans for the temporary and proposed permanent buildings; scrutinised information shared by the headteacher of the school including the single central record, policies and proposed procedures; and held discussions with the headteacher.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	72
Age range	7–16
Gender of pupils	Mixed
Type of special educational needs	Behavioural, emotional and social difficulties

Context of the school

The Eaglewood School will be situated less than a quarter of a mile from the Arnewood School, an outstanding secondary school. Both schools will be members of the Gryphon Trust.

The school will open in the first week of September 2016, in temporary accommodation on its permanent site, with up to 42 pupils from Years 5, 6, 7 and 8. Plans provide for expansion, as need arises and the permanent buildings are completed, which will result in classes from Year 3 to Year 11.

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.

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	72
Recommended age range	7–16
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Behavioural, emotional and social difficulties

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the standards in relation to this part. Documentary evidence and discussions with the headteacher indicate that the curriculum to be delivered will be based on developing pupils' personal and social development in preparation to make a contribution to modern British society. The curriculum has been planned carefully to include opportunities to develop enterprise and work skills alongside community businesses and employers. Due to the needs of the pupils that the school is planning to serve, the planned curriculum is particularly focused on giving pupils a range of useful experiences for spiritual, moral, social and cultural development.

All policies that were reviewed make reference to actively promoting fundamental British values. Leaders of the Eaglewood School are members of the Gryphon Trust, which means there are strong links with the Arnewood School, which has been judged to give pupils outstanding provision for spiritual, moral, social and cultural development.

Part 3. Welfare, health and safety of pupils

The relevant standards in this part are likely to be met. Policies and procedures for the Eaglewood School have been built upon the principles of those in place across the Gryphon Trust. Good use has been made by leaders of lessons learned through the piloting of the provision that the Eaglewood School is intended to give. Consequently, policies and procedures for health, safety (including fire safety), risk assessment, first aid and safeguarding are robust and appropriate.

The school's anti-bullying policy is sound. It covers all types of bullying, including cyber, homophobic and racially motivated bullying. It gives appropriate guidance to staff on how to respond to concerns and disclosures, as well as the expectations in relation to working with children and their families.

Safer recruitment processes have been managed through the policies and procedures of the Gryphon Trust. This has ensured that appropriate steps have been followed in the recruitment of staff, including requests for references from previous employers. Members of the trust, including the headteacher, are trained in safe recruitment.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

As the school is part of the Gryphon Trust, all required checks have already been recorded on the single central record for trust employees. The systems for making the checks, recording on the record and leaders' monitoring of the single central record are all robust.

Part 5. Premises of and accommodation at schools

The proposed site for the school is currently a children's centre with extensive grounds, including a large playing field. There are two sets of plans. One set is for a temporary building to be used while the building of the second set of plans takes place. The second set is for the permanent school building. The plan for the permanent building demonstrates that the pupils will benefit from exceptionally well-resourced learning spaces, including the extensive playing field. Toileting, washing and medical areas, and spaces for the preparation and serving of food are all more than sufficient.

The temporary building is less well resourced. It lacks the facility for the preparation of food, has no showers and no medical room. However, given the close proximity of the Arnewood School, leaders have plans in place to manage these shortfalls during the interim period until the main building is finished. The temporary building is not on-site and so services to the buildings may be difficult to secure for September.

Part 6. Provision of information

The school is likely to meet all of the relevant standards. Leaders run the school openly and transparently. All policies are available to parents on request. Information about the workings of the Gryphon Trust, including the safeguarding policy, are available on the Arnewood School website. A website for the Eaglewood School is currently being constructed.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. Amendments made to the complaints policy during the inspection ensure that there is clear and appropriate information for parents if they need to make a complaint. Appropriate timescales and information about how the process of complaints will be handled are included. Procedures currently used in the Arnewood School will be mirrored in the Eaglewood School. These are already effective in the outstanding school.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all of the relevant regulations are likely to be met. The proprietors and headteacher have exceptionally strong understanding of the regulatory requirements. Their strong vision for the school and exceptional educational grounding contribute to very effective planning in setting up the Eaglewood School.

Schedule 10 of the Equality Act 2010

All school policies make reference to the school's duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	Ealing Fields High School
DfE registration number	307/4001
Unique reference number (URN)	142654
Inspection number	10020245
Inspection dates	28/06/2016
Reporting inspector	Victoria Linsley



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site, reviewed plans and policies provided by the school in advance, scrutinised the single central record and held discussions with the headteacher.

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

Context of the school

Ealing Fields High School, sponsored by the Ealing Fields Academy Trust, is situated in Hanwell, close to Boston Manor Underground Station.

The school will open in the first week of September 2016 on a temporary site with 120 pupils in the Year 7 cohort. It is anticipated that the school will run from this site for two 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
------------------------	--

Recommended number of day pupils	840
Recommended age range	11–18

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.

Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documents provided by the school indicate that there will be spiritual, moral, social and cultural development. Opportunities for personal development include timetabled lessons within the 'Individuals in Society' part of the academic strand. In addition, assemblies and activities, which form the 'Enrichment' strand, will provide further opportunities in this area. Policies and the wider philosophy of the school support and promote fundamental British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary and other evidence indicate that the required policies will be in place. The business manager is currently at the draft stage with policies for health and safety and first aid procedures because the site is not yet completed. Once ready, relevant details can be included to complete these.

There is a robust anti-bullying policy. Clear procedures ensure the safe recruitment of staff. Senior staff have appropriate safer recruitment training.

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

The school is likely to meet all the relevant requirements. All required checks related to their suitability to work with children have been completed for the governors and staff appointed so far. These are recorded appropriately on a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations when it is completed. The new building has been thoughtfully planned and, even as a temporary site, supports effective learning. Teaching, learning and outdoor spaces are sufficient as are facilities for toileting and for the preparation and serving of food.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 plans for changing rooms do not currently include showers, but the headteacher understands that these must be included to meet the criteria and, given that the site is still under construction, will adapt plans accordingly.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All the required policies have been written and will be 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

The school is likely to meet all of the relevant regulations. The complaints policy is thorough and clear. It includes all necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all of the relevant regulations are likely to be met. The senior managers are appropriately experienced and have a good understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school understands its responsibilities in relation to the equalities act. There is a governance statement on equalities, which is included in recruitment processes and mapped across the curriculum. The school will be an entirely accessible site when completed for opening.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	Edison Primary School
DfE registration number	313/2029
Unique reference number (URN)	142889
Inspection number	10020246
Inspection dates	27 May 2016
Reporting inspector	Andrew Wright



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet the independent school standards when it is planned to open.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	630
Number of boarders	none
Age range	4 to 11
Gender of pupils	Mixed
Type of special educational needs	Cognitive and learning needs Behavioural, social and emotional needs Communication and interaction needs Sensory and physical needs

Context of the school

The proposal is for a free school to be located in Hounslow. It is not yet operational. The trust intends to open the school in September 2016. For at least the first year, the school will operate from temporary premises provided on the proposed school site. The permanent building will be erected on adjacent land which is currently occupied by an empty former care home.

The inspector reviewed the plans for temporary premises and looked at the information currently on the school's website (not yet live at time of visit). He discussed the plans which leaders have for providing information to parents. The single central record was inspected. Discussions were held with senior leaders and a representative of the board of trustees. A range of documents related to policies, procedures and methods of recording was inspected. A discussion was held with a

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

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.

representative of the company providing technical advice to the Education Funding Agency (EFA).

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 number of boarders	none
Recommended age range	4 to 11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Cognitive and learning needs Behavioural, social and emotional needs Communication and interaction needs Sensory and physical needs

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations related to this part of the standards. The inspector saw policies which indicate the school is considering suitable experiences for pupils' development. The school's leaders have clearly defined the intended culture of the school. Policies make specific and clear reference to the promotion of modern British values. Leaders intend to ensure that all staff understand the requirement to avoid the promotion of any partisan views. Arrangements for the promotion of healthy lifestyles are set out very clearly in policies seen.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in part three. Suitable procedures and policies are set out in the documents seen on inspection. The safeguarding policy meets the requirements of the standard, though its implementation could not be seen during this inspection. Suitable policies have been prepared to cover the requirements in relation to health and safety and fire regulations. Policies for promoting good behaviour and tackling bullying are likely to meet the standards. The procedures for recording the admission and attendance of pupils are secure and systematic. The school's leaders are aware of the range of information which needs to be collected about pupils on admission to and departure from the school.

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

The school is likely to meet all of the relevant requirements in this part of the standards. The single central record provides a place for all of the required checks. All current staff, governors and trustees have been added to the record. The school's leaders demonstrated an understanding of their duties to report unresolved safeguarding concerns about staff to the Disclosure and Barring Service.

Part 5. Premises of and accommodation at schools

The school is likely to meet the requirements in this part of the standards.

At the time of the inspection, the school's leaders had not yet established how hot water would be controlled to avoid the risk of scalding. Plans for the temporary premises indicate that access for parents and pupils is along a road without demarcation between vehicles and pedestrians. Leaders are expecting to admit up to 60 pupils in the Reception Year from the date of opening. The accommodation plans

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

suggest that there will be only two toilets next to classrooms, one for boys and one for girls. A further two toilets will be accessible in a separate temporary building. These arrangements represent a relatively small number of facilities for the number of pupils expected. This is particularly the case considering the age and potential needs of pupils on arrival at the school.

The final plans will need to ensure that there are sufficient toilet facilities to accommodate the number of pupils attending the school and that the temperature of hot water is regulated to avoid the risk of scalding.

Part 6. Provision of information

The school is likely to meet all of the requirements in this part of the standards. The school website is not yet live. However, the school's leaders have a timescale for including all the necessary information, including the safeguarding policy, before the school opens. Leaders are to provide extensive access to assessment information for parents through a secure area of the website. A format for reporting to parents on an annual basis is likely to meet the requirements of the standards.

Part 7. Manner in which complaints are handled

The school is likely to meet the requirements in relation to this part of the standards. A detailed complaints policy has been compiled. It includes clearly defined timescales for investigating complaints. It makes suitable provision for the confidentiality of information regarding a complaint. The policy also makes clear the intention to promote the consideration of complaints on an informal basis in the first instance.

Part 8. Quality of leadership in and management of schools

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

The senior leadership team demonstrated to the inspector a secure range of skills and knowledge related to the independent school standards. Leaders are passionate about the clearly defined culture which they wish to promote within the school. This is likely to be entirely consistent with modern British values and the independent school standards.

Leaders will need to conduct further discussions with those involved in providing the temporary accommodation. This will be to establish how safe entry and exit to the school will be accomplished. It will also be to ensure that hot water supply is suitably controlled. Further consideration should also be given to the method of managing toilet arrangements for children in the early years.

Schedule 10 of the Equality Act 2010

The school's leaders intend to complete an accessibility plan before the school is due to open in September 2016; although this was not available to see during the inspection. Leaders demonstrated adequate knowledge and understanding of the requirements of this act. Policies seen during the inspection paid due regard to equal opportunities and equal access.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met. School leaders have put plans in place to provide appropriate training and to appoint suitably qualified staff.

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

School name	Galleywall Primary School
DfE registration number	210/2007
Unique reference number (URN)	142875
Inspection number	10020248
Inspection dates	26 May 2016
Reporting inspector	Gaynor Roberts HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site, reviewed the architect's plans and schedule of works, and scrutinised information uploaded to the school's website, the single central record and school policies. She held discussions with senior leaders and managers, including the chair of the governing body.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	5–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Galleywall Primary School, sponsored by the City of London Academies Trust, is situated in the area of Rotherhithe in the London borough of Southwark. Redriff Primary School, a nearby outstanding primary school and member of the City of London Academies Trust, is providing specific support for Galleywall as it becomes established. The two schools share an executive headteacher.

The school will open in the first week of September 2016 on its permanent site with two Reception classes of 30 pupils each. There are plans for expansion, with two classes joining the school each September, until full capacity is reached in Year 6.

The building, built in the Victorian era, was previously used as a school.

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.

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

Explanation of inspector’s recommendations where they vary from the school’s application

The school’s application refers to pupils aged between five and 11 years. This was an error. The headteacher and chair of the governing body explained that there will be some children aged four joining the school for their Reception Year.

Leaders have prepared adequately to meet the needs of these four-year-old children.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. The school has five key values which are closely linked to pupils' spiritual, moral, social and cultural development: aspirational; entrepreneurial; individual; enlightened and compassionate. These values underpin the school's curriculum and ethos.

The school has a structured plan in place for the delivery of personal, social and health (PSH) education, which is clearly linked to aspects of spiritual, moral, social and cultural development. Additional opportunities for personal development include special events such as Black History Month, Chinese New Year and involvement in a school council.

The school has a clear, written policy on spiritual, moral, social and cultural development, and a related written statement on the active promotion of fundamental British values. These set out how the school will ensure that pupils are presented with balanced political viewpoints.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant regulations. A clear, comprehensive safeguarding policy is in place which refers to the most recent guidance issued by the Secretary of State. This document also provides contact details for key personnel both within the school and externally in the local authority.

There are appropriate policies in place for the promotion of positive behaviour and dealing with any bullying behaviour. This latter policy is called the oppressive behaviour policy. It includes guidance on dealing with all kinds of bullying, including cyber-bullying and bullying on the basis of race, gender or sexual orientation. The school's stance is closely linked to the five core values set out in its ethos.

Documentation relating to health and safety, first aid, risk assessment and other matters relating to safety is thorough. Relevant members of staff are booked to attend first-aid courses prior to the school opening.

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

The school is likely to meet all the relevant requirements. All the required checks have been completed in relation to proprietors and the staff appointed so far. The office manager is experienced and highly aware of the importance of this work. The

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

single central record includes space for checks on volunteers and agency staff ready for completion as required.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations. The building was previously used as a school, and is due for considerable refurbishment prior to and after the school opens.

Phase 1 of the building work is on track for completion prior to the school opening. This will enable the school to occupy the ground floor and part of the playground. However, although it is on track, work has not yet begun, and the preferred building contractor has not yet been identified.

Phase 2, to complete the early years outdoor area, is on track to be completed in the autumn term of 2016. Leaders have appropriate plans in place to provide safe education both indoors and outdoors from the start of term. Phase 3, comprising the full refurbishment of the building's three upper floors, is due for completion in the summer of 2017.

The building has large, airy classrooms. The planned toilet and washing facilities are appropriate.

Part 6. Provision of information

The school is likely to meet all of the requirements of this part. The school's attractive website contains relevant documentation and information for prospective parents. This information includes the school's safeguarding policy. It also provides information about introductory visits and events to introduce pupils to the school.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements of this part. The school's complaints policy is clearly written and contains all the required steps for the effective handling of complaints.

Part 8. Quality of leadership in and management of schools

Leaders and managers are working together to ensure that all the regulations are likely to be met. They have a clear vision for the school's development.

Trustees, governors and leaders have demonstrated a secure understanding of the requirements. Plans, policies and a staff team are already in place for opening in September 2016.

Schedule 10 of the Equality Act 2010

The school has an equality and diversity statement in place that has regard to the Equality Act 2010. It also has a linked accessibility plan setting out how leaders will ensure equality of access to the building and learning environment.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundations stage are likely to be met. The early years leader is experienced in this role. Other staff will have suitable qualifications.

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

School name	Global Academy UTC
DfE registration number	312/4014
Unique reference number (URN)	142887
Inspection number	10020249
Inspection dates	29 June 2016
Reporting inspector	Victoria Linsley



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the site, reviewed information, policies and plans provided by the school, scrutinised the single central record and held discussions with the principal and the chair of the governing body.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	800
Age range	14–19
Gender of pupils	mixed
Type of special educational needs	not applicable

Context of the school

Global Academy UTC will specialise in creative, technical, and broadcast and digital media. It is located on the former 'Vinyl Factory' site in west London which is an area undergoing significant regeneration. The courses are being developed in partnership with the University of the Arts London.

The school will open in September 2016 on its permanent site, with 100 key stage 4 pupils and 100 post-16 students. The UTC plans to expand to its capacity of 800 (300 in key stage 4 and 500 in key stage 5) in the academic year beginning September 2017.

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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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.

Recommended number of day pupils	800
Recommended age range	14–19
Recommended gender of pupils	mixed
Recommended type of special educational needs	not applicable

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural development. Opportunities for personal development will include weekly personal, social and health education and daily tutor time. Additional opportunities connected to the specialism include voice confidence and presentation skills. Furthermore, there is a well-being programme which incorporates both physical and mental well-being. The school has clear policies to promote fundamental British values and rich opportunities to explore related issues through both curriculum and community work.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary and other evidence indicates that the required policies are in place or, in the case of health and safety, fire and first-aid policies, will be in place when the building is completed and in use.

There is a comprehensive safeguarding policy which includes clear expectations and procedures. Staff are appropriately trained, including the appointed pastoral director who is also the designated officer with responsibility for safeguarding.

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

The school is likely to meet all the relevant requirements. All required checks, related to suitability to work with children, have been completed for senior leaders and for staff appointed so far. These are recorded appropriately on a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations. The new building is carefully planned to ensure pupils' welfare, health and safety and to promote effective learning. Specialist facilities will provide the opportunity for pupils to achieve and succeed in a purpose-built hi-tech environment.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All the required policies will be available on the website.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and contains clear steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The leadership of the school is ensuring that all relevant regulations are likely to be met. There is a close partnership between the principal and the chair of the governing body, and a good support base through the external partners involved in the project.

Schedule 10 of the Equality Act 2010

The school demonstrates its awareness of equalities responsibilities within the relevant policies. The new building is designed to support full accessibility.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	Greater Peterborough University Technical College
DfE registration number	874/4004
Unique reference number (URN)	142902
Inspection number	10020250
Inspection dates	7 June 2016
Reporting inspector	Christine Dick, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	500
Age range	14–18
Gender of pupils	Mixed
Type of special educational needs	N/A

Context of the school

Greater Peterborough University Technical College (GPUTC) is sponsored by Anglian Water and Peterborough Regional College. It is also supported by Anglia Ruskin University, Larkfleet Group and Marshall Aerospace. It is situated in separate and secure purpose-built premises in the grounds occupied by the college.

At key stage 4, pupils will follow a broad GCSE programme, including English mathematics and science. In Year 11, they will select an additional technical option route, from either the sustainable built environment or sustainable engineering to study alongside GCSEs. At key stage 5, programmes of study will offer level 3 qualifications, including A levels, and specialist vocational learning in either engineering or the built environment.

Across the year groups, study programmes will also include careers and progression information, advice and guidance; philosophy and ethics; personal social and health education (PSHE); sport and extended project work. The development of employability skills will be key elements of learning across the curriculum.

GPUTC will open in the first week of September 2016 with 50 pupils in Year 10 and 90 students in Year 12. The buildings provide for expansion until full capacity is reached in Years 10 to 13, in 2019.

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.

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	500
Recommended age range	14–18
Recommended gender of pupils	Mixed

Compliance with The Education (Independent School Standards) Regulations 2014³

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

GPUTC is likely to meet all of the regulations in relation to this part. The associated policy describes how the development of the spiritual, moral, social and cultural (SMSC) aspects of pupils' education plays a significant part in their ability to learn and achieve. Expectations are clear that all curriculum areas have a contribution to make to this work and that SMSC development opportunities should be planned into day-to-day learning.

The policy includes an overview of age-appropriate activities for each year group, mapped against specific aspects of SMSC. These include 'staying on the right side of the law' and 'thinking locally, acting globally'. Wider study programmes include philosophy and ethics, and PSHE. These subjects are designed to have a key role in this element of learning.

The 'British values' policy is clear in its aim 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 and traditions.

Part 3. Welfare, health and safety of pupils

The UTC is likely to meet all of the relevant regulations, although implementation of policies and procedures could not be seen in full.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Documentary and other evidence indicates that the required policies are in place, or in progress, including for health, safety, fire safety, risk assessment, first aid and safeguarding.

The UTC's preventing bullying policy gives appropriate guidance to staff on how to deal with various forms of bullying, including cyber-bullying and bullying behaviour which is of racial or sexual orientation.

Appropriate procedures are established to ensure that all staff appointed are suitable to work with children. Senior staff are trained in safer recruitment. Further training is planned for new staff, including in safeguarding and Prevent duties, prior to the opening in September.

An electronic recording system will be used to record pupils' admissions, attendance and assessment information and to log behaviour incidents.

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

GPUTC is likely to meet all the relevant requirements.

Leaders clearly understand their responsibilities to ensure that all staff, including volunteers and supply teachers, are vetted and that the required checks, such as prohibition from teaching, are adhered to.

All checks related to suitability to work with children are underway for the proprietors, governors and for staff appointed so far. These are recorded appropriately on an electronic single central record.

Part 5. Premises of and accommodation at schools

The UTC is likely to meet all of the relevant regulations. Workshops, science laboratories, computer suites and classroom facilities have good acoustics and are well-equipped, light and spacious. There are adequate toilet facilities for pupils, staff and visitors. A medical room, with lockable storage, a sink and an adjacent toilet, is available for pupils who feel unwell. There is a plentiful supply of labelled drinking water.

Arrangements are being made to provide pupils with supervised access to neighbouring sports and gymnasium facilities. Outdoor spaces, linked to GPUTC buildings, are limited but sufficient because timetables will be planned to support staggered break and lunchtimes.

There is suitable accommodation for the preparation and serving of food. Final premises checks will be undertaken to ensure pupils' welfare, health and safety, prior to opening in September.

Part 6. Provision of information

GPUTC is likely to meet all of the relevant regulations. Policies, including safeguarding and related policies, meet current requirements. These will be made available to parents on the website when it is completed.

Leaders are aware that they must provide regular reports of pupils' attainment and progress. They are also clear that they must provide information about income and expenditure to the local authority where pupils' places are directly funded.

Part 7. Manner in which complaints are handled

GPUTC is likely to meet all of the relevant regulations. The complaints policy is clearly written and contains appropriate detail of all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

GPUTC leaders and managers have an appropriate understanding of the regulatory requirements. As such, they are ensuring that all of the relevant regulations are likely to be met.

Schedule 10 of the Equality Act 2010

GPUTC has an early version of the required equality policy which will be finalised prior to opening in September. This includes an appropriate three-year accessibility plan to enable it to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Greatfields School
DfE registration number	301/4006
Unique reference number (URN)	142908
Inspection number	10020251
Inspection dates	16 June 2016 to 17 June 2016
Reporting inspector	Martin Roberts



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,824
Age range	11–18
Gender of pupils	Mixed
Type of special educational needs	N/A

Context of the school

Greatfields is a free secondary school situated close to the river Thames in the south of the London Borough of Barking & Dagenham. The building is currently under construction on a brownfield site in an area of redevelopment and is due to open in September 2017.

The provider, Partnership Learning Trust, has experience of design and delivery of schools nearby. Their schools are based on a philosophy that expects all young people to achieve the very best outcomes they are capable of, both academically and in developing the key character traits of confidence and resilience.

Greatfields School will initially open in part of a new-build primary school in Barking, which is currently nearing completion. Greatfields will open in this building in September 2016 with 100 Year 7 pupils and capacity for 120. The provider plans to move this cohort of pupils to the new secondary building when it opens in 2017. The capacity of the new school will be 1,824.

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

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.

Recommended number of day pupils	1,824. Initially 120 in Year 7
Recommended age range	11–18
Recommended gender of pupils	Mixed

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence on the website and in associated policies shows that there will be an emphasis on personal development. There are ample opportunities for children to build skills in mutual respect and tolerance for those of other beliefs and traditions. The Borough of Barking & Dagenham itself is a richly multicultural area and there are already plans to use this resource. Clear policies promote British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place covering, for example, health and safety, including fire safety, and are of high quality. Safeguarding and associated policies are a notably strong feature. There is considerable detail included with specified practices and procedures along with auditing arrangements. The school's anti-bullying policy is detailed and includes relevant strategies for addressing any issues.

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

The school is likely to meet all of the regulations. The single central record is already in place and the required checks, made and recorded, on the system, including for governors. The school is aware of the need to ensure that medical checks and checks on staff who have worked abroad are made and that these are held in the record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the regulations. The new primary school building which will be used by Greatfields for one year includes high-quality facilities in first aid, toilets, showers, washbasins, lighting and soundproofing. Although built as a primary school, there is ample space for the anticipated Year 7 numbers. Teaching and learning areas inside and outside are spacious and of high quality.

Part 6. Provision of information

The school is likely to meet all of the regulations. All of the required policies are, or are soon to be, available to parents on the school's website, including an up-to-date safeguarding policy. The school is aware that it needs to provide regular reports to parents, and plans for this are in place.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy and procedures are robust and contain the clear steps for the handling of complaints, including details of how to complain to the Department for Education.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations. The executive headteacher and managers of the school have shown strong and visionary leadership in delivering not only a very high-standard building, but also clear indications that they have a good understanding of the regulatory requirements and how to fulfil them. There are already plans to audit aspects of the provision.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Detailed policies are in place which cross-reference many aspects in the provision itself.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Advice note for a pre-registration inspection of an academy

School name	International Academy of Greenwich
DfE registration number	203/4003
Unique reference number (URN)	142608
Inspection number	10020252
Inspection dates	6 June 2016
Reporting inspector	David Scott



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector reviewed the architect's plans for both the temporary and permanent site, scrutinised information uploaded to the school's website, the single central record of recruitment checks, policies and proposed procedures, and held discussions with the principal designate.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	765
Age range	11–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The International Academy of Greenwich (IAG) is part of the Greenwich Trust. It will open on 7 September 2016, on its temporary site, which used to be a language school, in Lee, south-east London. The new purpose-built accommodation is due to open in September 2018, and is located nearby.

IAG will open with up to 125 Year 7 pupils, expanding year by year, to provide for five forms of entry from Year 7 to Year 11 with up to 70 places available in Years 12 and 13. At present, the number of pupils registered for enrolment is 96. 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 school will have no specific religious affiliation. The school's mission is to help each pupil 'become a global citizen'.

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.

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	765
Recommended age range	11–19
Recommended gender of pupils	Mixed

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the relevant requirements. The planned personal, health, social and economic education programme will provide a range of activities aimed at developing pupils' well-being, respect and compassion for others.

Planned provision includes developing pupils' ability to distinguish between right and wrong, and the adoption of British values. It also aims to help pupils to understand the benefits of taking personal and social responsibility, and to understand British key values and institutions, the rule of law, democracy and services, both locally and in England. Daily assembly sessions and off-site visits to local places of interest and worship will give pupils the opportunity to celebrate and learn to tolerate cultural and faith differences.

The school intends to use the International Baccalaureate programmes in order to encourage pupils to become 'critical, reflective thinkers, able to work on their own.' Teachers' job descriptions state that they will ensure that planned activities will be free from partisan political or religious views and where these are discussed, a balanced view will be presented.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant requirements.

Scrutiny of the documentation and evidence from site plans indicates that all policies relating to safeguarding and safety have been prepared in accordance with requirements.

The behaviour policy is focused on pupils achieving the highest levels of personal conduct. There is an appropriate range of rewards and sanctions to promote positive attitudes to learning and behaviour. The school's anti-bullying policy is comprehensive and sets out clear expectations for staff, parents and pupils with respect to managing all types of bullying.

The principal designate has been trained in safer recruitment and child protection at the correct level for the designated safeguarding lead. The safeguarding policy reflects the Secretary of State's most recent guidance, 'Keeping children safe in education', July 2015.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

All staff will have completed or updated their training in child protection and safeguarding before the school opens in September.

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 1 August 2016 to check compliance with the Regulatory Reform (Fire Safety) Order 2005 for the temporary accommodation.

Suitable electronic admission and attendance registers are ready for use.

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

All the required background 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, 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 the relevant requirements. For the first two years, pupils will be accommodated on the first floor of the former Euro Centre Language School. This is currently being refurbished to provide suitable accommodation, while the new school building is being constructed nearby.

The temporary site will consist of 14 classrooms and will include a 'knowledge centre', a medical room with handbasin and toilet facilities located nearby. For physical education (PE), pupils will use the local leisure centre which has appropriate changing and showering facilities.

The newly built school will include 37 classrooms, a 'knowledge centre', assembly and dining areas, a sports hall and extensive outdoor facilities for PE and sport. The new building will have a single point of access and exit to ensure that the site is secure.

Part 6. Provision of information

The school is likely to meet all the relevant requirements for registration. All the required policies are published on the school's website, including the safeguarding policy, which meets current statutory requirements.

Part 7. Manner in which complaints are handled

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

Part 8. Quality of leadership in and management of schools

The principal designate is an experienced leader who has an excellent knowledge and understanding of her role and responsibilities. She and the governors have

ensured that all the independent school standards are likely to be met and pupils' well-being assured.

Schedule 10 of the Equality Act 2010

Leaders have devised an appropriate three-year 'accessibility' plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Kingsteignton School
DfE registration number	878/2065
Unique reference number (URN)	142670
Inspection number	10020253
Inspection dates	19 July 2016
Reporting inspector	Flora Bean



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

This is the school's first pre-registration inspection. The inspector undertook a tour of the temporary school site; reviewed the architect's plans for the proposed new building; scrutinised information for the academy's website; examined the single central record, policies and proposed procedures and held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 pupils and 60 nursery children
Age range	3–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The United Schools Federation, Kingsteignton, is seeking to establish a new primary school and registration for 420 boys and girls from age 4 to 11 with nursery provision for up to 60 children aged from 3 years.

The new school will be situated in Newcross, Kingsteignton. Temporary accommodation is being provided at St Michael's Primary School, Kingsteignton until the new building is completed.

The school will begin with one Reception class for 30 pupils in temporary accommodation. This is a new, purpose-built classroom on the St Michael's site until the new school premises is ready for occupancy in 2017.

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.

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 pupils and 60 nursery children
Recommended age range	3–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the requirements for this standard.

The school's planning actively promotes pupils' respect for others, the rule of law, democracy, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. The teaching plans, drawing on specific topics, indicate that pupils will acquire a depth of knowledge to help them grow in their understanding of fundamental British values.

The school plans to build pupils' self-confidence, self-knowledge and self-esteem by providing opportunities for them to succeed in their learning, in their relationships and through involvement in the local community. Pupils will develop their understanding of right and wrong through personal, social and health, and economic (PSHE) education lessons, and as they participate in school life.

The school will promote good behaviour and anti-bullying through teaching children clear rules for acceptable behaviour and through the implementation of its behaviour and anti-bullying policies, including for e-safety and cyber-bullying, radicalisation and extremism.

Through visits, trips and outside speakers, pupils will learn about public services and institutions in England, and will learn about their own and other cultures. In particular, they will learn to treat everyone equally, recognising and rejecting discrimination.

The school has taken appropriate steps to ensure that partisan political views will not be promoted in the school and that, at all times, pupils learn about and understand different and opposing viewpoints.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the requirements for this standard.

The tour of the school and documentary evidence indicate that the required policies and measures are in place, including for safeguarding and welfare, health and safety, risk assessment, fire safety, and first aid.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

The behaviour and anti-bullying policies are comprehensive. They provide appropriate guidance to staff on pupils' behaviour and how to combat various forms of bullying, including cyber-bullying.

Thorough procedures have been established to ensure the safe recruitment of staff. Senior staff are trained in safer recruitment.

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

The school is likely to meet all the relevant requirements.

All the required checks related to the suitability of staff and proprietors to work with children have been completed. These are recorded appropriately on a single central record.

Part 5. Premises of and accommodation at schools

The premises are likely to meet all of the relevant requirements.

The temporary accommodation and new building have been carefully planned to consider all aspects of pupils' welfare, health and safety and to promote effective learning.

Teaching, learning and outdoor spaces are sufficient, as are toilet and washing facilities and spaces for the preparation and serving of food.

Part 6. Provision of information

The school is likely to meet all of the relevant requirements.

All the required policies are available on request and on the school's website. These include, for example, the safeguarding policy and related policies, which meet requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant requirements.

The complaints policy is comprehensive, clearly written and contains all the necessary steps for the efficient handling of complaints, including for the completion and retention of written records.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school demonstrate a good knowledge and understanding of their roles and responsibilities. Leaders have ensured that all of the requirements of the independent school standards are likely to be met.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an appropriate three-year accessibility plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Krishna Avanti Primary School Croydon
DfE registration number	306/2104
Unique reference number (URN)	142861
Inspection number	10020254
Inspection dates	21–22 June 2016
Reporting inspector	Martin Roberts



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 (initially 30 Reception in Sep 2016)
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Initially, the school will operate from September 2016 in a currently existing local authority nursery and infants school, with approximately 30 Reception-aged children, although it will have capacity for 60.

The school will then move in September 2017 to purpose-built accommodation near the centre of Croydon.

The provider will be a faith-based school, expressing a broad-based Hindu observance underpinned by the Chaitanya Hindu tradition. It will form part of an existing wider group of schools within the Avanti Schools Trust.

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.

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 age range	4–11
Recommended gender of pupils	Mixed

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. Evidence in associated policies and plans shows that there will be an emphasis on six core values: empathy, respect, self-discipline, courage, integrity and gratitude. There are ample opportunities for children to build skills in mutual respect and tolerance for those of other beliefs and traditions. Clear policies promote British values.

Part 3. Welfare, health and safety of pupils

The school is likely to meet requirements. Safeguarding and associated policies are a notably strong feature of leaders' work. There is considerable detail included, with specified practices. The provider has been careful to ensure that its policies and practices reflect those of its host school in the first year.

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

The school is likely to meet all of the regulations. The single central record is already in place. The required checks are made and recorded on the system, including for governors and those staff who have worked abroad.

Part 5. Premises of and accommodation at schools

The school is likely to meet all regulations. The school will open initially on an existing school site. The plans for the new school are well advanced and show details of high-quality provision in all requirements, and these plans are likely to be fulfilled, given the previous successful track record of the group.

Part 6. Provision of information

The school is likely to meet all the requirements. All of the required policies are in place and available to parents, including an up-to-date safeguarding policy. The school website is in the course of being updated with the most recent policies and information.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive and clearly written. It contains all the necessary steps and the timelines for the efficient handling of any complaints.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements. The steering group already has experience of opening and running successful schools. It has a good understanding of the regulatory requirements and having already fulfilled them successfully, for example in the provision of information, in creating a positive ethos and in providing policies which join up well with other aspects of the provision.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. Detailed policies are in place, which are cross-referenced throughout the education provision.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years foundation stage are likely to be met. The school will initially open as a Reception class, and staff have been appointed who are suitably qualified and experienced. Detailed policies are in place, which connect well with other whole-school policies.

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

School name	Langley Park Primary School
DfE registration number	305/2068
Unique reference number (URN)	142897
Inspection number	10020255
Inspection dates	6 June 2016
Reporting inspector	Jeremy Loukes



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.

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014² when it opens.

The inspector met with the principal designate, the project coordinator and the proposer. He visited the premises designated for the provision of temporary accommodation as well as viewing the site of the proposed purpose-built premises.

The inspector reviewed a range of documentation including policies and architects' plans. The school's website was scrutinised, as were records of recruitment checks.

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

Context of the school

It is proposed that Langley Park Primary School will become the fifth member of the Langley Park Academies Multi Academy Trust on 1 September 2016. The trust currently comprises three schools with a fourth, Clare House Primary School, planning to join it on 1 August 2016.

It is proposed that a purpose-built school will be constructed on the site of Langley Park School for Girls, one of the trust schools, with construction being completed in time for opening in September 2017. This project is in the early stages of development and a planning application has not yet been submitted.

The school intends to occupy temporary premises until the new building is ready. A one-year lease, between Bromley Council and Langley Park Academies, has been agreed; the school will have use of rooms in the Hawes Down Centre. The building

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.

was designed as a children’s centre but is no longer used as such. It is currently being used by the neighbouring Glebe School while building work takes place. The lease allows for an extension for a further year if the permanent building is not ready for occupation in September 2017. However, the lease restricts the age of the children to be educated there to five. Should it be necessary to extend the lease for a further year, the Year 1 children will become six at some point during the year.

The site of the temporary premises is adjacent to two schools, one of which, Hawes Down Junior School, is another member of the trust. The school will have shared use of its playground.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens provided that it addresses the regulations noted in the tables as set out in Parts 3, 4, 5 and 8.
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Recommended number of day pupils	60
Recommended age range	4–6
Recommended gender of pupils	mixed
Recommended type of special educational needs	Not applicable

Explanation of inspector’s recommendations where they vary from the school’s application

- In the absence of agreed plans for the proposed new building, it is not currently possible to evaluate the likelihood of the school meeting the relevant standards. An inspection of the proposed new building will need to be undertaken when planning permission has been granted.
- No detailed schedule outlining the timescales for refurbishment works to the temporary site is available. However, leaders understand from the Education Funding Agency that the work is due to be completed during the first week of August 2016. On this basis, the school is likely to be ready to open, as intended, with the capacity for a maximum of 60 pupils in the Reception Year on 12 September 2016.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this Part. The school's early years policy emphasises the priority given to children developing confidence and self-esteem. Arrangements for planned visits from the school, and visitors to the school, are in hand to provide age-appropriate opportunities for children to learn about public institutions and services in England. School documentation includes clear statements about extremism and radicalisation, and that these will not be tolerated in the school. Reference to British values and, in particular, the adoption of a tolerant approach to those with different beliefs and views is well represented in the school's documentation. Brief scrutiny of the intended curriculum for children in the Reception class shows that they will study different religions and gain an appreciation of the variety of celebrations associated with each. The marking of Black History Month and an 'international festival' are planned for the first year of opening.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the requirements in this Part provided that it addresses the regulations set out in the table below. The safeguarding policy takes account of the most recent guidance issued by the Secretary of State, including that which is due for implementation in September 2016. The principal designate has undertaken the required training for her role as designated safeguarding lead and is aware of the procedures for liaising with the relevant external agencies. Arrangements for staff to receive appropriate first aid training are in hand. However, the first aid policy does not provide sufficiently clear advice and outline the procedures to be followed to tackle spillages of bodily fluids. There is no written risk assessment policy. Risks associated with the shared occupation of the temporary site are yet to be fully assessed and arrangements made to control them. For example, it is not clear whether the school or the landlord will be responsible for testing the fire and smoke alarm systems. Neither are the arrangements clear for reassuring leaders that procedures associated with the closed-circuit television systems installed at the temporary site and at the neighbouring Hawes Down Junior School, whose grounds pupils will use, are sufficiently robust.

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

ensure that the first aid policy contains clear guidance to enable first aid to be administered in a timely and competent manner	paragraph 13
ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and implementation of a	paragraphs 16, 16(a) and 16(b)

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

written risk assessment policy ensure that appropriate action is taken to reduce risks that are identified.	
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Part 4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the requirements in this Part provided that it addresses the regulations set out in the table below. Leaders explained, and the single central record (SCR) shows, that the checks on some of the members of the board are recorded on the single central record of another school in the trust. It was not possible, therefore, to confirm whether these checks have been carried out. Although checks relating to the prohibition of teachers have been carried out, as corroborated by printed evidence stored in staff files, the date on which they were completed is not recorded on the SCR, as required. The 'read-only' template on which the document is based prevented this minor administrative omission being corrected during the inspection.

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

ensure that relevant checks relating to members of the board are carried out	paragraphs 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i) and 20(6)(b)(ii)
ensure that the date on which checks were carried out to establish whether a member of staff is subject to a prohibition order, is recorded on the single central record	paragraphs 21(3), 21(3)(a) and 21(3)(a)(iii)
ensure that the relevant checks relating to members of the board are recorded on the single central record.	paragraph 21(6)

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the requirements in this Part provided that it addresses the regulations set out in the table below. Work to refurbish the temporary accommodation intended for occupation in September 2016 has not yet begun. While architects' plans provide an overview, indicating the rooms to be used and several alterations to the position of walls and doors, they do not indicate the extent to which existing fittings will be repaired or replaced. For example, two of the eight mechanisms intended to open and close the windows in the dining area are missing protective guards, leaving the internal chain movement accessible. Controls to open and close blinds in several rooms are not fixed to the walls, presenting a significant hazard to young children. Doors to the pupils' toilet cubicles are full-sized and cannot be released from the outside. This presents a risk of young children becoming trapped without the facility for staff to act promptly to free them. Access to thermostatic controls fitted to radiators is not sufficiently well controlled. They are

accessible to pupils, allowing them to raise the temperature of radiators to their maximum. Not all radiators have suitable covers, and those radiators which are enclosed allow free access to the thermostatic valve. No medical room appears on the plans for the accommodation at the temporary site. The room leaders propose to use for the treatment of sick and injured pupils does not include a sink. It is near to toilets intended for the use of adults and to a single-cubicle accessible toilet, although this is available for the use of other building users and cannot be guaranteed to be available as required. The next nearest toilet, also an accessible toilet, would require sick pupils to walk through the entrance area and gain access through a secure door. This lacks privacy or dignity.

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

ensure that toilet facilities are of a suitable specification for the use of young children	paragraph 23(1) and 23(1)(a)
ensure that there is suitable accommodation for the medical examination and treatment of pupils	paragraphs 24(1), 24(1)(a) and 24(1)(b)
ensure that there is suitable accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility	
ensure that the school premises and the accommodation provided therein are maintained to a standard such that, so far as is practicable, the health, safety and welfare of pupils are ensured.	paragraph 25

Part 6. Provision of information

The school is likely to meet all the requirements of this Part. It is planned that the school's website will 'go live' imminently. The version in production scrutinised during the inspection makes provision for the required information to be made available to parents. Numerous policies were available during the inspection demonstrating a thorough approach and depth of understanding in a range of topics. The school's detailed assessment policy makes provision for reporting pupils' achievement to parents.

Part 7. Manner in which complaints are handled

The school is likely to meet the requirements of this Part. The complaints policy contains appropriate timescales, allowing for the required progression of complaints from their informal resolution to the implementation of formal procedures.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements in this Part provided that it addresses the regulations set out in the table below. Leaders have benefited from the approach and practice of other schools in the trust and have a constructive approach to ensuring that the standards are met.

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

ensure that all of the standards in the preceding parts are likely to be met consistently.	paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and
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Schedule 10 of the Equality Act 2010

Although the school's equality policy refers to the principles of accessibility, there is no action plan outlining how each of the required areas will be developed.

Statutory requirements of the Early Years Foundation Stage

All of the requirements of the early years are likely to be met.

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

School name	Liverpool Institute of Performing Arts (LIPA) Sixth Form College
DfE registration number	341/4007
Unique reference number (URN)	142891
Inspection number	10020256
Inspection dates	22 June 2016
Reporting inspector	Mark Williams, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Inspectors undertook a tour of the college site. They scrutinised information uploaded to the college's website, the single central record, policies and proposed procedures. They also held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	360
Age range	16–18
Gender of pupils	Mixed
Type of special educational needs	None

Context of the school

Liverpool Institute of Performing Arts Sixth Form College, sponsored by LIPA, is situated close to the Anglican cathedral, just outside of Liverpool city centre.

The college plans to open on 15 September 2016 in its new building, with 200 students.

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, provided that it addresses the regulations noted in Parts 5 and 6.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The college is likely to meet all the regulations in relation to this part. Documentary evidence, including policies already in place, indicates that the college will provide wide and appropriate experiences for spiritual, moral, social and cultural development. Students will have the opportunity, for example, within the school's context of music and performance, to engage in argument and debate, and work cooperatively and collaboratively.

The college's policy for spiritual, moral, social and cultural development is likely to promote tolerance and respect across all areas of the curriculum.

Part 3. Welfare, health and safety of pupils

The college is likely to meet all the regulations in relation to this part. Policies relating to health and safety, the promotion of good behaviour and anti-bullying, and equal opportunities are clear. Any student not demonstrating good behaviour will, for example, be subject to a range of progressive sanctions.

Each policy, including that for looked after children, outlines well the roles and responsibilities of governors, the director of sixth form, staff, parents and students.

The reporting of accidents and administration of medicines are given prominence in health and safety policy. The educational visits policy outlines the requirements of risk assessments well.

Liaison between building control and fire officers is regular as work on the site progresses towards completion in August 2016.

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

The school is likely to meet all the relevant requirements. The single central record shows that checks relating to the suitability of staff to work with students have been completed for the majority of appointees. Where staff have been appointed very recently, every reasonable step has been taken to ensure that an enhanced certificate is obtained before the college opens to students.

The college intends to use its own staff to cover absences. However, the director of the sixth form is clear that if supply staff are used, the college and the agency must ensure checks are carried out in the same way as if the supply staff were the college's own employees.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The college is likely to meet all of the requirements provided that it addresses the regulations set out below.

The new building is carefully planned to ensure pupils' welfare, health and safety and promote their effective learning, particularly in the areas of music and performance; for example, sprung floors for dance, a dedicated theatre and spacious classrooms are under construction.

Facilities for toileting, washing, and for the preparation and serving of food are suitable. However, current plans do not include space for a dedicated medical room nor provide drinking water facilities.

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

ensure that accommodation is provided for the medical examination and treatment of pupils	24(1)(a)
ensure that accommodation is provided for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility	24(1)(b)
ensure that suitable drinking water facilities are provided	28(1)(a)
ensure that cold water supplies that are suitable for drinking are clearly marked as such.	28(1)(b)

Part 6. Provision of information

The college is likely to meet the requirements provided that it addresses the regulation set out below.

The school's safeguarding policy is up to date and includes references to the responsibilities of key people. The policy outlines well procedures for reporting concerns.

The college's website includes the latest prospectus. However, it does not include the policy for safeguarding students or information on how complaints may be made.

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

ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.	32(1)(c)
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Part 7. Manner in which complaints are handled

The college is likely to meet all the relevant requirements.

The procedures for handling complaints are clear. The policy contains all the necessary steps for the efficient handling of complaints. However, as noted in Part 6, the policy is not included on the college's website.

Part 8. Quality of leadership in and management of schools

The college is likely to meet all the relevant requirements.

Leaders have a clear vision of what success in performing arts looks like. They demonstrate that they have the skills and knowledge to manage the college.

Schedule 10 of the Equality Act 2010

The college has a number of policies in place that are likely to promote equality.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	London Design and Engineering UTC
DfE registration number	316/4009
Unique reference number (URN)	142903
Inspection number	10020258
Inspection dates	30 June 2016
Reporting inspector	Jeremy Loukes



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector reviewed the architect's plans for the proposed temporary and permanent buildings; scrutinised information available on the school's website; reviewed the single central record and various policies; and held discussions with senior leaders, the chair of the governing body, the school's project manager and an adviser.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	N/A

Context of the school

The proposed school is situated in the London Borough of Newham and is close to London City Airport and overlooks the City.

The school proposes to open in September 2016, offering places for pupils in Years 10 and 12.

The school will operate from temporary accommodation from September 2016. The permanent premises, to be located on the same site as the temporary accommodation, are due to be completed by January 2018.

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 school aims to be a 'student focused, high-tech school where academic excellence and employer partners create the next generation of confident, independent, work-ready individuals'.

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 provided that it addresses the regulations noted in the boxes as set out in Parts 4 and 8
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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

The recommendation is made on the proviso that:

- the construction of the temporary premises is completed according to the expected timescales
- the Department for Education is clear about the current status of the permanent premises and about the required expansion of the temporary accommodation to meet the school's needs during the academic year beginning in 2017.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part. The school's documentation makes it clear that it is intended that the promotion of equality and diversity is at its core. The school's staff code of conduct makes it clear that staff must not allow their personal or political opinions to interfere with their work. Topics which highlight and promote British values form the focus of regular assemblies. Topics such as 'How should we treat criminals?' and 'What makes an effective relationship?' allow pupils to explore concepts relating to citizens' responsibilities and wide-ranging issues concerning equality.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements of this part. Safeguarding documentation refers to the current statutory guidance 'Keeping children safe in education', July 2015. Leaders are aware of the updated document of the same name which comes into force in September 2016. The behaviour policy clearly defines the rewards to promote good behaviour. Sanctions applied in response to poor behaviour range from conversations with pupils to consideration of permanent exclusion. Contracts are in place with an established supplier of management information system software for the administration of admissions and attendance. The recording of incidents of serious misbehaviour will be embedded within the same electronic system. A thorough written health and safety policy outlines the responsibilities of those in different roles. It includes a range of procedures to ensure that safe working practices are adopted and followed. Leaders are aware that some of these will need to be reviewed following the completion of the impending construction work. Documentation relating to educational visits is thorough and outlines the expectations of staff in planning safe and successful visits beyond the school.

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

The school is likely to meet all the standards in this part provided that it addresses the regulations set out in the box below. Checks are carried out and recorded as required, with the exception of those relating to members of the board. Leaders appear to have received conflicting advice relating to this requirement but now understand the need for checks in order to comply with the requirements of this part. Leaders do not intend to use the services of agencies which provide supply teachers. Consideration has been given to arrangements which would allow the temporary

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

absence of teachers to be covered internally. However, leaders are aware of the need to ensure that the appropriate checks are carried out by agencies offering supply staff should there be a need to use such services.

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

Ensure that the checks relating to members of the board are carried out.	paragraph 20(6), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii) and 20(6)(b)(iii)
Ensure that checks carried out on members of the board are recorded on the single central record.	paragraph 21(1) and 21(6)

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements of this part.

Construction work relating to the temporary premises has not yet started. It is due to begin imminently and is expected to be completed by mid-August 2016. On the proviso that there are no delays to the planned building programme, the two modular buildings are due to be appropriately fitted out and ready for occupation at the start of the autumn term on 6 September 2016.

Plans for the permanent building have been finalised but planning permission has not yet been applied for. The school has been liaising with the local authority planning department to ensure that it is fully informed as plans proceed. It is apparent that the permanent premises will not be completed in time for them to be occupied in September 2017 as originally hoped. Consequently, additional temporary facilities will be required for part or all of the academic year beginning in September 2017. Plans for this additional resource are due to be presented to the Department for Education shortly.

The architect's plans take account of the requirements of the standards relating to this part and include a medical room and sufficient toilet facilities. Arrangements have been made for the school to use the changing accommodation and sports facilities at the neighbouring University of East London. Leaders are aware of the need for drinking water to be labelled as such before the temporary building is occupied.

Part 6. Provision of information

The school is likely to meet all of the standards in this part. The school's website makes numerous policies available to parents, along with the remainder of the required information outlined in this part. The school's assessment policy makes it clear that reports on pupils' progress and attainment will be posted to their home address annually.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part. The written complaints policy refers to timescales relevant to the handling of informal and formal complaints, and to those considered by a panel.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the requirements of this part provided that it addresses the standards set out in the box below and those relating to checks on members of the board in part 4.

The trust has secured the support of numerous employers and partners. Appropriately qualified and experienced senior staff have been recruited to lead the school. Their determination, combined with that of the governing body, to provide a high standard of education, is palpable. The trust and school leaders have taken a thorough approach to their preparations for the school's opening in September 2016.

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

<ul style="list-style-type: none"> ■ demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently ■ fulfil their responsibilities effectively so that the independent school standards are met consistently ■ actively promote the well-being of pupils <p>by making sure that the required checks relating to members of the board are carried out and recorded.</p>	<p>paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)</p>
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Schedule 10 of the Equality Act 2010

The school has a suitable accessibility policy in place which informs its design and development of the premises, availability of information and pupils' access to the curriculum.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

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

School name	Magna Carta Primary Academy
DfE registration number	881/2135
Unique reference number (URN)	142771
Inspection number	10020259
Inspection dates	8 June 2016
Reporting inspector	Declan McCarthy



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the temporary school site; reviewed the architect's plans for the temporary refurbished building; and scrutinised information uploaded to the academy trust's website, the single central record; policies and proposed procedures. The inspector also held discussions with the proprietor, head of school, operations manager and project manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	60
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The proposal is for a free school catering for pupils aged four to 11 years. The school is to be situated in the village of Stansted Mountfitchet near Stansted Airport. It is not operating at present but intends to open in September 2016, with up to 30 children of Reception age. The school will operate, temporarily, in a former adult education centre which is currently undergoing refurbishment. The temporary accommodation will eventually accommodate up to 60 pupils as the school plans to increase numbers by up to 30 in the following year.

The permanent accommodation will be built on land adjacent to the refurbished building. Detailed plans are due to be drawn up by July 2017 and the school will be due for completion by September 2018. Thereafter, it is proposed to increase the number of pupils by up to 30 each year until it caters for the full primary age range

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

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.

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 provided that it addresses the regulations noted in the boxes as set out in Parts 3 and 8
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Recommended number of day pupils	60
Recommended age range	4–11
Recommended gender of pupils	Mixed
Recommended type of special educational needs	Not applicable

Explanation of inspector's recommendations where they vary from the school's application.

- The academy trust initially proposed registration for up to 30 Reception-aged children in the refurbished accommodation. The academy trust intends to increase the numbers of children by 30 each year in the temporary accommodation until the permanent premises are designed, built and ready for occupation in 2018. Therefore, the recommended number of day pupils should increase to 60.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence, including a wide range of well-written policies, indicates that the school has a strong emphasis on promoting pupils' personal development.

Clear reward systems are planned to enhance pupils' confidence and self-esteem. Pupils will be encouraged to distinguish between right and wrong through the programme for personal, social and health education, the school's code of conduct and the discipline policy, supported by an appropriate range of sanctions. Pupils will be encouraged to accept responsibility for their own behaviour, show initiative and make a contribution to the local and wider communities through, for example, fundraising to support local and national charities.

The school aims to ensure that pupils develop insights into a range of cultures and tolerance for the views and beliefs of others, through circle time, a programme of assemblies and interactions with the local community. Pupils will be taught about the working of local and national institutions, such as the fire service. Pupils will be encouraged to respect British values, including democracy and the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs or traditions. The school will provide clear guidance to staff that partisan views will not be promoted in the teaching of any subject.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements provided that it addresses the regulations set out in the box below. The school has clear procedures and detailed policies for nearly all areas of health, welfare and safety.

Safeguarding meets the requirements of the recent DfE guidance 'Keeping children safe in education' and 'Working together to safeguard children 2015'.

Suitable policies have been prepared for required aspects of health and safety. However, fire safety risk assessments have not been completed and the fire check date has not been confirmed.

The school has not written a risk assessment policy for implementation. Therefore, it is not possible to identify any potential risks to pupils in the refurbished temporary accommodation or to take appropriate action should any risks be identified.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

comply with the Regulatory Reform (Fire Safety) Order 2005 by producing a satisfactory fire risk assessment.	paragraph 12
safeguard and promote the welfare of pupils in the school by drawing up and effectively implementing a written risk assessment policy	paragraph 16(a)
ensure that appropriate action is taken to reduce risks that are identified	paragraph 16(b)

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

The school is likely to meet all the relevant regulations. All required checks related to their suitability to work with children have been completed for the proprietors and for staff appointed so far. These are recorded on a single central record. The school does not intend to use supply staff.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements. The temporary refurbished building is carefully planned to ensure children’s welfare, health and safety and promote effective learning. Teaching, learning and outdoor spaces are sufficient, as are toilet facilities for children of Reception age and pupils under eight-years-old. There are adequate facilities for washing and for the preparation and serving of food.

Part 6. Provision of information

The school is likely to meet all of the requirements. The academy trust’s website has a new section allocated for Magna Carta Primary Academy which is at an early stage of development. This lists the policies available to parents and provides a link to its information for new parents in 2016. The safeguarding policy, which meets statutory requirements, is available to parents and will shortly be included on the website.

Part 7. Manner in which complaints are handled

The school is likely to meet the requirements.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the requirements provided that it addresses the regulations in the box below.

The headteacher and senior leaders demonstrate that they have secure skills and knowledge to manage the school.

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

comply with the standards 34(1)(a), 34(1)(b) and 34(1)(c) below by ensuring that leaders:	Paragraph 34(1)
– demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently	paragraph 34(1)(a)
– fulfil their responsibilities effectively so that the independent school standards are met consistently	paragraph 34(1)(b)
– actively promote the well-being of pupils	paragraph 34(1)(c)

Schedule 10 of the Equality Act 2010

The school has appropriate equality policies in place, which include a relevant three-year accessibility plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met. All staff appointed to work with children at this stage are suitably qualified.

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

School name	Northampton International Academy
DfE registration number	928/4018
Unique reference number (URN)	142485
Inspection number	10020260
Inspection dates	27 June 2016 to 28 June 2016
Reporting inspector	Daniel Burton



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school's temporary site; reviewed the architect's plans for the temporary site; scrutinised information uploaded to the school's website, the single central record, policies, proposed procedures; and held discussions with senior leaders.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	2,220
Age range	4–18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The proposal is for a free school. The school is to be located in Northampton and is sponsored by EMLC Academy Trust. It is not operating at present, but intends to open in September 2016. The school will operate on a temporary site in the grounds of a former post office sorting office, adjacent to the permanent accommodation which is due to be in use from September 2017. When the school opens, the early years provision will be situated on the premises of Castle Academy.

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 provided that it addresses the regulations noted in the boxes as set out in Parts 3,4,6,7 and 8
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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.

Recommended number of day pupils	2,220
Recommended age range	4–18
Recommended gender of pupils	Mixed

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all requirements in relation to this part. Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural development. The school is committed to developing pupils who contribute to their local community and understand well local, national and international issues. Through the personal, social, health and citizenship education (PSHCE) lessons, the school intends to develop pupils' understanding of matters such as international development, cultural diversity and sustainability and pupils' entrepreneurial skills. The school intends to celebrate the cultural and religious diversity that is found in Britain and is committed to promoting fundamental British values. The school's written policy in relation to this standard sets out how each aspect of pupils' spiritual, moral, social and cultural development will be fostered and that the impact of the strategies identified will be monitored and reviewed.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the requirements provided that it addresses those set out in the box below. The school has clear procedures and detailed policies for most areas of health, welfare and safety.

The school's safeguarding policy does not meet the requirements of DfE guidance, 'Keeping children safe in education, July 2015'. The policy does not make clear the policies, procedures and responses it will undertake with regard to children who go missing from education.

The school has received an initial visit from a local authority fire safety officer. However, until the temporary buildings are complete, it is not possible to assess that the recommendations from this visit have been implemented.

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

ensure that arrangements are made to safeguard and promote the welfare of pupils at the school	paragraph 7(a)
ensure that such arrangements have regard to any guidance issued by the Secretary of State.	paragraph 7(b)

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

ensure that the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005 ⁴ .	paragraph 12
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Part 4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all of the requirements provided that it addresses those set out in the box below. Most, though not all, of the required checks related to their suitability to work with children have been completed for staff appointed so far. The checks that have been completed are recorded appropriately on a single central record.

However, checks have not been made to ensure teachers have not been recruited in contravention of a prohibition from teaching order. The school has also not considered whether appropriate additional checks are required for recruited staff who have lived outside of the United Kingdom. The single central record does not provide for this information to be recorded.

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

ensure that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction	paragraph 18(2)(b)
ensure in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State	paragraph 18(2)(e)
ensure it keeps a record which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.	paragraph 21(1)

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements. The temporary site and buildings have been carefully planned to ensure pupils' welfare, health and safety and promote their effective learning. Teaching, learning and outdoor spaces are

⁴ S.I. 2005/1541, to which there are amendments not relevant to these Regulations.

likely to be sufficient, as are facilities for toileting, washing and for the preparation and serving of food. Appropriate arrangements are planned to look after pupils if they are unwell or require medical attention

Part 6. Provision of information

The school is likely to meet all of the requirements provided that it addresses the requirement set out in the box below. The school's policies, including policies relating to safeguarding, behaviour and school admissions are on its website. The website also sets out clearly the school's ethos and vision.

Although a list of governors is included on the school's website, the list does not make clear which of the governors is the chair of governors, or their address for correspondence. No information is provided about the school's educational and welfare provision for the parents of pupils who speak English as an additional language.

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

ensure that the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector ⁵ , the Secretary of State or an independent inspectorate ⁶ ;	paragraph 32(1)(a)
ensure the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	paragraph 32(1)(b)

Part 7. Manner in which complaints are handled

The school is likely to meet the requirements provided that it addresses the requirements set out in the box below. The school has a written complaints policy which meets almost all requirements.

However, the policy does not indicate, as it should, that all correspondence relating to complaints are to be kept confidential.

⁵For the meaning of 'Chief Inspector' see section 138(1) of the 2008 Act.

⁶An independent inspectorate is a body approved by the Secretary of State under section 106 of the 2008 Act.

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

provide that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.	paragraph 33(k)
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Part 8. Quality of leadership in and management of schools

The school is likely to meet the requirements provided that it addresses those set out in the boxes below.

The senior leadership team demonstrate that they have secure skills and knowledge in order to manage the school.

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

ensure that leaders demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently	paragraph 34(1)(a)
ensure that leaders fulfil their responsibilities effectively so that the independent school standards are met consistently	paragraph 34(1)(b)
ensure that leaders actively promote the well-being of pupils.	paragraph 34(1)(c)

Schedule 10 of the Equality Act 2010

The school has appropriate equality policies in place. These include an appropriate three-year accessibility 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 set out in the statutory framework for the early years foundation stage, provided that it meets the requirements set out below.

The early years curriculum is likely to meet children’s learning and development requirements. Appropriate systems of assessment are planned.

The provider is likely to meet the requirements relating to the safety and suitability of premises, environment and equipment. Procedures for administering medicines and providing appropriate food and drink are likely to meet requirements.

However, to fully meet the safeguarding and welfare requirements, leaders should ensure that:

At least one person who has a paediatric certificate is on the premises and available at all times when children are present and accompanies children on outings.

They devise and make available to parents and/or carers policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting

They do not knowingly employ a person who is disqualified under the Childcare (Disqualification) Regulations (2009) under section 75 of the Childcare Act (2006)

Anyone who falls within the relevant categories of staff is made aware of the legislation, including that they may be disqualified 'by association' under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed

They make these staff aware of what information will be required of them and how it will be used to make decisions about disqualification

They tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands or warnings that may affect their suitability to work with children (whether received before or during their employment at the

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

School name	Olive School, Birmingham
DfE registration number	330/2167
Unique reference number (URN)	142888
Inspection number	10020261
Inspection dates	19 July 2016
Reporting inspector	Peter Humphries, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector carried out a tour of the temporary school site which is undergoing extensive refurbishment. He also scrutinised information uploaded to the school's website, the school's checks on staff's suitability to work with children, including the single central record and staff files, and the school's policies and proposed procedures. The implementation of these could not be seen as the school is not yet operating. The inspector held discussions with the principal designate and representatives from the Tauheedul Education Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	630
Age range	4–11 (Reception Year to Year 6)
Gender of pupils	Mixed
Type of special educational needs	N/A

Context of the school

The Olive School, Birmingham, seeks registration as a primary Muslim faith day school for up to 630 pupils of mixed gender aged 4 (Reception Year) to 11 (Year 6). The school is part of the Tauheedul Education Trust. The school plans to open on 5 September 2016 with 180 pupils on roll: 90 in the Reception and 90 in Year 1. The school will be situated in Sparkhill, approximately five miles from Birmingham city centre.

The school will initially be housed on the ground floor of a two-storey building built in the 1900s with extensions added in the 1970s. The building has been a municipal bank, library, nursery and local authority offices. At the time of this inspection, the building was undergoing extensive refurbishment to make it suitable for an educational setting.

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

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.

In September 2017, the school hopes to move into new purpose-built accommodation in Reddings Lane, Tyseley, Birmingham, B11 3EZ – which is approximately one and a half miles from the current school site.

The majority of staff, including the principal and senior leaders, have been appointed. They are ready to start at the school in September 2016.

The trust's main aims are, 'to create outstanding organisations that promote educational excellence, character development and service to communities' and 'nurturing today's young people, inspiring tomorrow's leaders'.

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	630 (initially 180 in first year of operation)
Recommended age range	4–11 (initially age 4 [Reception Year] to 6 [Year 1] in first year of operation)
Recommended gender of pupils	Mixed
Recommended type of special educational needs	The school is not seeking registration as a special school.

Compliance with The Education (Independent School Standards) Regulations 2014³

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.

There is a clear focus in the school's policies and curriculum plans on pupils' spiritual, moral, social and cultural development. Pupils' understanding of different faiths and cultures and how they can contribute positively to the local and wider communities is likely to be developed through the school's personal, social and health education (PSHE) and religious education lessons. For example, the religious education scheme of work shows that pupils will study all the major world religions and visit different places of worship. The school aims to actively promote fundamental British values through assemblies and PSHE lessons. The curriculum policy and plans make it clear that biased political views will not be tolerated. This view is reinforced in the school's safeguarding and child protection and faith, values and ethos policies.

Curriculum plans and the school's behaviour and anti-bullying policies show that pupils will be encouraged to develop an understanding of right and wrong, of civil and criminal law and that bullying of any type will not be tolerated.

The school's equality and curriculum policies show that pupils will be actively encouraged to accept and respect others' differences including those who have different gender, sexuality, age, ability, race, religion or beliefs.

The trust and principal are clear that biased political views must not be promoted or tolerated during any activities in or out of the school.

Part 3. Welfare, health and safety of pupils

All the requirements for this standard are likely to be met although not all of the implementation could be seen.

The school's policies and procedures for keeping pupils safe are wide-ranging. They include: safeguarding and child protection; staff code of conduct; disciplinary policy; whistleblowing; health and safety, including fire risk and fire risk assessment; first aid; behaviour and anti-bullying. All of the policies are informed by, and reflect, current government guidance.

The principal is identified as the designated safeguarding lead. She has completed the necessary training and has suitable and current experience to carry out the role.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

For example, she has recently completed safer recruitment training. The proposed chair of the governing body has also completed safer recruitment training. All staff joining the school in September will have a period of induction and training. Information provided by the school shows that the training will include: safeguarding policy and procedures and 'Prevent' duty; health and safety and fire awareness briefing, including being a fire marshal; first aid and paediatric first aid; and managing pupils' behaviour.

The proposed school building is undergoing significant refurbishment. The building's change of use to education has been recorded with local services, including the local authority and the fire and rescue service. School and trust leaders demonstrate an awareness of the need to arrange a fire risk assessment inspection as soon as the refurbishment is complete.

The school has an appropriate risk assessment policy and has carried out suitable risk assessments where possible, including for the premises, lesson activities and extra-curricular activities. These policies, including the off-site visits policy, are extremely thorough and detailed.

The trust and school leaders demonstrate an understanding of how admissions and attendance registers should be maintained. The school has systems and procedures in place that are likely to promote pupils' attendance and to check on absent pupils.

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

All the requirements for this standard are likely to be met.

The trust and principal fully understand their responsibility to ensure all staff are vetted and the new requirements, such as prohibition checks and disqualification by association, are adhered to.

All the required checks have been carried out on trust members and staff starting in September 2016. 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 record has been produced and contains all the required information. All the staff starting in September 2016 are listed.

The school does not plan to employ supply staff in the foreseeable future, but is aware of the required checks should it do so.

Part 5. Premises of and accommodation at schools

All the requirements for this standard are likely to be met although not all of the implementation could be seen.

The proposed school site is housed in a two-story Victorian building built in 1900 that had extensions added in the 1970s. At the time of this inspection, the building was undergoing extensive refurbishment to make it suitable for an education setting.

The plans for toilet and medical provision are suitable and are likely to meet requirements. The water supplies will meet the requirements. The trust is aware of the need to regulate water temperatures to prevent scalding and to provide adequate supplies of drinking water that are suitably labelled.

The trust's plans for repairs and modifications are appropriate. The trust is aware of the need to make sure that a fire risk assessment inspection is carried out as soon as the refurbishment is complete.

The buildings and outdoor areas are secure. External boundaries are likely to be suitably fenced and gated.

There is ample space for the delivery of PE lessons and for the pupils to play. The school will also make use of a local park and leisure facilities. Suitable risk assessments have been completed for these proposed activities.

Although not seen, it is likely that the acoustics and lighting in each teaching room and space will be suitable. External lighting will be provided in order to make sure that people can safely enter and leave the school premises.

The accommodation is suitable for 180 pupils aged four to six. Work on the proposed building for the start of the September 2017 academic year has not yet started. As a result, it was not possible to judge this building's suitability for 630 pupils aged 4 to 11.

Part 6. Provision of information

All the requirements for this standard are likely to be met, although not all of the implementation could be seen.

All the required statutory policies, for example child protection, sex and relationships education, supporting pupils with medical needs and health and safety, are available. The school has also produced policies that will make sure pupils are safe, well taught and make progress. All of the school's policies are informed by current guidance.

The school is aware that it must provide regular reports of pupils' attainment and progress to parents.

The trust is clear that where a pupil has an education, health and care (EHC) plan, the school must provide information for the pupil's annual review. The proprietor is also clear that the school 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's procedures for handling complaints are likely to meet all of the requirements, although implementation could not be seen.

Part 8. Quality of leadership in and management of schools

All the requirements for this standard are likely to be met.

The trust and school leaders have appropriate experience, knowledge and understanding of education policy and practice.

The trust has put in place systems and procedures which make sure that all the independent school standards are likely to be met when the school opens in September 2016. The principal has a good understanding of what is needed for the successful implementation of statutory and relevant policies, although implementation could not always be seen during this inspection. Pupils' safety has high priority; this is exemplified through compliance with safeguarding requirements and a strong attention to pupils' health, safety and welfare.

Schedule 10 of the Equality Act 2010

The school has a number of policies in place that are likely to promote equality. A suitable disability accessibility policy, plan and arrangements are in place which cover access to the curriculum, information and premises. The trust and principal have a secure understanding of how to ensure all pupils do well and are safe and secure.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met, although implementation could not be seen during this inspection.

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

School name	One Degree Academy
DfE registration number	308/4002
Unique reference number (URN)	142874
Inspection number	10020798
Inspection dates	01/07/2016 to 04/07/2016
Reporting inspector	Brian Oppenheim HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site to be used from September and scrutinised information uploaded to the academy's website, the single central record, policies and proposed procedures. The inspector also held discussions with senior leaders and managers and reviewed the architect's plans for a new building which is planned for 2019.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1260
Age range	4–18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

One Degree Academy is sponsored by the Adnan Jaffery Academy Trust. It will be situated at Bridport Road, adjacent to the North Middlesex University Hospital. The new building is due to be completed for September 2019.

The school will open in September 2016 and will be temporarily housed in the Heron Hall Academy at Queensway Road, Ponders End, Enfield. Until the new building is completed, the school will lease two corridors of one of the wings of Heron Hall Academy giving it a total of eight classrooms plus additional facilities such as toilets and office space. At the time of the visit, this accommodation was being refurbished with a completion date set for the middle of August. The school will open with 40 Reception-year pupils.

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

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the relevant regulations in relation to this part. The school's documentation indicates that pupils will be provided with experiences that will enable them to develop their spiritual, moral, social and cultural understanding. Documentation includes the academy's values 'Strive': scholarship, teamwork, responsibility, integrity, value and effort. The proposed assembly schedule shows that each of these values will be addressed each week and will also include guest speakers from a range of different faith, non-faith and community groups. The community features as one of the themes of the Reception curriculum. The staff handbook describes measures to preclude the promotion of partisan political views.

The school's documentation indicates that the fundamental British values of the rule of law, individual liberty, and mutual respect and tolerance of those of different beliefs and traditions will be promoted appropriately. The school has an appropriate policy for promoting pupils' spiritual, moral, social and cultural development.

Pupils' spiritual, moral, social and cultural development is appropriately enhanced by the school's five 'pledges' of: contact each year with a Russell Group university; cultural trips, volunteering, mentoring for all pupils and a rich curriculum.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations in relation to pupils' welfare, health and safety. All the required policies and procedures are in place, including those for health and safety, fire safety, risk assessment, first aid and safeguarding. Fire risk assessments have been carried out and the London Fire Brigade is due to carry out a Fire Safety Audit as part of the sign-off of the building to be used from September 2016.

The school's anti-bullying and behaviour policies set out clear appropriate guidance for staff about how to prevent bullying, including cyber-bullying. There is a clear e-safety policy. The school IT services will be provided by the London Grid for Learning

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

to ensure full website security. The school's personal, social, health and citizenship education (PSHCE) overview document provides clear evidence of the promotion of safe practices. For example, it includes themes about health and well-being, relationships and economic well-being.

The school's management information policy provides clear evidence that it will ensure that an admission and attendance register is maintained in accordance with the regulations. Appropriate reference is made to 'Keeping children safe in education' September 2016.

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

The school is likely to meet all of the relevant regulations in relation to this part. All the required checks related to the suitability of staff to work with children have been carried out for the board members and those staff appointed so far. The single central record is appropriately completed including medical fitness, right to work in the UK, qualifications, criminal records and disqualification by association.

There are appropriate procedures for the safe recruitment of staff. Senior staff have been trained in safer recruitment. The school's procedures provide for two references before an appointment can be confirmed and include a questionnaire for applicants to complete before taking up their post. To ensure that these procedures are robust, there is a checklist for administrative staff which lists the required documents.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations in relation to the school's premises and accommodation. This is because the accommodation available from September 2016 is being refurbished to meet current regulations as contained in the relevant Building bulletins. There are suitable facilities for lavatories, washing and first aid. It provides appropriately for pupils' welfare, health and safety. The accommodation provides sufficient space for learning across the primary curriculum. The school will share the kitchen and dining facilities with Heron Hall Academy.

Plans for the new building, due to open in September 2019, are designed to meet the appropriate building standards. They provide suitable space and facilities, including for specialist subjects, lavatories, first aid, showers and the hygienic preparation of food.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. The school has an appropriate range of policies available to parents at the school or on the school's website. These include policies for safeguarding, behaviour, e-safety and risk assessments which meet requirements. Half-termly reports to parents will be generated through the management information system and the format is appropriately structured and detailed.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations. The complaints policy is clearly written and provides the required information about the steps to take for complainants and the school. This includes the right of a complainant to a formal resolution if the complaint cannot be resolved informally. It also provides the right for complainants to invoke a formal hearing by a panel of three people, one of whom is independent of the school. The policy meets the requirements for confidentiality, makes it clear that findings and recommendations are provided to the complainant, and is available for inspection on the school premises.

Part 8. Quality of leadership in and management of schools

The school's leaders and managers ensure that all the relevant requirements are likely to be met. Senior leaders, governors and trustees have a good understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school has a range of policies that ensures it fulfils its duties under the Equality Act 2010. These include the safeguarding policy, English as an additional language policy and a special educational needs policy.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the regulatory requirements for the early years foundation stage. There is an appropriate appointment system that ensures staff are suitably qualified.

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

School name	Pinner High School
DfE registration number	310/4001
Unique reference number (URN)	142864
Inspection number	10020264
Inspection dates	6 June 2016
Reporting inspector	Madeleine Gerard, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspection was carried out by two Her Majesty's Inspectors.

Inspectors visited the school site with the headteacher. They held meetings with the headteacher and with the school's business manager. They met with the chair of the Harrow Academies Trust. Inspectors looked at a range of documents provided by the school, including records relating to safeguarding.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,162
Age range	11–18
Gender of pupils	Male and female
Type of special educational needs	Not applicable

Context of the school

Pinner High School, sponsored by the Harrow Academies Trust, is situated in refurbished buildings that have been used for educational purposes since 1937.

The site is currently used by the Jubilee Pupil Referral Unit and Avanti School, a secondary independent school.

Pinner High School will open in the first week of September 2016 on its permanent site with 180 pupils in six Year 7 classes. Plans provide for expansion, a year at a time, until full capacity is reached in 2022. This will include learners on 16 to 19 study programmes. It will share the school site with Avanti School for the first year. The Jubilee Pupil Referral Unit will move to a new site in July 2016.

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

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence indicates that the school will promote pupils' spiritual, moral, social and cultural development successfully. The school has clear written policies to actively promote respect and tolerance for other people, faiths and cultures paying particular regard to the protected characteristics. Plans are also in place to actively promote fundamental British values of democracy, the rule of law and individual liberty. The school plans to encourage pupils' respect for democracy and democratic processes, for example through involving pupils in the selection of names for the school 'houses' and the election of house captains.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant regulations in relation to this part. Documentary evidence indicates that arrangements to make sure that pupils are supported and safe reflect current guidance. Leaders have made sure that the necessary policies are in place to safeguard pupils' welfare and health. Policies, including those for safeguarding, anti-bullying, first aid, and health and safety are detailed and helpful tools for all staff working in the school.

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

The school is likely to meet all the relevant regulations in relation to this part. Prior to the appointment of staff, leaders have completed the required checks related to their suitability to work with children. Leaders have also checked the suitability of members of the governing body. Details of the checks are appropriately recorded in a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations in relation to this part. The school site is currently functioning as a school. Refurbishment work, prior to the school's opening in September 2016, is planned to ensure pupils' welfare, health and safety. Teaching, learning and outdoor spaces are sufficient. Plans are in place for the school to refurbish and occupy additional parts of the building as the school roll increases year on year.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all the relevant regulations in relation to this part. The school has a well organised website. Leaders have plans in place to ensure that all policies are made available to parents at the start of the new academic year.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations in relation to this part. The complaints policy is detailed, comprehensive and clearly explained. It includes all the necessary steps for efficient complaint handling.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant regulations in relation to this part. Through close partnership work across the Harrow Academies Trust, the leadership and management of the school are making sure that all the relevant regulations are likely to be met. Leaders and managers have demonstrated a secure understanding of all the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school has an equality of opportunity policy in place. Plans indicate that the school is likely to meet its duties under the Equality Act 2010. For example, a lift will be installed in August 2016 before the school opens to enable access to all parts of the building for all pupils.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Pioneer House High School
DfE registration number	352/7000
Unique reference number (URN)	142893
Inspection number	10020265
Inspection dates	16 to 17 June 2016
Reporting inspector	Robert Pritchard



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	100
Age range	11–19
Gender of pupils	Mixed
Type of special educational needs	SLD

Context of the school

Pioneer House High School is part of the Piper Hill Learning Trust.

The school will open in temporary accommodation in September 2016 with 25 students. It will move to a permanent site in September 2017 and grow to 100 students.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to spiritual, moral, social and cultural development of students. Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural development. The school has a clear written policy to promote actively the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary evidence indicates that the required policies are all in place, including for health, safety (including fire safety), risk assessment, first aid and safeguarding.

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 relates racism or sexual orientation. Procedures are in place to ensure the safe recruitment of staff.

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

The school is likely to meet all the relevant requirements. All required checks, related to their suitability to work with children, have been completed for the two staff appointed so far. These are recorded appropriately on a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations. The new building which will open in 2017 is carefully planned to ensure pupils' welfare, health and safety and promote their effective learning. Teaching, learning and outdoor spaces are sufficient, as are facilities for toileting, washing and for the preparation and serving of food. The temporary accommodation is also carefully planned to ensure pupils' welfare, health and safety and to promote their effective learning. Teaching, learning and outdoor spaces are sufficient, as are facilities for toileting, washing and for the preparation and serving of food.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All the required policies are made available to parents at the school or on the school's website, including the safeguarding policy and related policies which meet requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy contains all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that the relevant regulations are likely to be met.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an accessibility plan to fulfil its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Rugby Free Secondary School
DfE registration number	937/4009
Unique reference number (URN)	142881
Inspection number	10020266
Inspection dates	31 May 2016
Reporting inspector	Mel Ford



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector undertook a tour of the school site; reviewed the architect's plans; scrutinised information uploaded to the free school's website, the single central record, policies and proposed procedures, and held discussions with leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,470
Age range	11–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Rugby Free Secondary School, sponsored by Knowledge Education Trust, is situated in temporary accommodation in Rokeby.

The school will open in the first week of September 2016, on its temporary site, with 160 pupils in Year 7. The new accommodation, to be ready for occupancy in September 2018, allows for expansion, a year at a time, to 1,470 pupils.

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, provided that it addresses the regulations noted in the box set out in part 3.
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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.

Recommended number of day pupils	1,470
Recommended age range	11–19
Recommended gender of pupils	Mixed
Recommended type of special educational needs	N/A

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all regulations in relation to this part. Documents provided demonstrate careful planning for the provision of appropriate experiences, delivered throughout the curriculum, to support spiritual, moral, social and cultural development. The school’s policy incorporates a clear statement of how modern British values will be actively promoted through a range of opportunities including assemblies, visiting speakers and the personal, social, health and economic curriculum.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part, provided that it addresses the regulations set out in the box below. Clear, detailed policies and procedures are in place for most aspects of health and safety, fire safety, first aid and safeguarding.

The safeguarding policy does not meet the requirements of the recent DfE guidance ‘Keeping children safe in education’, July 2015. This is because it does not include information about the duty to report female genital mutilation (FGM).

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

Ensure arrangements are made to safeguard and promote the welfare of pupils at the school	paragraph 7(a)
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Part 4. Suitability of staff, supply staff, and proprietors

The school is likely to meet all relevant regulations in this part. Required checks of suitability to work with children have been carried out for all staff appointed so far and these are recorded correctly on the single central record.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all relevant regulations in relation to this part. The temporary accommodation in which the school is to operate for the first two years is currently undergoing extensive refurbishment to ensure that all health and safety requirements are met, including outdoor spaces for play and sporting activities, toilets and showers. Appropriate arrangements have been put in place for the preparation and serving of food on the premises, alongside access to catering from a neighbouring school.

Part 6. Provision of information

All regulations are likely to be met. The school has prepared detailed plans for sharing information with parents, which will be available on the website and from the school.

Part 7. Manner in which complaints are handled

All regulations are likely to be met. A clear and detailed complaints policy meets all requirements and is available on the website.

Part 8. Quality of leadership in and management of schools

All requirements are likely to be met. Leaders demonstrate the secure skills and knowledge required to manage the school effectively. They are fully aware of their responsibilities to ensure that the independent school standards are met consistently, including the promotion of pupils' well-being.

Schedule 10 of the Equality Act 2010

The school complies with the Equality Act 2010 in full. An appropriate policy is in place, including an accessibility plan.

Statutory requirements of the Early Years Foundation Stage

Not applicable.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	Saint Jerome Church of England Bilingual School
DfE registration number	310/2002
Unique reference number (URN)	142904
Inspection number	10020267
Inspection dates	26–27 May 2016
Reporting inspector	Martin Roberts, Ofsted Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420, initially 60 Reception in September
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

St Jerome Church of England Bilingual School is a free school situated close to the centre of Harrow. The building is a spacious converted three-storey office block.

The school opens in September 2016 with an intake of 60 Reception-aged children and is oversubscribed. Plans provide for expansion of one year-group at a time until the capacity of 420 is reached in 2022.

Distinctive features of the school will be a bilingual approach and a strong emphasis on a Christian ethos.

The building is being converted to a high standard encompassing many state-of-the-art features, including a language laboratory and specialist music rooms.

The school will partner with Harrow School, Cambridge University and the London Diocese. Eurostar is a featured partner in the provision of French language teaching and learning.

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.

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

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Evidence on the website and in associated policies shows that the Christian ethos of the school is likely to be a strong feature, with an emphasis on personal development. There are ample opportunities for children to build skills in mutual respect and tolerance for those of other beliefs and traditions. Harrow itself is a richly multicultural area and there are already plans to use this resource. Clear policies promote British values. Bilingualism will be a vehicle for promoting an international flavour. Pupils with disabilities will be well-catered for with many adapted features, including a lift.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Policies are already in place and these and other evidence indicate that health, safety, (including fire safety); risk assessment, first aid and safeguarding will be robust. There is considerable detail included with specified practices and procedures along with auditing arrangements. The school's anti-bullying policy is detailed and includes relevant strategies for addressing any issues.

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

The school is likely to meet all the regulations. The single central record is already in place and the required checks made and recorded on the system, including for governors. The school is aware of the need to ensure that medical checks of staff are made and that these are updated in the record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the regulations. The building is being converted to include high-standard facilities in first aid, toilets, washbasins, lighting and soundproofing. The building lends itself to conversion to use as a school and has been carefully planned in a visionary way by the executive headteacher who has overseen the project from its inception. Teaching and learning areas are spacious and of high quality. The building and planned features promote welfare, health and safety, and effective learning.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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 an up-to-date safeguarding policy. The school is aware that it needs to provide regular reports to parents and plans are in place.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations. The complaints policy and procedures are robust and contain clear steps for the handling of complaints, including details of how to complain to the Department for Education.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the regulations. The executive headteacher and managers of the school have shown strong and visionary leadership in delivering not only a very high-standard building but also clear indications that they have demonstrated a good understanding of the regulatory requirements and how to fulfil them. There are already plans to audit aspects of the provision.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements. Detailed policies are in place which cross-reference many aspects in the provision itself. For example, the accessibility plan already ensures that features such as lifts and adaptations are included in the building.

Statutory requirements of the Early Years Foundation Stage

All the statutory requirements for the early years foundation stage are likely to be met. Clear policies are in place and parents have already had the opportunity to see these on the school's website. Staff have been appointed who are suitably qualified and experienced.

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

School name	Scarborough UTC
DfE registration number	815/4002
Unique reference number (URN)	142884
Inspection number	10020268
Inspection dates	28–29 June 2016
Reporting inspector	Catherine Morgan



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site; reviewed the architect's plans; scrutinised information uploaded to the school's website, the single central record, policies and proposed procedures; and held discussions with senior leaders.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600
Age range	14–19 years
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Scarborough UTC will open in September 2016, on its permanent site serving Whitby, Malton, Bridlington, Filey, Pickering, Driffield, Scarborough and surrounding areas.

This new school specialises in advanced engineering, design and control and will open with 148 students. Plans provide for expansion, a year at a time, until full capacity of 600 is reached in 2021.

Through partnership working with industry and the University of Hull, the school intends to provide relevant, high-quality and innovative education where all students progress to a destination in employment, further/higher education or training.

The school is not yet operating and the implementation of its policies 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.

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 years
Recommended gender of pupils	Mixed
Type of special educational needs	Not applicable

Compliance with The Education (Independent School Standards) Regulations 2014³

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 inspire and nurture young people and encourage innovation. There is a clear focus on developing students' critical thinking and communication skills to enable them to embark on a career in engineering or environmental technology.

The school's science, design technology and 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.

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.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 tutor-time programme, range of assemblies and visiting speakers will provide opportunities for students to learn about Britain's local, national, European, Commonwealth and global dimensions.

Additional studies such as 'global and environmental awareness', the personal enrichment programme and collaborative 'major projects' with the University of Hull will provide students with a range of opportunities to show initiative and contribute positively to the lives of others.

The robust behaviour policy clearly identifies the school's high expectations of students. The school's four fundamental principles encourage students to model their future professional behaviour through mature and thoughtful responses in all situations.

Part 3. Welfare, health and safety of pupils

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

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' (July 2015). Safeguarding arrangements include suitable links with the local authority designated officer. The policy is available on the school's website; it was checked and found to be compliant during the inspection.

The assistant principal is the designated lead person on child protection and is suitably trained at the higher level. An additional member of staff 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 2016 and this will be updated annually.

All parents are provided with informative documents 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 and this will also be used to log any incidents, which will be reported to parents using the school's online parent portal.

Risk assessments of all curriculum areas have been undertaken and 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 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. A fire risk assessment has been completed by a qualified fire safety representative. The building will be subject to a full health and safety audit before being handed over by the contractor.

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

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

The principal is trained in safer recruitment and is a member of all staff appointment panels. All required checks on previous employment history, professional and character references and medical fitness are complete for all staff. Additional arrangements are in place for when visitors or volunteers are invited to the school.

The school's single central record is complete 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. Governors are included in the record.

Suitable arrangements are in place to make additional checks when appointing staff who have been working overseas. Agency supply staff are not yet 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 new building in Scarborough, serving students that live in Whitby, Malton, Bridlington, Filey, Pickering, Driffield, Scarborough and surrounding areas.

The plans for the new accommodation indicate that 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 is likely to be completed for the planned opening in September 2016. Contingency plans are in place to accommodate students and to ensure that there will be no negative impact on the quality of provision for students should any delays arise.

The accommodation provides sufficient outdoor space for play and recreation and all external boundaries are to be 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 child'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 although implementation could not be seen.

Part 8. Quality of leadership in and management of schools

The proprietor has put in place systems and procedures which ensure that all the school standards 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. 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.

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

School name	South Bank Engineering UTC
DfE registration number	208/4005
Unique reference number (URN)	142905
Inspection number	10020269
Inspection dates	22 June 2016
Reporting inspector	Lesley Cox HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site, reviewed architect's plans, and scrutinised information uploaded to the UTC's website, the single central record, policies and proposed procedures. Discussions were held with the proprietor, the principal designate and senior leaders.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Some pupils may have special educational needs or disability but the exact range of needs are still being confirmed.

Context of the school

The proposal is for a free school to be located in Brixton, south London. The school will be a university technical college sponsored by the South Bank University, Guys and St Thomas's Hospital, King's College Hospital, Skanska (UK) and Purico (UK). Pupils will study a curriculum that includes digital technologies, medical engineering and building engineering. It will link with employment opportunities within these sectors.

The school will open in September 2016 when it will offer places to 70 pupils in Year 10 and 80 pupils in Year 12. It will operate from temporary buildings on the site of Lambeth College for the first year of operation. The site will be shared with the college and the Trinity Academy free school, although all operate independently of each other. The site is currently under development and permanent accommodation

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 recreation facilities for all three providers will be completed by September 2017.text

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 (150 from Sept 2016 to July 2017)
Recommended age range	14–19
Recommended gender of pupils	Mixed
Recommended type of special educational needs	The school will need to confirm that the needs of pupils with a statement or EHCP can be met before a change of named provider is agreed with the responsible local authority.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The college is likely to meet all the requirements in relation to this part. Documentary evidence indicates that the school will provide appropriate experiences to promote the spiritual, moral, social and cultural development of pupils. Opportunities to work as part of a diverse community and respect those with different backgrounds, faiths and beliefs will be promoted through the curriculum, assemblies, trips and visitors. Together, with a large number of extra-curricular events and a carefully considered rewards and recognition scheme, the college will actively promote the fundamental values of democracy, the rule of law, individual liberty and tolerance.

Part 3. Welfare, health and safety of pupils

The college is likely to meet all of the relevant requirements. Documentary evidence indicates that all the required policies and procedures are in place. These comply with the guidance issued and include appropriate arrangements to ensure the health and safety of pupils and staff. Staff will receive appropriate training to implement these successfully.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 behaviour policy and anti-bullying policy give precise guidance to ensure that staff can apply them in a consistent manner. There are clear guidelines in place for the use of electronic equipment.

The college has taken measures to ensure that an electronic attendance register will be in place to help them follow up any absences and alert parents to any concerns.

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

The college is likely to meet all of the relevant regulations. Systems for recruiting and making all the required checks on staff are robust and systematically recorded on the single central record. All checks on staff will have been completed before they take up their duties in September.

Part 5. Premises of and accommodation at schools

The college is likely to meet all of the relevant regulations. The plans seen are likely to meet building regulations. The temporary buildings are being constructed off-site and once in position will provide the required facilities to accommodate the 150 pupils enrolled for next year. The construction of the new permanent building has already started and will adequately accommodate the proposed 600 pupils from September 2017. Leaders are working with experienced professional bodies to ensure that all the required building and health and safety regulations are met.

Teaching and learning facilities in the temporary buildings, including for practical activities, will include appropriate sound insulation, lighting and heating.

There will be no facilities for physical education lessons or showering in the temporary buildings. However, leaders have arranged for these facilities to be available at a local leisure centre, until the new sports hall is constructed.

Part 6. Provision of information

The college is likely to meet all of the relevant regulations. All the required policies have been drawn up and reflect the latest guidance issued. They will be made available to parents on the college's website before September. Parents will receive a written report on the progress of pupils twice a year. They will also receive a further update every half term using an electronic, parent portal application.

The college is still confirming arrangements to work with local authorities and parents of pupils with special educational needs or disability. However, leaders are aware of their responsibilities in this respect.

Part 7. Manner in which complaints are handled

The college is likely to meet all of the relevant regulations. A complaints policy has been drawn up and includes the necessary steps to be taken to address any complaint that arises.

Part 8. Quality of leadership in and management of schools

The college is likely to meet all of the relevant regulations. The proprietor, leaders and managers have demonstrated a secure understanding of the regulatory requirements. Consequently, all the independent school standards are likely to be met.

Schedule 10 of the Equality Act 2010

The college demonstrates a clear commitment to equalities, inclusion and accessibility through its policies and ethos. It is highly likely to fulfil all its duties under the act.

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

School name	St John's Church of England Primary School
DfE registration number	919/2051
Unique reference number (URN)	142221
Inspection number	10020270
Inspection dates	21 June 2016
Reporting inspector	Wendy Varney HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector met with the headteacher, the office manager and four governors, including the chair of the governing body.

The inspector toured the temporary school site and reviewed plans for alterations to be made to the building.

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

Context of the school

St John’s Church of England Primary School is due to open in September 2016 with a single class of Reception-aged children. It will admit a further single class of children to Reception in September 2017. From September 2018 onwards, the school will admit two classes of children to its Reception Year. Over time, the school will expand, one year-group at a time, until there are two classes in each year group from Reception to Year 6.

The school will be housed in temporary accommodation in central Watford for the first two years. It will move to a purpose-built building nearby in September 2018.

The temporary accommodation requires adaptation in order to be fit for purpose. The school has appropriate plans in place to modify the building and a work schedule that appears to allow adequate time for the works to be completed.

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

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.

A site has been identified and agreed for the school's permanent building. Plans for its construction are in place and are progressing.

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 provided that it addresses the regulations noted in the table as set out in part 5
------------------------	---

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the standards in this part.

The school's leaders and governors have a notably strong, shared vision for the ethos of the school and this is described clearly in the school's policy. Their approach is particularly inclusive and is welcoming of all faiths and none. A clear commitment to the promotion of fundamental British values is also described in the same policy.

The school has very close links with the parish church and the incumbent vicar is a member of the governing body. The church's particularly fervent commitment to promoting equality, and its understanding and acceptance of all protected characteristics, places the school in a very strong position in terms of promoting the spiritual, moral, social and cultural development of its pupils.

The school's leaders have a clear commitment to working with others and see the school as an intrinsic part of the local community.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part.

The headteacher has previously attended appropriate training to enable her to fulfil the role of designated safeguarding lead for child protection. She has recently attended refresher training to ensure that her knowledge is up to date. A member of staff has been identified to take on the role of deputy DSL and she will attend training at the next available opportunity.

The school has a behaviour policy that makes clear its approach to promoting excellent behaviour among its pupils. The original draft policy did not make clear the

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

sanctions that would be put in place to address poor behaviour. This omission was picked up by a governor when the policy was reviewed prior to ratification and is now being amended accordingly.

The school is in the process of completing its policy on health and safety. The draft is comprehensive and appropriate and it is right that school leaders are seeking advice, in order to ensure that the document is accurate and useful, before submitting it for ratification by the governing body.

The school has written a thorough draft first aid policy. The policy indicates a contingent of qualified first aiders, including those with paediatric first aid training, above and beyond what is required by law.

The school has an appropriate policy on bullying. The policy indicates a suitably robust approach to dealing with incidents of bullying, combined with preventative strategies taught through the curriculum.

The school is in the process of ensuring that all necessary fire regulations are complied with. This cannot be completed until all the building works have been carried out.

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

The school is likely to meet all of the standards in this part.

The school's single central record of pre-employment checks meets statutory requirements and is populated with details of the existing staff. The school's leaders and governors are fully aware of their responsibilities in this area. For example, the highly experienced chair of the governing body understands fully the importance of checking the school's single central record regularly and thoroughly.

The headteacher, office manager and governors show very good awareness of the vital importance of thorough pre-employment checks being completed before new appointees are allowed to take up their posts.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the standards in this part.

A programme of internal alterations is necessary to bring the building up to the required standard. The architect's plans show clearly that the building will provide a suitable environment for two classes once work has been completed. Planning is well advanced and the works are expected to begin shortly. The timeframe for works to be completed appears reasonable and includes a small amount of time for contingency should works overrun. The headteacher and governors have made suitable alternative arrangements in the unlikely event that the building is not ready for pupils on time.

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

provide accommodation for the medical examination and treatment of pupils	paragraph 24(1)(a)
provide accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility	paragraph 24(1)(b)
ensure that the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein	paragraph 27(a)
ensure that cold water supplies that are suitable for drinking are clearly marked as such	Paragraph 28(1)(c)
ensure that the temperature of hot water at the point of use does not pose a scalding risk to users	Paragraph 28(1)(d)

Part 6. Provision of information

The school is likely to meet all the standards in this part.

The school's website already contains much of the required information. Where some information is not yet available, it is because it is in draft form and has not yet been ratified.

Part 7. Manner in which complaints are handled

The school is likely to meet all the standards in this part.

The school has a detailed policy that provides clear information on how complaints will be dealt with.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the standards in this part.

The governors have a wide range of knowledge and experience that is directly benefiting the school as preparations for its opening continue. For example, one governor was formerly the headteacher of an outstanding primary school and another the deputy headteacher of a large secondary school.

The headteacher took up her post in January 2016 and has therefore had the opportunity to lead the development of the school in its pre-opening phase. As a result, she has a very clear understanding of what needs to be done in order for the school to open on time and for all the standards to be met fully.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the standards in this part.

The building is largely accessible and the school's leaders are fully aware of the need to make reasonable adjustments should they be required.

The building works include provision of disabled toilet facilities.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the standards in this part.

Suitable appointments have been made to ensure that statutory requirements are met from the beginning of the school year.

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

School name	Studio @ Deyes
DfE registration number	341/4006
Unique reference number (URN)	142128
Inspection number	10020275
Inspection dates	21/06/2016
Reporting inspector	Dr Gena Merrett



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	300
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Accessible for pupils with disabilities

Context of the school

The proposal is for a studio school for 300 pupils aged 14 to 19, specialising in business and engineering and in fashion and design. It is not operating at present but intends to open in September 2016 with 114 pupils. It will operate from a converted modern building in Wavertree Technology Park. The site is next to Wavertree railway station and easy to access for pupils. The building is accessible for pupils with physical, hearing and sight disabilities, and the school leaders also hope to meet the needs of pupils with mild, moderate and specific learning difficulties. Building work is due to be completed in August 2016.

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, provided it addresses the recommendations outlined in parts 3, 6 and 8
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Recommended number of day pupils	300
Recommended age range	14–19

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

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.

Recommended gender of pupils	Mixed
Recommended type of special educational needs	The school hopes to provide for pupils with mild, moderate and specific learning needs and is accessible for pupils with hearing, sight and walking impairments.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence and discussions with the headteacher and the deputy headteacher indicate that the school will provide appropriate experiences for spiritual, moral, social and cultural development. These will be delivered through assemblies for which there is a published programme, through the curriculum and through an enrichment programme. There will also be five or six days when the usual curriculum will be suspended to provide learning experiences on a specific theme. An example of curriculum delivery will be an art project to celebrate Diwali. An enrichment project will include ways of making money to donate to chosen charities from the sale of items that pupils will both design and produce.

Pupils in Years 10 and 11 will have a weekly lesson for religious education.

The school has a clear written policy to actively promote the fundamental British values of democracy, the rule of law, individual liberty, equality, diversity and mutual respect and tolerance of those with different beliefs or traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements provided that it addresses the regulations set out in the box below. The school has clear procedures and detailed policies for most areas of health, welfare and safety.

The safeguarding policy does not meet the requirements of the recent Department for Education guidance, 'Keeping children safe in education' and 'Working together to safeguard children, 2015'. This is because the policy does not include details of the designated safeguarding leader. Furthermore, it does not include the steps staff are required to take in order to protect children from issues such as radicalisation.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Suitable policies have been prepared for required aspects of health and safety and for fire safety. The fire safety risk assessments and checks will be finalised once building work is completed in August 2016.

A first-aid policy has not yet been written and risk assessments for the building, including the science laboratory, preparation room and engineering workshop have not yet been drawn up. They will be completed by September 2016.

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

ensure that arrangements are made to safeguard and promote the welfare of pupils at the school	7(a)
ensure that such arrangements have regard to any guidance issued by the Secretary of State	7(b)
comply with the Regulatory Reform (Fire Safety) Order 2005 by producing a satisfactory fire risk assessment	12
comply with the requirement to draw up and implement a written first-aid policy	13
comply with the requirement to draw up and effectively implement a written risk-assessment policy.	16(a)

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

The school is likely to meet all the relevant requirements. All required checks, related to their suitability to work with children, have been completed for trust members, governors and staff appointed so far. These checks include evidence of their right to work in the United Kingdom and their qualifications.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations. The building has been planned to ensure pupils' welfare, health and safety, and promote their effective learning. Teaching, learning and outdoor spaces are sufficient as are facilities for toileting, washing, provision of drinking water and for the preparation and serving of food. The acoustics and internal and external lighting have been carefully considered to ensure that learning conditions are the best possible.

Leaders have ensured that physical education and sports are provided in a suitable venue off-site.

Part 6. Provision of information

The school is likely to meet all the relevant requirements provided it addresses the regulation set out below. Leaders have already ensured that key policies and information are provided on the school's website.

The school's safeguarding policy is on the website but needs to be updated to reflect recent guidance on the mandatory steps to be taken to keep children safe as outlined in Part 3.

The school will adopt reporting arrangements as currently undertaken by the Lydiate Trust in its other schools.

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

ensure that the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.	32(1)(c)
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Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant regulations as set out in a comprehensive complaints policy that is already posted on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet the requirements provided that it addresses the regulations in the box below. The senior leadership team demonstrates that it has secure skills and knowledge to lead and manage the school. The headteacher and deputy headteacher demonstrate the expertise to keep children safe.

All leaders need to understand what they need to do to ensure that they consistently meet the independent school standards.

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

ensure that leaders demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently	34(1)(a)
ensure that leaders fulfil their responsibilities effectively so that the independent school standards are met consistently.	

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an appropriate three-year accessibility plan to fulfil its duties under the Equality Act 2010.

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Advice note for a pre-registration inspection of a 16-19 free school

School name	TBAP 16-19 Academic AP
DfE registration number	205/4003
Unique reference number (URN)	142873
Inspection number	10020271
Inspection dates	22 June 2016
Reporting inspector	Rieks Drijver



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site; reviewed the architect's plans; scrutinised information uploaded to the academy's website; the single central record; policies; proposed procedures and held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	50
Age range	16–19
Gender of pupils	mixed
Type of special educational needs	not applicable

Context of the school

TBAP 16-19 Academic AP, sponsored by TBAP Trust, is situated in Fulham and will be located on a site which already houses the TBAP Bridge AP, which has pupils aged 11 to 16.

The school will open in the first week of September 2016 in existing re-furnished school premises on the site, with around 25 Year-12 students. In September 2017, it will move into a purpose-built 16-19 free school on the same site with a total of around 50 students in Years 12 and 13.

The TBAP Trust has been in existence for three years and senior leaders are ensuring that the established policies and procedures used in its academies and schools will be adapted so that they meet the regulatory requirements and standards for post-16 education.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. The scrutiny of the planned learning indicates that the school will provide appropriate experiences for students' spiritual, moral, social and cultural development. Opportunities for personal development are included within the planned curriculum for the International Baccalaureate and students will learn how to take responsibility for their learning and behaviour. Very good attention is paid by staff to promote fundamental British values, with a strong focus on ensuring students have a tolerance of those with different beliefs or traditions, and that they celebrate cultural diversity. Very secure plans are in place to help students understand how to keep themselves safe from a range of potential threats.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary and other evidence indicate that the required policies or measures are all in place, including for health, safety (including fire safety), risk assessment, first aid and safeguarding. Well-established processes that managers use in their existing provision will be adapted for use in the new free school.

The school has a comprehensive anti-bullying policy, which includes cyber-bullying. The policy sets out well the guidance to staff on how to combat the various forms of bullying, including that which is racial or based on sexual-orientation. Rigorous procedures are in place to ensure the safe recruitment of staff.

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

The school is likely to meet all the relevant requirements. All required checks, related to their suitability to work with children, have been completed for the sponsors, board members, staff appointed so far and supply staff. These are recorded appropriately on a single central record.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations. The plans for the refurbishment of a temporary building ensure that students will learn in a suitable and safe environment. The plans for the new school building are detailed and carefully thought out to ensure students' welfare, health and safety, promote their effective learning and provide access for all. Teaching, learning and outdoor spaces are sufficient to meet the demands of the planned curriculum. Suitable facilities are available for toileting, washing, the preparation and serving of food and provision of drinking water.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All the required policies are made available to parents and carers at the school or on the school's website, including the safeguarding policy. Appropriate plans are in place to ensure parents and carers receive information about students' progress.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy is comprehensive, clearly written, has suitable timeframes and contains all the necessary steps for the efficient handling of complaints. Suitable measures are in place to ensure impartiality in the handling of complaints.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all of the relevant regulations and requirements are likely to be met. The sponsors and senior managers have demonstrated a good understanding of the regulatory requirements. They have a vision for the school, founded on that of the Trust, which is focused well on meeting the needs of students and ensuring their safety, well-being and development.

Schedule 10 of the Equality Act 2010

The school has a number of policies in place in relation to equality and access to education. These include an appropriate accessibility plan to fulfil its duties under the Equality Act 2010.

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

School name	The Charter School East Dulwich
DfE registration number	210/4003
Unique reference number (URN)	142178
Inspection number	10020273
Inspection dates	27 May 2016
Reporting inspector	Matt Tiplin HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector undertook a tour of the temporary school site; reviewed the project plan; scrutinised information uploaded to the school's website; examined the single central record, policies and proposed procedures; and held discussions with senior leaders and governors.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,680
Age range	11–19
Gender of pupils	Mixed
Type of special educational needs	n/a

Context of the school

The Charter School East Dulwich, part of The Charter Schools Educational Trust, will be located within Southwark's Dulwich community hospital regeneration project.

The school will occupy a temporary site from September 2016, located at Southampton Way, London SE5 7EW. The temporary school site is part of a larger building which is owned by the Education Funding Agency, from whom the school leases the space required for schooling. In September 2018, the school will move to occupy its permanent site at East Dulwich Grove, London SE22 8PT.

The school will open to its first cohort of Year 7 (PAN 120) pupils on 12 September 2016, on the temporary site.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Documentary evidence indicates that leaders have planned for the delivery of appropriate experiences to support pupils' spiritual, moral, social and cultural development. Opportunities for pupils' personal development will be provided through assemblies, educational visits, the personal, social, health and citizenship education sessions and the academic curriculum. The school has clear written policies to actively promote fundamental British values, equality and tolerance towards others.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part. Evidence from the inspection indicates that the required policies and procedures are in place, including for health, safety (including fire safety), risk assessment (including educational visits), first aid and safeguarding. Leaders are well-qualified and trained to perform their roles.

The school's policies for behaviour management and anti-bullying are thorough and comprehensive, including guidance on identifying and managing various forms of bullying. The development of tools such as the 'Is it bullying?' online form is an example of leaders' innovative approaches to tackling complex issues. The school's systems for ensuring the safe recruitment of staff are centrally managed by The Charter Schools Educational Trust human resources team. The systems are robust. Senior school staff are trained in safe recruitment.

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

The school is likely to meet all the regulations in relation to this part. Recruitment of all staff and governors is determined centrally by The Charter Schools Educational Trust and responsibility is delegated to the school's leaders to manage the local recruitment process. All required checks, related to their suitability to work with children, have been completed for staff and governors appointed so far. Checks on the proprietors have also been completed. All checks are appropriately recorded on a

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

single central record held by the trust's human resources manager and securely accessible electronically.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the regulations in relation to this part. The temporary site is currently being completed in preparation for September 2016. Evidence provided indicates that the timeframe for the completion of this site is adequate. Leaders have planned the site carefully in order to ensure pupils' welfare, health and safety. The site offers adequate teaching, learning and social spaces, including outdoor space for play. For physical education lessons, leaders have secured the exclusive use of an off-site location until the school moves to its permanent site. Appropriate facilities are provided for the preparation of food and provision of drinking water and toilets.

Part 6. Provision of information

The school is likely to meet all the regulations in relation to this part. The school's website makes all required policies available to parents, including information relating to the school's arrangements for safeguarding and use of additional government funding (such as the pupil premium). The school's assessment policy outlines the manner in which assessment information will be shared with parents.

Part 7. Manner in which complaints are handled

The school is likely to meet all the regulations in relation to this part. The school's policy and procedures for handling complaints are clear and thorough. The processes, steps and timeframes are comprehensively outlined.

Part 8. Quality of leadership in and management of schools

The school's leadership and management have ensured that all of the standards of the above parts are likely to be met. The Charter Schools Educational Trust, the local governing body and the school's leaders have demonstrated a clear understanding of the requirements in the paragraphs and have taken effective action to meet those requirements.

Schedule 10 of the Equality Act 2010

The school is likely to meet its equalities duties under the Equality Act 2010. There are a number of policies in place to secure this, including the single equalities scheme and accessibility plans. The school's anti-bullying policy makes clear links to the protected characteristics.

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

School name	The Olive School, Bolton
DfE registration number	350/2009
Unique reference number (URN)	142898
Inspection number	10020262
Inspection dates	11 July 2016
Reporting inspector	Mark Williams, HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the temporary school site. He scrutinised information uploaded to the school's website, the single central record, policies and proposed procedures. He also held discussions with the headteacher designate and members of the Tauheedul Education Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 by 2021
Age range	4–6 initially (4–11 by 2021)
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The Olive School, Bolton, is a Muslim faith school sponsored by the Tauheedul Education Trust. It is situated just outside Bolton town centre.

The school plans to open on 5 September 2016 with 120 pupils in a converted building originally used to accommodate bank offices. This arrangement is scheduled to be in place for two years. At the time of this inspection around 60 pupils had enrolled to start in September 2016.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part.

The school intends to be an open, tolerant community in which pupils are encouraged to display British values such as respect, democracy, rule of law and tolerance. This is regardless of whether its pupils are of Muslim faith, other faiths or no faith at all.

Information for parents on the school's current website plus available policies make clear the school will place great emphasis on character development and will seek to prepare its pupils to 'become high-achieving, fully engaged citizens in a multicultural 21st century Britain'. Also clear is the school's intention to enable its pupils to respect difference, not fear it.

In common with other schools in the trust, the school seeks to promote the 'Tauheedul Mini-Baccalaureate' which intends to bring together academic excellence, personal development and community in a single accreditation framework.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part.

Risk assessments, plus policies relating to health and safety, first aid, safeguarding, the promotion of good behaviour and anti-bullying, and equal opportunities, provide a framework to keep children safe. The safeguarding policy, for example, gives information in terms of named responsible people within the school, governing body and wider local authority area. The policy has clear links to key documentation and useful sites, 'Keeping children safe in education', anti-radicalisation and the 'Prevent' duty, for example. Consequently, clear guidance is given to staff on how to recognise and report concerns.

Policies relating to behaviour detail how the school rewards positive behaviour. Where sanctions may be required, the emphasis is on restoring pupils to their place in the school community, for example through picking up litter or tidying the classroom.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all the relevant requirements.

The single central record shows that necessary checks relating to the suitability of staff to work with pupils have been completed.

The school intends to use its own staff to cover absences. The headteacher and trust are clear that if supply staff are used, the school and the agency must ensure checks are carried out in the same way as if the supply staff were the school's own employees.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements.

The renovations to the former bank office building have been carefully planned to ensure pupils' welfare, health and safety and promote their effective learning. Classrooms are large and outdoor space is available. A separate outdoor area for Reception-aged children is about to be constructed.

Toilet and washing facilities will be provided, as will a separate medical room if pupils become ill or need treatment.

An outdoor play area will be available for pupils.

It is intended that meals will be prepared at the Eden Boys' School, Bolton and transported to this site.

Part 6. Provision of information

The school is likely to meet the relevant requirements.

The school's safeguarding policy is up to date and includes references to the responsibilities of key people. The policy outlines well procedures for reporting concerns.

The school's current website is due to be relaunched when the school opens to pupils on 5 September 2016. However, documentation provided to the inspector shows this development to be well underway in order to provide information relating to: contact details, links to the DfE's and Ofsted's sites, curriculum and assessment details, including that parents will receive regular, including written, information about their child's progress and key policies, such as charging and remission.

In addition, information is being uploaded to the website in relation to governors, including their roles and terms of office. Information relating to the pecuniary interests of governors will be published.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant requirements.

The procedures for handling complaints are clear. The policy contains all the necessary steps for the efficient handling of complaints, including timescales.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant requirements. Policies put into place by leaders follow DfE guidance well.

The headteacher and the trust are experienced in education and have a clear vision of what a successful school looks like. Several of the trust's schools have been judged by Ofsted to be outstanding. Furthermore, both the trust and the headteacher have a proven track record in establishing new schools. Consequently, the headteacher and the trust demonstrate that they have the skills and knowledge to lead and manage the school and promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

The school has a number of policies in place that are likely to promote equality. As the school's website and documentation state, leaders aim to promote in pupils the values of respect, care, tolerance, self-discipline and love for each other.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met.

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

School name	The Olive School, Preston
DfE registration number	888/2004
Unique reference number (URN)	142866
Inspection number	10020263
Inspection dates	11 July 2016
Reporting inspector	Mark Williams, Her Majesty's Inspector



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector undertook a tour of the temporary school site. He scrutinised information uploaded to the school's website, the single central record, policies and proposed procedures. He also held discussions with the headteacher designate and members of the Tauheedul Education Trust.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420 by 2021
Age range	4–6 initially (4–11 by 2021)
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The Olive School, Preston, is a Muslim faith school sponsored by the Tauheedul Education Trust. It is situated in Preston city centre.

The school plans to open on 5 September 2016 with 120 pupils in a new building shared with Eden Boys' School. (Eden Boys' School, also part of Tauheedul Education Trust, opened in September 2015 and currently has pupils in Years 7 and 8 on roll). This arrangement is scheduled to be in place for part of the autumn term 2016 until a building adjacent to the site is modified to accommodate The Olive School's pupils.

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

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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part.

It is the school's intention to be an open, tolerant community in which pupils are encouraged to display British values such as respect, democracy, the rule of law and tolerance regardless of whether they are of Muslim faith, other faiths or no faith at all. Information for parents on the school's current website and available policies make clear that the school will place great emphasis on character development and will seek to prepare its pupils to 'become high achieving, fully engaged citizens in a multi-cultural 21st century Britain'. Also clear is the school's intention to enable its pupils to respect difference, not fear it.

In common with other schools in the trust, the school seeks to promote the 'Tauheedul Mini-Baccalaureate' which intends to bring together academic excellence, personal development and community service in a single accreditation framework

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part.

Risk assessments and policies, including those relating to health and safety, safeguarding, the promotion of good behaviour and anti-bullying, and equal opportunities provide a framework to keep children safe. The safeguarding policy, for example, gives information in terms of named responsible people within the school, governing body and wider local authority area. The policy has clear links to key documents including 'Keeping children safe in education, 2016' and to useful websites. Consequently, clear guidance is given to staff on how to recognise and report concerns and to contribute to anti-radicalisation and the 'Prevent' duty, for example.

Policies relating to behaviour set out how rewards will be used. Where sanctions may be required, the emphasis is on restoring pupils to their place in the school community, for example through picking up litter or tidying the classroom.

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

The school is likely to meet all the relevant requirements.

The single central record shows that necessary checks relating to the suitability of staff to work with students have been completed.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 intends to use its own staff to cover any staff absences. The headteacher and trust are clear that if supply staff are used, the school and the agency must ensure checks are carried out with the same rigour as if the supply staff were the school's own employees.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements.

The new building is carefully planned to ensure pupils' welfare, health and safety and promote their effective learning. Classrooms are large and outdoor areas for Reception-aged children to continue their learning are about to be constructed.

Toilet and washing facilities will be available, as will a separate medical room in case pupils become ill.

A dedicated outdoor play area has been identified for the exclusive use of the school's pupils. Pupils will also benefit from the indoor sports hall under construction on the Eden site.

While accommodation is initially to be shared with Eden Boys' School, separate entrances and exits are to be provided.

Part 6. Provision of information

The school is likely to meet the relevant requirements.

The school's safeguarding policy is up to date and includes references to the responsibilities of key people. The policy outlines procedures for reporting concerns well.

The school's current website is due to be relaunched when the school opens to pupils on 5 September 2016. However, documentation provided to the inspector shows this development to be well under way. The website will provide required information relating to contact details: links to the DfE's and Ofsted's websites; curriculum and assessment details, including that parents will receive regular, including written, information about their child's progress; and key policies, such as about charging and remission.

In addition, information is being uploaded to the website in relation to governors, including their roles and terms of office. Information relating to the pecuniary interests of governors is to follow but arrangements to provide this are in hand.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant requirements.

The procedures for handling complaints are clear. The policy contains all the necessary steps for the efficient handling of complaints and sets out appropriate timescales for these.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant requirements.

The headteacher and the trust are experienced in education and have a clear vision of what a successful school looks like. The trust has a proven track record in establishing new schools, with several schools judged by Ofsted to be outstanding. Consequently, the headteacher and the trust demonstrate that they have the skills and knowledge to lead and manage the school.

Policies put into place by leaders closely follow DfE guidance.

Schedule 10 of the Equality Act 2010

The school has a number of policies in place that are likely to promote equality. As the school's website and documentation states, leaders aim to promote in pupils the values of respect, care, tolerance, self-discipline and love for each other.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

School name	The Orchards
DfE registration number	358/7002
Unique reference number (URN)	142782
Inspection number	10020274
Inspection dates	22–23 June 2016
Reporting inspector	Robert Pritchard



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school site; reviewed the architect's plans; scrutinised information uploaded to the academy's website, the single central record, policies and proposed procedures; and held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	96
Age range	4–11
Gender of pupils	Mixed
Type of special educational needs	Multiple learning difficulties

Context of the school

The Orchards is part of the Dunham Trust.

The school will open in temporary accommodation in September 2016 with 24 pupils. It will move to permanent accommodation on the same site in September 2017 and grow to 96 pupils.

The school will accept students from age 4 to 11 with a variety of 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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the requirements in relation to the spiritual, moral, social and cultural development of pupils. Evidence indicates that the school will provide appropriate experiences for pupils' spiritual, moral, social and cultural development. The school has a clear written policy to promote actively the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs or traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant requirements in relation to this part. Documentary evidence indicates that the required policies are all in place.

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 relates racism or sexual orientation. Procedures are in place to ensure the safe recruitment of staff.

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

The school is likely to meet all the relevant requirements in relation to this part. All required checks related to suitability to work with children have been completed. These are recorded appropriately on a single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements in relation to this part. The new building is carefully planned to ensure pupils' welfare, health and safety and promote their effective learning. Teaching, learning and outdoor spaces are sufficient, as are facilities for toileting, washing and for the preparation and serving of food. The temporary accommodation is also carefully planned to ensure pupils' welfare, health and safety and to promote their effective learning.

Part 6. Provision of information

The school is likely to meet all of the relevant requirements in relation to this part. All the required policies are made available to parents at the school or on the school's website. These include the school's admissions policy, its safeguarding policy and related policies, all of which meet requirements.

³ www.legislation.gov.uk/uksi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant requirements in relation to this part. The complaints policy contains all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant requirements in relation to this part. The school's senior leaders and sponsor have a good understanding of the regulatory requirements that relate to a school of this type.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place. These include an accessibility plan to fulfil its duties under the Equality Act 2010. All the school's accommodation will be on ground-floor level, which will ensure all pupils have easy access to all areas of the building.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the statutory requirements of the early years foundation stage. Although the school will not have children of this age in its first year, policies and planning make appropriate provision. All staff appointed to work with children in this stage of education will be suitably qualified.

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

School name	Trafalgar College
DfE registration number	926/4025
Unique reference number (URN)	142883
Inspection number	10020276
Inspection dates	28 June 2016
Reporting inspector	John Daniell HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector reviewed the architect's plans for the permanent site, and scrutinised: information uploaded to the school's website; the single central record of recruitment checks; policies and proposed procedures, and held discussions with the executive principal and vice-principal.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	890
Age range	11–19
Gender of pupils	Mixed
Type of special educational needs	n/a

Context of the school

Trafalgar College is sponsored by Inspiration Trust. It is situated in Great Yarmouth. The college will be based in a converted block of offices and warehouses. The conversion work is scheduled to commence on 25 July 2016.

The curriculum will have an emphasis on science, technology and mathematics (STEM) subjects. College leaders plan to work in partnership with local businesses to enhance the curriculum provision.

Pupils will work towards achieving GCSE qualifications at key stage 4 and A levels in the sixth form.

Across the year groups, study programmes will also include careers and progression information, advice and guidance and personal, social, health and economic (PHSE) education. The development of employability skills will be key elements of learning across the curriculum.

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

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.

Trafalgar College will open on 4 September 2016 with 90 pupils in Year 7. It will admit a new cohort each September until 2022, when it will then cater for pupils in Year 7 to Year 13.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

Trafalgar College is likely to meet all of the relevant requirements in relation to this part. Documentary evidence indicates that the school will provide appropriate experiences for spiritual, moral, social and cultural (SMSC) development.

Opportunities for SMSC development include the teaching of religious education and PSHE education. Schemes of work will make reference to opportunities for promoting SMSC development as well as fundamental British values.

The daily form-time programme will also allow form tutors to promote pupils' spiritual, moral, social and cultural development. The school council will also educate pupils about democracy.

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs or traditions will be mapped against the school's rewards policy.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant requirements, although implementation of policies and procedures could not be seen in full.

Documentary and other evidence indicate that the required policies are in place, or in progress, including those for health, safety, fire safety, risk assessment, first aid and safeguarding.

The school's anti-bullying policy is detailed. It provides appropriate guidance to staff on how to identify and combat various forms of bullying, including cyber-bullying and that which is racial or sexual-orientation based.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Senior staff are trained in safer recruitment and all staff will be trained in the 'Prevent' duty and safeguarding responsibilities before the school opens in September.

An electronic recording system will be used to record pupils' admission, attendance and assessment information and to log behaviour incidents.

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

Trafalgar College is likely to meet all of the relevant requirements of this part.

All required checks related to staff's suitability to work with children have been completed for the proprietors, the principal and vice-principal and members of the governing body. These are recorded on the single central record of recruitment checks.

Leaders clearly understand their responsibilities to ensure that all staff, including volunteers and supply teachers, are vetted and that the required checks, such as prohibition from teaching, are adhered to.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant requirements of this part. Plans for the proposed school were scrutinised by the inspector and appear to meet all the necessary requirements of the relevant paragraph.

The new building is carefully planned to ensure pupils' welfare, health and safety and to promote their effective learning.

There are adequate toilet facilities for pupils, staff and visitors. A medical room will be available for pupils who may feel unwell and will be located in close proximity to a toilet. There will be a plentiful supply of labelled drinking water.

Pupils will have suitable access to outdoor space, including a quarter of an acre of grassed land, as well as concreted play areas.

Food for pupils' lunch will initially be prepared in one of the trust's primary schools and delivered to Trafalgar College for consumption.

Part 6. Provision of information

Trafalgar College is likely to meet all of the relevant requirements for this part. Policies, including safeguarding and related policies, meet current requirements. These are readily available on the school's website.

Leaders are aware that they must provide regular reports on pupils' attainment and progress. These will be provided in written form on a termly basis and the school has plans in place to provide a live reporting system which allows parents and carers to monitor their child's progress at any time.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant requirements for this part. The complaints policy is clearly written and contains appropriate detail of all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

Trafalgar College's leaders and managers have an appropriate understanding of their roles and responsibilities. They, together with the governors, have ensured that all the independent school standards are likely to be met and pupils' well-being assured.

Schedule 10 of the Equality Act 2010

Trafalgar College has an equalities policy in place. Leaders are currently writing a three-year accessibility plan to enable them to fulfil their duties under the Equality Act 2010.

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

School name	Twynham Primary School
DfE registration number	835/2104
Unique reference number (URN)	142671
Inspection number	10020277
Inspection dates	05/07/2016 to 06/07/2016
Reporting inspector	Jen Southall, HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

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

Context of the school

Twynham primary school is sponsored by the charity Twynham Learning. The school is open and currently has 89 pupils on roll. The school opened at the request of Dorset local authority as a result of insufficient pupil places in September 2015. The school is located on the Twynham School site.

A new single storey purpose-built school to accommodate up to 420 pupils is due to be opened in September 2016 in a nearby location.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part.

Documentary evidence indicates that the school will provide appropriate experiences for pupils' spiritual, moral, social and cultural (SMSC) development. Opportunities for personal development include personal, social, health and citizenship education (PSHCE) lessons, religious education lessons and collective worship. The school's policy for this aspect describes how all curriculum areas will plan to contribute to the development of pupils' spiritual, moral, social and cultural development. The school has entwined the teaching of fundamental British values into its SMSC policy. The policy actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or cultures.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the regulations in relation to this part. Documentary and other evidence indicate that all required policies are in place including, safeguarding, first aid, health and safety and risk assessments. All regulatory fire safety documentation and checks are in place.

The school's behaviour and anti-bullying policies are comprehensive. They give appropriate guidance to staff, pupils and parents on how to tackle any incidents of bullying, including cyber-bullying and racist bullying.

Safeguarding procedures are robust. Staff have received training in order to carry out their duties effectively and in line with current guidance and legislation.

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

The school is likely to meet all the regulations in relation to this part.

The single central record is in place and completed appropriately. Rigorous pre-employment checks have been completed for staff appointed so far to confirm their suitability to work with children.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the regulations in relation to this part. The new building is due for completion by September 2017. Plans demonstrate how the

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

leaders have carefully considered pupils' welfare, health and safety. This is seen, for example, in the location of the sick bay which provides easy access for pupils. The plans also demonstrate how the school premises will promote effective learning. Teaching, learning and outdoor spaces are sufficient.

Part 6. Provision of information

The school is likely to meet all the regulations in relation to this part. All the required documentation including statutory policies are in place and available to parents. These include, for example, safeguarding and complaints policies. Reports to parents on their child's academic and social development have been completed for the pupils currently at the school.

Part 7. Manner in which complaints are handled

The school is likely to meet all the regulations in relation to this part. The school has comprehensive complaints policies for staff and parents. They are clearly and succinctly written with all the necessary steps for the efficient handling of complaints. The inclusion of timelines for the handling of complaints provides additional clarity for the complainant.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the regulations in relation to this part. The leadership and management of the school are ensuring that all the relevant regulations are likely to be met. The proprietors and senior leaders demonstrate a good understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the relevant requirements. The school has in place policies to ensure that it meets all aspects of the equality act, which includes an accessibility plan to fulfil its duties under the Equality Act 2010 for the building the school is currently using. There is also a plan ready to be implemented as appropriate for the new building.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all the regulations in relation to this part. All staff appointed to work with children in the early years foundation stage are appropriately qualified. This includes staff being trained in paediatric first-aid.

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

School name	University Technical College Leeds
DfE registration number	383/4072
Unique reference number (URN)	142604
Inspection number	10020278
Inspection dates	10 June 2016
Reporting inspector	Joan Hewitt, HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014² when it opens.

The inspector toured the school site, reviewed the architect's plans and spoke to the site manager. The inspector also evaluated the single central record and the information uploaded to the college's website. The inspector scrutinised policies and proposed procedures and held discussions with senior leaders.

Information about the registration

The school is seeking registration as an free school for:

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

Context of the school

Leeds University Technical College (UTC), sponsored by Leeds Advanced Manufacturing UTC, is situated in Leeds. The building, which is currently being renovated, is situated next to the Braime Pressings factory, which continues to operate.

The college will open on 12 September 2016, on its permanent site, with 195 pupils: 100 in Year 10 and 95 in Year 12. These numbers are likely to increase before the school opens. Plans provide for expansion next year so that full capacity will be reached in September 2017.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The college is likely to meet all the regulations. The college demonstrates, through discussion and in documentary evidence, a clear intention to provide strong opportunities for pupils' spiritual, moral, social and cultural development. There is an appropriate personal, social, health and citizenship (PSHCE) policy and scheme of work, which allows pupils to consider their responsibilities and develop a respect for the rule of law, individual liberty and respect for those with diverse beliefs and faiths. Plans for opportunities to promote pupils' sense of tolerance and celebration of differences are threaded through a range of activities.

Part 3. Welfare, health and safety of pupils

The college is likely to meet all the relevant regulations. The safeguarding policies and other planned procedures show that pupils' safety is prioritised. The college plans to include numerous visitors as part of its vision to promote industry links. There are robust plans to monitor visitors to ensure pupils' safety. The principal has been trained in safer recruitment.

The college's policies for behaviour and anti-bullying are robust and thorough. They include guidance to staff about different forms of bullying, including prejudice-based bullying, and there are clear procedures to follow.

Documentary evidence and discussions with senior staff indicate that required policies and procedures are in place. These include a robust health and safety policy, including fire safety, and risk assessments. Arrangements and policies are in place to ensure first aid is provided for appropriately.

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

The college is likely to meet all the relevant requirements. The relevant checks have been completed for staff, proprietors and members of the board, including their suitability to work with children, and there are appropriate procedures in place for future recruitment. All checks are recorded appropriately on the single central record.

Part 5. Premises of and accommodation at schools

The college is likely to meet all of the relevant regulations. The renovation of the college is well under way and it has been planned to ensure pupils' health, welfare and safety, including suitable access and facilities for pupils who have disability.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Teaching spaces, outdoor spaces, showering facilities and toilets are likely to meet requirements.

Part 6. Provision of information

The college is likely to meet all the relevant regulations. All the required policies, and many more, are provided for parents and carers on the college's website which is easy to navigate.

Part 7. Manner in which complaints are handled

The college is likely to meet all the relevant regulations. The complaints policy is comprehensive so that timescales are clear. The college has clearly set out the steps parents and carers should take if they wish to complain.

Part 8. Quality of leadership in and management of schools

The college is likely to meet all the relevant regulations. The leaders and managers understand their responsibilities and have demonstrated their understanding of the regulatory requirements. Leaders' plans to promote the well-being of pupils are strong.

Schedule 10 of the Equality Act 2010

The arrangements for the college to fulfil its duties under the Equalities Act 2010 are plausible and convincing. These arrangements include an equal opportunities policy and a three-year accessibility plan.

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

School name	UTC Sheffield Olympic Legacy Park
DfE registration number	373/4010
Unique reference number (URN)	142605
Inspection number	10020279
Inspection dates	13–14 June 2016
Reporting inspector	Chris Campbell



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Cognitive learning needs Behavioural, emotional and social development needs Communication and interaction needs Sensory and/or physical needs

Context of the school

The school intends to operate from September 2016. In its first year, it is accepting applications from families for pupils to enter into Years 10 and 12. The school is owned by Sheffield UTC Academy Trust Ltd (a multi-academy trust). Among its partners are Sheffield University, Sheffield Hallam University, The Sheffield College and Sheffield Teaching Hospitals. The UTC has applied to the Department for Education to become a university technical college, and aims to provide education with a sports and health emphasis to pupils from local and regional local authorities. Catering for pupils aged 14 to 19, the school intends to accept mainstream pupils and will welcome those who have a range of identified special educational needs or disability. The school's vision and planning emphasise the close collaboration between the UTC and partners. They seek to develop a range of learning experiences, reflecting the world of work that will prepare pupils for further study and adult working life. The school building has been designed to reflect the school's specialist areas and offer a modern learning environment that supports flexible approaches to learning. Currently, the building is under construction. Commissioning

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 handover are expected to be completed in mid-September. The school has made interim arrangements to house students in the adjacent all-through academy that has recently opened and has not yet admitted students into key stage 4. Planning for the school's opening has been led in the initial stages by the executive principal and the business manager. The principal has been in post since March 2016.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

All the requirements of the independent school standards are likely to be met.

The principal has given considerable thought to how the school will promote the spiritual, moral, social and cultural (SMSC) development of pupils. Outline plans point to ample opportunities for pupils to learn formally and informally about how democracy works and the rule of law in England. In addition, weekly themes, to be delivered through the assembly and tutorial programmes, provide opportunities for pupils to develop socially and broaden their understanding of living in a diverse society, made up of people of different beliefs and cultures.

The school has a written policy to support pupils' development, which makes explicit the school's thinking about each element of SMSC separately. This enables school leaders to ensure that a wide range of subject areas contributes to pupils' development in each of the four aspects. This includes, for example, both mathematics and science, as well as English.

The school links its SMSC policy and thinking to its preparatory work on providing equal opportunities for all pupils and its behaviour policies. By doing so, the school seeks to develop pupils' understanding of right and wrong and the capacity to engage in thoughtful debate of social issues in a safe, well-managed environment. These will contribute to the school's work in actively promoting fundamental British values, together with tolerance of and respect for people from different backgrounds, cultures, beliefs and lifestyles.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 expects that its pupils will come from a range of social and cultural contexts. It will support them by initiating frequent opportunities to contribute to the running of the school through its arrangements to gather and listen to pupils' views. The school is including a prayer room in the new building design, so that pupils of any and all faiths can pray during the school day in accordance with the requirements of their religion.

Part 3. Welfare, health and safety of pupils

All the requirements of the independent school standards are likely to be met. The school's behaviour and anti-bullying policies are clear and succinct. They set out the high expectations of pupils that will promote a positive and orderly ethos and contribute to positive attitudes to learning and thus promote good achievement. These policies contribute well to the school's work in preparing to keep pupils safe and safeguard them. They are correctly linked to the school's policy for equal opportunities and SMSC.

The high expectations made explicit in the behaviour and anti-bullying policies are linked appropriately to sanctions and rewards. There is a clear intention to engage pupils in self-reflection when behaviour is not acceptable, and what steps can be taken to avoid any re-occurrence. The school sees its approach to behaviour as part of its work in preparing pupils for further study and eventually adult working life.

The school's work in preparing procedures to keep pupils safe and to safeguard them has been thorough. The principal has set up careful safer recruitment systems to ensure that only suitable adults work with pupils. Pre-employment checks are carried out and recorded carefully on a single central record.

The school has written a child protection and safeguarding policy which has regard for the current advice from the Secretary of State for Education. It is a detailed document that supports the school's work in ensuring that all staff are appropriately trained, and know what to do if they have a concern.

An experienced designated safeguarding leader is scheduled to complete training again under the auspices of the local authority, to ensure that knowledge and practice are up to date.

The school's sharp awareness of the range of dangers and risks to pupils' well-being is revealed in the detailed planning to protect them. The school's risk assessment policy provides for a systematic, regular schedule for checking safety equipment, such as fire alarms and site checks, to ensure that the school is well-maintained and safe. These are supplemented by specific risk assessment procedures for subjects that present particular risks, such as science.

The school's health and safety policy confirms a proper priority on ensuring that pupils can learn in a safe environment. Considerable thought has gone into evaluating the likely risks and what can be done to minimise these. Similarly, the educational visits policy sets out clearly the expectations of the school to identify and reduce possible risks.

School leaders work closely with the construction site manager to ensure that all the required safety elements of the build process are completed in full. The school's work with the fire and rescue service indicates that it will be compliant with the Reformed Regulatory (Fire Safety) Order (2005) before sign-off and the school opening.

Leaders have planned a safety and safeguarding briefing for pupils as the school opens, to ensure that pupils know what to do to keep themselves safe and what to do in the case of an emergency.

The construction of the school provides for a medical room. Leaders are fully aware of their responsibilities to ensure that sufficient numbers of staff are appropriately trained in first aid and of the requirements to record all incidents fully.

While the school is not yet open, the school has set up its arrangements to keep a fully compliant admissions register and record pupils' attendance.

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

All the requirements of the independent school standards are likely to be met. The school has a well-expressed safer recruitment policy, which it has begun operating as it recruits staff ready for opening. The school's records of appointments made so far are organised well and complete. They show that the policy is being carefully followed and that pre-employment checks are made and carefully recorded. Appointment panels include a person who has successfully completed safer recruitment training.

Discussion with leaders confirm their understanding of their duties to ensure that temporary and supply staff are subject to relevant checks in order to maintain safeguarding arrangements successfully. Leaders understand that this includes staff members, such as technicians whom they expect to work across both schools in the multi-academy trust.

Leaders have involved architects and construction staff responsible for the new building to ensure that there is a 'safe zone' where visitors are received into the school before entering the main part of the building under suitable supervision.

Part 5. Premises of and accommodation at schools

All the requirements of the independent school standards are likely to be met. Mindful of the requirements set by the Department for Education for independent schools, leaders have worked with the architects and construction staff to ensure that the premises of and accommodation at the school meet all the pertinent standards.

A tour of the building site and discussion with the site manager provide confidence that the requirements will be met before the building is commissioned and handed over. The contractor has responsibility for ensuring that safety certificates, for example for electricity and gas, are issued. The fire and rescue service has written to the school indicating its readiness to conduct a joint inspection at that point.

The design encompasses ample provision for toilet and washing facilities, for boys and girls separately and for staff. Similarly, ample provision has been made for any pupil who is sick or has medical needs. Included in the planning is a fully equipped hygiene room (wet room), for any pupil who may require such facilities.

Drinking fountains are due to be installed at various points throughout the school and will be separate from the toilets.

The design of the building ensures that there is ample natural light, supplemented by acoustic lighting. Additional acoustic insulation will be installed in larger areas, such as the multi-purpose hall.

In line with its intended focus on sport- and health-related learning, the build includes three areas for sport- and fitness-related activity, as well as outdoor space for physical education and sports. Suitable changing rooms with direct access to sports facilities are planned. Extensive terraces provide additional pleasant surroundings for social activity. External lighting is due to be installed to facilitate safe arrival and departure. Access routes have been carefully planned to reduce risks to pupils, staff and visitors.

Part 6. Provision of information

All the requirements of the independent school standards are likely to be met. The school's website provides a wealth of useful information for parents and pupils. It includes required statutory policies and explains the school's aims and vision.

The child protection policy is readily accessible, together with the school's policies on behaviour, special educational needs and/or disability, and the equality policy. The school has a full range policies that are available to parents on request in paper form too.

Leaders are fully aware of their duties to provide annual reports to parents and are currently planning a programme of reporting every six weeks. Parents will be encouraged to attend meetings with staff to learn about their child's progress at least twice a year.

Leaders understand the requirement to include on the website any reports, or links to them, from inspections published by Ofsted.

The school is ready to fulfil its duty to provide information for annual review to any local authority that provides funding for pupils with an education, health and care plan. The school website provides a wealth of useful information for parents and pupils.

Part 7. Manner in which complaints are handled

All the requirements of the independent school standards are likely to be met.

The school's complaints handling policy is clearly set out, so that parents can easily understand the processes by which they can make a complaint. It explains clearly the different levels of informal and formal complaints and the timing of the school's response they should expect.

The policy is clear about its duties in respect of communicating findings and about its duties of confidentiality.

Part 8. Quality of leadership in and management of schools

All the requirements of the independent school standards are likely to be met.

Leaders have good knowledge of the independent school standards. They use their experience of setting up the first school in the trust effectively to make sure that all the standards are likely to be met when establishing this school.

By working closely with the construction company and the Education Funding Agency, leaders have ensured that health and safety arrangements related to the new building will underpin the school's arrangements to keep pupils safe.

The governing body, including members who work in the education sector, have recently undertaken a skills audit to ensure that they have all the expertise needed to ensure that the independent school standards are met consistently.

Leaders' work to plan opportunities to promote pupils' well-being and personal development is likely to enable pupils to flourish and achieve well.

Schedule 10 of the Equality Act 2010

The school's equality plan reflects leaders' ambition to offer inclusive education and support to all pupils. It recognises the diverse nature of the school's expected pupil population and the duty to help pupils develop respect for others, including those groups with protected characteristics.

Leaders have ensured that, by linking the equality plan to other policies such as those on behaviour, anti-bullying and admissions, they have laid the foundations to generate an ethos that promotes equality of opportunity for all.

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

School name	UTC South Durham
DfE registration number	840/4006
Unique reference number (URN)	142894
Inspection number	10020280
Inspection dates	26–27 May 2016
Reporting inspector	Chris Campbell



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014² when it opens.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Autistic spectrum disorder

Context of the school

The school intends to operate from September 2016. In its first year, it is accepting applications from families for pupils to enter into Years 10 and 12. The school is owned by South Durham University Technical College (UTC). The main partners are the University of Sunderland, Hitachi Rail Europe and Gestamp Tallent. The two business partners have sites near to the school on the same business park. The UTC has applied to the Department for Education to become a university technical college, aiming to provide education with a technical and scientific emphasis to pupils from local and regional local authorities. The school's vision and planning place significant emphasis on work-related and work-based learning that will prepare pupils for further study and adult working life. The school building has been designed with these overarching aims in mind and is currently still under construction. Ahead of schedule, the stage 1 commissioning and handover is anticipated to take place mid-August, so that the school can open and operate effectively from 1 September. The remainder of the build process and commissioning, also ahead of schedule, is due to be completed in mid-September. The principal designate has been in post for one year, and, with the governing body, has made conditional appointments of a range of suitable and experienced staff.

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.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

All the standards of the independent school standards are likely to be met. The school's spiritual, moral, social and cultural development policy reflects the focus that the principal and governing body have on ensuring that pupils have good opportunities to develop and grow in these aspects of their education.

The policy underpins the principal's determination to provide equal opportunities for all and create an ethos which prevents and tackles discrimination.

The school has thought through its approaches to each element of spiritual, moral, social and cultural development separately. This demonstrates a deep understanding of the need to address each of these areas with equal emphasis. Discussion with school leaders revealed a keen understanding of the context of the school and the need to provide well-planned opportunities to broaden pupils' horizons and ambitions.

Outline plans include visiting speakers from a range of faith groups and from those of no faith. These will supplement pupils' learning through the 'guidance', personal, health and social education programmes and other subjects such as mathematics, science, English and religious studies.

The school has engaged with its primary international business partners to plan provision for opportunities to learn from their cultural backgrounds. The school is keenly aware of its predominantly monocultural setting and is exploring avenues to provide pupils with opportunities to learn with and from young people from other cultures, for example through shared research projects.

The school has set out its plans to introduce a pupil mentoring system that focuses on personal development as well as academic achievement. The planned regular debates and discussion of social and topical issues complement this system. They provide good opportunities for pupils to learn about British institutions, including governance and diversity in society. Leaders have considered carefully how they will ensure that partisan political views are not promoted in any aspect of the school's work. Leaders' preparation for this aspect of pupils' learning fully supports respect

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

for, and tolerance of, people of different races, cultures, faith beliefs or no faith beliefs and people of different lifestyles.

Part 3. Welfare, health and safety of pupils

All the requirements of the independent school standards are likely to be met. The schools' behaviour and prevention of bullying policies are well expressed, setting out clearly the school's high expectations of pupils and staff. They link clearly to other policies such as the school's equality, attendance and child protection policies.

High expectations are linked directly to both rewards and appropriate sanctions. The expectations of pupils' conduct and application to learning reflect leaders' ambition to prepare pupils well for the demands of further study and eventually adult working life.

The school's arrangements to safeguard pupils and keep them safe have been well thought through. They are detailed in the school's child protection policy which takes into account the current guidance of the Secretary of State. The work done in preparing the school to safeguard pupils reveals a deep conviction that pupils thrive only when they are safe.

The sharp awareness of the range of risks and dangers to pupils' well-being is revealed in the detail and precision of planning to protect them. Written guidance for staff is clear and explicit about what they need to know, be vigilant about, and what to do if they have a concern about a pupil.

An experienced designated safeguarding leader is scheduled to complete refresher training in the next few weeks, to ensure knowledge and practice are up to date for when the school opens.

The school health and safety policy and accompanying overarching risk assessment policy confirm the school's proper focus on pupils' safety. Plans include clear responsibilities to ensure frequent checks on safety equipment and the maintenance of a clean and safe environment.

The school has considered the implications for safeguarding pupils and keeping them safe during visits out of school and on placements with businesses and enterprises. It has established key principles of working, including the use of risk assessments and how the school will enhance these with context-specific additional safeguards pertinent to individual pupils and their placement.

School leaders work closely with the construction site manager to ensure that all the required safety elements of the build process are completed in full. Commission and handover will be completed only on successful outcomes of safety equipment checks, such as the fire alarm system and fire extinguishers, and safety certificates for gas and electricity.

Leaders have planned a safeguarding briefing with the construction company for operatives on site before the school opens.

The local fire and rescue service has informed the school in writing that it is likely to meet the requirements of the Regulatory Reform (Fire Safety) Order (2005), on completion of the construction and installation phase of the build project.

The construction of the new school includes provision for a medical room. School leaders are fully aware of the duty to ensure that appropriate staff are trained in first aid and record all incidents in detail in compliance with the school's first aid policy.

Leaders have planned a safety induction for pupils on their arrival at the school. Alongside the planned staff supervision of pupils, this will help pupils play an important role in their own safety and in reducing risks. It will also help them prepare for, and learn about, the possible risks that they will meet during placements in local businesses and enterprises and in their future working environments.

While the school has not yet opened, it has effective systems in place to record all the details required to maintain attendance records and admissions information in accordance with the Education (Pupil Registration) (England) Regulations 2006. This contributes to safeguarding and keeping pupils safe.

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

All the requirements of the independent school standards are likely to be met. The school has a well-articulated safer recruitment policy. The school's records of appointments are organised well and are complete. They show that the policy has been followed carefully, ensuring that only suitable adults work with pupils. Appointment panels always include a person who has completed appropriate safer recruitment training.

All the required pre-employment checks are carried out carefully and outcomes of checks are recorded step by step as they are completed on the school's single central record.

The school is keenly aware of its duties to ensure that all temporary staff, including supply staff and any volunteers, are subject to the relevant checks in order to maintain the integrity of their arrangements for safeguarding pupils. As a consequence, the school has already put in place systems to make these checks before such people work with pupils. Leaders have planned in detail their systems for granting access to the school's 'safe zone', the areas where adults come into contact with pupils.

Part 5. Premises of and accommodation at schools

All the requirements of the independent school standards are likely to be met.

A tour of the construction site, scrutiny of plans and schedules and discussion with school leaders and the construction site manager all give confidence that the standards relating to the premises and accommodation of the school are likely to be met.

The site tour confirmed the information shown in plans, that suitable toilet, washing and showering facilities will be available for boys and girls separately. Hot water temperature will be thermostatically controlled.

Plans, and the build so far, show that there are separate toilet and washing facilities for staff.

There is ample room for changing with easy access to the indoor and outdoor areas for play and physical education.

Accommodation for pupils with specific medical or treatment needs was visited. It will provide for the short-term care of sick and injured pupils. Washing facilities will be within the room, which is situated near to a toilet facility.

Governors intend to appoint a site maintenance team before the school opens, working under the supervision of the school's business manager to ensure that the site is kept safe, clean and is maintained well.

Plans, and the visit to the school site, confirm that emergency lighting and external lighting systems are being installed. The handover process will include confirmation that these are operating properly before the school opens.

The design of the school building ensures that acoustic conditions and lighting will be appropriate to support pupils' learning.

At various points in the school, drinking fountains will be installed so that they are always available to pupils.

Part 6. Provision of information

All the requirements of the independent school standards are likely to be met. The school's website provides a wide range of helpful information for parents and pupils. It includes required statutory policies and sets out clearly the aims of the school.

There are well-signposted links to the school's child protection policy and the complaints policy, together with the school's prevention of bullying and behaviour policies. All policies are also readily available in paper form from the school.

While the school has not yet received any published school inspection report, school leaders are fully aware of their duty to include such reports, or links to them, on the school website. School leaders understand their duty to make such reports available to the registered parents of pupils.

The school knows its duty to provide an annual written report to parents.

The school is ready to fulfil its duty to provide information for annual review to any local authority that provides funding for pupils with an education, health and care plan. School leaders understand their duty to make such reports available to the registered parents of pupils.

Part 7. Manner in which complaints are handled

All the requirements of the independent school standards are likely to be met.

The school's complaints policy is clearly expressed. It sets out in a straightforward manner the various steps, informal and formal, that can be taken, together with the timescales for response from the school.

The policy takes account of requirements for confidentiality and how responses and outcomes should be handled.

Part 8. Quality of leadership in and management of schools

All the requirements of the independent school standards are likely to be met.

Leaders' knowledge and understanding of the independent school standards are good. As a consequence, they have focused their energies on ensuring that all the standards are likely to be met.

Effective and close working relationships with the construction company have ensured that health and safety arrangements related to the building will underpin the school's day-to-day arrangements for keeping pupils safe.

Leaders have developed a professional working relationship with a teaching school in a neighbouring local authority to provide external challenge and support to underpin their own arrangements to monitor and check the quality of the school's provision for pupils.

The governing body, which includes members who work in the education sector as well as partners from business, has undertaken a skills audit. Their experience and skills stand them in good stead to challenge leaders effectively.

School documentation and planning has a proper focus on well-being and personal development so that pupils can flourish and achieve well.

Schedule 10 of the Equality Act 2010

Clearly linked policies and procedures, such as admissions, bullying and child protection, underpin the school's arrangements to fulfil its duties under the Equality Act 2010.

The school's equality plan reflects its ambition to be inclusive and support pupils in recognising and respecting diversity and the rights of all those with protected characteristics.

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

School name	UTC Warrington
DfE registration number	877/4004
Unique reference number (URN)	142899
Inspection number	10020281
Inspection dates	28/06/2016
Reporting inspector	Ms Janet Palmer, HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector undertook a tour of the school construction site and scrutinised information uploaded to the school website, the single central record, policies and proposed procedures. The inspector also held discussions with senior leaders and managers.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	620
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The UTC Warrington is a 14 to 19 engineering academy, working in partnership with the School of Engineering at Manchester Metropolitan University and approximately 50 local businesses.

The UTC plans to open in its new building in September 2016. Approximately 200 pupils are currently registered to join in September.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The UTC is likely to meet these requirements. Plans are underway for a curriculum that includes a designated hour per week for personal, social, health, citizenship and economic (PSHCE) education. This is to be enhanced by 'drop down days' and enrichment activities that address pupils' spiritual, moral, social and cultural development.

The UTC is also introducing a personal development framework programme which promotes leadership, organisation, communication, initiative and resilience. They will also introduce an enrichment programme that includes enterprise challenges, sports, and the Duke of Edinburgh's Award scheme.

Part 3. Welfare, health and safety of pupils

The UTC is likely to meet all of these requirements. Policies are in place relating to safeguarding and child protection, behaviour, bullying, e-safety, educational trips and visits, health and safety, allegations against staff, and whistleblowing.

Senior staff and governors have undertaken recent and relevant safeguarding training including for safer recruitment practices. Safeguarding induction training is planned for new staff in preparation for the opening of the UTC in September.

A fire risk assessment is to be completed when the building is finished. Fire safety training is planned for all staff.

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

The UTC is likely to meet all of these requirements. The single central record is comprehensive and up to date for all current staff and those joining in September.

Plans are in place to ensure that thorough safeguarding checks are carried out on all staff who may be working with pupils on a temporary basis, as volunteers or on work experience placements.

Part 5. Premises of and accommodation at schools

The UTC is likely to meet all of these requirements. Building plans show suitable toilet and handwashing facilities for staff, boys, girls and pupils who have disabilities on each floor. Suitable accommodation for the medical examination and treatment of pupils, with a shower and toilet facilities close by, are also identified.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

A canteen is to be provided on each floor. This will curtail pupils' movement so that breaktimes can be maximised for all pupils.

Changing facilities are not being provided as all physical education is to take place at a separate designated sports facility away from the school site.

Part 6. Provision of information

The UTC is likely to meet all of these requirements. All policies are in the process of being uploaded onto the parents' and carers' page of the website. Plans are in place to provide termly reports to parents.

Part 7. Manner in which complaints are handled

The UTC is likely to meet all of the relevant requirements. The procedures for handling complaints are clearly outlined in the complaints policy.

Part 8. Quality of leadership in and management of schools

The UTC is likely to meet all of these requirements. Leaders have a strong vision for success in science, engineering and technology education, and possess the relevant knowledge, skills and experience to fulfil their roles effectively.

Schedule 10 of the Equality Act 2010

Plans for the curriculum and a range of policies take into consideration the need to promote equalities and tackle discrimination. Policies are currently being updated to ensure that they include all of the protected characteristics outlined in the Equality Act 2010.

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

School name	Venturers' Academy
DfE registration number	801/7003
Unique reference number (URN)	142780
Inspection number	10020282
Inspection dates	5 July 2016
Reporting inspector	Sue Frater HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector undertook a tour of the free school site and reviewed the architect's plans. She visited the autism resource base where the free school will be housed until the new building is ready. She scrutinised the school's finance and staffing plans, the single central record, website, policies and proposed procedures. She held discussions with the executive principal of Merchants' Academy Trust, the principal designate of Venturers' Academy, and the trust's finance director and human resources manager.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	84
Age range	4–16
Gender of pupils	Mixed
Type of special educational needs	Autistic spectrum condition

Context of the school

Venturers' Academy free school, sponsored by Merchants' Academy Trust, is situated in Withywood, in the south of Bristol.

The school will provide for pupils with autistic spectrum condition from the City of Bristol and surrounding local authorities. Its mission is to overcome barriers to social, emotional, mental health and academic development. It aims to achieve this by providing an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach. This is in order to equip pupils with the skills and experiences needed to embrace lifelong learning.

The school will open on 9 September 2016 in the current autism resource base, with 53 pupils aged four to 16 years. This number will increase to 63 pupils in January

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.

2017 and to 84 pupils when the school moves into its new, purpose built accommodation in 2018. The new building will be situated on the site of Merchants' Academy, with access to its facilities.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The free school is likely to meet all the regulations in relation to this part. The curriculum policy suitably includes the nurturing of self-confident, respectful young people. A separate policy defines clearly each aspect of spiritual, moral, social and cultural development and where these will feature in the curriculum. The policy focuses especially well on social communication and interaction, to meet the specific needs of the pupils. It includes appropriate details of how the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different beliefs or traditions, will be developed. The anti-radicalisation policy tackles robustly the issues of understanding risks and of developing resilience to pressure. Pupils' positive contribution is strongly promoted in an 'engagement and mood management policy'. The valuing of diversity is central to the collective worship policy, and assemblies are planned systematically throughout the year to cover themes such as helping the local community. To extend pupils' understanding, there are planned visits to the school from people working in the public sector, parents and members of the community.

Part 3. Welfare, health and safety of pupils

The free school is likely to meet all of the relevant regulations. The safeguarding and child protection policies and procedures are comprehensive and up to date. Staff training has been well structured to cover all areas of safeguarding, including the prevention of radicalisation and extremism and child sexual exploitation. Informative safeguarding leaflets have been sent to prospective parents. The personal, social and health education (PSHE) policy promotes rigorously pupils' health and well-being, including positive relationships, and focuses on equipping pupils to live in the wider world.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

The behaviour policy is based suitably on the positive management of behaviour. It includes clear guidance on the use of restrictive physical intervention. The anti-bullying strategy provides appropriate guidance for staff on how to tackle the various forms of bullying, including bullying through social media, and outlines clearly the sanctions to be adopted. The school has invested in a comprehensive online system for monitoring pupils' behaviour and attendance. It will also be used for the admissions register.

Health and safety procedures are clearly explained and regular audits are planned. The fire risk assessment for the building is appropriate. The policy for the health and well-being of pupils outlines the procedures for first aid and suitable staff training has been planned.

Robust procedures are in place to ensure the safe recruitment of staff. Senior staff are trained effectively in safe recruitment, as seen in the checks made on the newly appointed staff.

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

The free school is likely to meet all the relevant requirements. All required checks on their suitability to work with children have been completed for the local governing body and the staff who have been appointed so far. The checks are recorded appropriately in a single central record.

Part 5. Premises of and accommodation at schools

The free school is likely to meet all of the relevant regulations. The plans for refurbishing the autism resource base will ensure pupils' welfare, health and safety and promote their effective learning until the new building is ready to be occupied. In particular, classrooms in the base have direct access to outside covered areas to support learning. There are also extensive grounds where pupils can participate in physical education and play. Each classroom is well-equipped with toilet facilities and there are sufficient rooms for medical and therapy needs.

The new building is also carefully planned to ensure pupils' welfare, health and safety and to promote their effective learning. It includes a suitable range of classrooms and rooms for medical and therapy needs, as well as sufficient toilet and washing facilities. The grounds are conducive to outdoor learning and play, and pupils will have access to the school's wide-ranging facilities for sport.

Part 6. Provision of information

The free school is likely to meet all of the relevant regulations. All the required information is available to prospective parents. It will also be made available on the website, although this is in the early stages of being developed. The website has been carefully planned to include all the required policies. These include: details of the curriculum, the admissions policy, provision for pupils' special educational needs and/or disabilities, and provision for pupils who speak English as an additional language. Plans for the website also include particulars of policies relating to

safeguarding children, bullying, health and safety on school premises and trips, the promotion of good behaviour, and procedures for handling complaints. There are suitable plans to include details of the staff and, in the future, pupils' academic performance. The website is embedded within, and will follow the same format as, the trust's website. The trust's website is very informative.

Suitable plans are in place for written reports on their child's progress to be sent to parents three times a year. Parents will also receive a copy of the statutory annual review report. The annual review, together with information on how the funding is spent, will be provided appropriately for the local authorities that fund pupils at the school.

Part 7. Manner in which complaints are handled

The free school is likely to meet all of the relevant regulations. The complaints policy is comprehensive, clearly written and outlines the steps and expected timescales for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The principal designate of the free school, supported very effectively by the executive principal and other leaders and managers of the academy trust, is ensuring that all of the relevant regulations are likely to be met. The leaders have demonstrated a good understanding of the regulatory requirements. Policies and plans have been well thought through and cover the regulations comprehensively.

Schedule 10 of the Equality Act 2010

The trust's three-year accessibility plan is being used appropriately to ensure that the free school fulfils its duties under the Equality Act 2010. In addition, equality is promoted suitably through the special educational needs and disabilities and inclusion policy, and personalised learning plans for each pupil.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met. The education brief includes details of the early years curriculum. The premises are suitable for indoor and outdoor learning. Policies, as outlined above, indicate that all welfare requirements are likely to be met. All staff appointed to work with children at this stage will be suitably qualified.

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

School name	Westclyst Community Primary School
DfE registration number	878/2067
Unique reference number (URN)	142886
Inspection number	10020243
Inspection dates	20 June 2016
Reporting inspector	Stephen Lee HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector examined the documents submitted by the school as part of the registration process, including plans for both the temporary and permanent school buildings. He examined other documents and information on the school website and the single central record. He visited the proposed site of the temporary accommodation and assessed the external play areas. He had discussions with the headteacher, the chair of the local governing body and other senior leaders.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Age range	2–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The proposal is for a free school that is planned to open in September 2016. Initially the school will be on the grounds of Broadclyst Community Primary School, its partner school in the Cornerstone Academy Trust. In September 2017, the school will move to a permanent site in Westclyst. The school will open with a Reception class and expand yearly as new pupils are admitted.

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 provided that it addresses the regulations noted in the boxes as set out in Parts 3, 5, and 7.
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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the relevant requirements. Pupils' spiritual, moral, social and cultural development will be promoted through a variety of curricular and extra-curricular opportunities. For example, the statement about personal, social, health and citizenship education on the school's website describes clearly the aims of this aspect of the curriculum in terms of helping pupils to 'become healthy, independent and responsible members of society' and equipping them 'to tackle moral, social and cultural issues'. It provides a solid framework for the spiritual, moral, social and cultural development of pupils. In addition, the school will be able to draw on the experience and resources of its partner school in the multi-academy trust, which has a developed programme of spiritual, moral, social and cultural education. This includes activities aimed at promoting fundamental British values, such as trips to the Houses of Parliament.

Part 3. Welfare, health and safety of pupils

The school is likely to meet the requirements provided that it addresses the regulations set out in the box below. The school has developed a range of policies in relation to the welfare, health and safety of pupils. In appropriate areas, it liaises well with outside agencies. For example, it makes effective use of links with Devon County Council when carrying out risk assessments for outdoor education.

The school's safeguarding policy, while taking account of current legislation and up-to-date guidance, contains references to older legislation and guidance that has been superseded. This is potentially confusing and might direct users of the policy to the wrong sources of information.

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

ensure arrangements are made to safeguard and promote the welfare of pupils at the school	Paragraph 7(a)
ensure such arrangements have regard to any guidance issued by the Secretary of State.	Paragraph 7(b)

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

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

The school is likely to meet all the relevant requirements. It makes all the required checks on the backgrounds of teachers, other staff and governors to ensure that they are suitable to work with children. These checks are recorded thoroughly and efficiently on the single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet the requirements provided that it addresses the regulations set out in the box below.

The temporary accommodation which the school will occupy for the first year of its life has been planned to ensure that pupils have access to suitable facilities both indoors and outdoors. The new permanent building will follow the Education Funding Agency's baseline design for a school of its size.

The arrangements at the temporary site do not yet meet the requirements to provide suitable accommodation for the medical and therapy needs of the pupils.

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

ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including:	Paragraph 24(1)
accommodation for the medical examination and treatment of pupils	Paragraph 24(1)(a)
accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.	Paragraph 24(1)(b)

Part 6. Provision of information

The school is likely to meet all the relevant requirements. The information on the website and in the prospectus ensures that parents have ready access to all the relevant information. Policies and other documents are also available directly from the school on request.

Part 7. Manner in which complaints are handled

The school is likely to meet the requirements provided that it addresses the regulations set out in the box below. The complaints policy provides a clear explanation of the informal and formal stages of the complaints procedure. It contains clear timescales for each of the stages. It does not, however, state explicitly that the correspondence, statements and records relating to individual complaints will be kept confidential.

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

provide that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.	Paragraph 33(k)
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Part 8. Quality of leadership in and management of schools

The school is likely to meet the requirements provided that it addresses the regulations set out in the box below.

School leaders and governors have a clear vision for the development of the new school. They do, however, need to address the issues raised in Parts 3, 5 and 7 in order for Part 8 to be met.

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

ensure that persons with leadership and management responsibilities at the school:	34(1)
demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently	34(1)(a)
fulfil their responsibilities effectively so that the independent school standards are met consistently	34(1)(b)
actively promote the well-being of pupils.	34(1)(c)

Schedule 10 of the Equality Act 2010

The school will operate in new accommodation in both its temporary location at Broadclyst Community School and in its permanent location at Westclyst. The permanent building is modelled on the Education Funding Agency's baseline design for a 420-pupil primary school and will thus conform to the relevant accessibility requirements.

Statutory requirements of the Early Years Foundation Stage

The statutory requirements of the early years foundation stage are likely to be met.

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

School name	Whitehouse Primary
DfE registration number	826/2021
Unique reference number (URN)	142907
Inspection number	10020283
Inspection dates	17/06/2016 to 20/06/2016
Reporting inspector	Sarah Hubbard



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Her Majesty's Inspector visited the proposed school site, scrutinised the architect's plans for the permanent building, reviewed policies and other relevant documentation, including information on the school website, and checked the single central record. Discussions were also held with the headteacher of the school, and the executive headteacher of the multi-academy trust sponsoring the free school, the business manager for the trust, the site manager and the local authority's project manager. Her Majesty's Inspector made a follow-up phone call to the chair of the trust's governing body, who is a national leader of governance.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	669
Age range	2–11
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Whitehouse Primary is a free school, sponsored by Inspiring Futures through Learning Trust. The lead school in the trust is Two Mile Ash School, which is a teaching school, providing initial teacher training. The executive headteacher of the trust is a national leader of education. The current deputy headteacher at Two Mile Ash will be the headteacher of Whitehouse School. In the trust's documentation, this role is referred to as the 'head of school'.

Inspiring Futures through Learning Trust is also sponsoring Fairfield's Primary, which is also a free school. Both schools are located on a new housing estate, in the west of Milton Keynes. Initially, Whitehouse Primary was designated as a community school, run by the local authority. This was recently revoked by the Department for

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.

Education and it will open as a free school. There is a close partnership between the school and local authority.

The school is not operating yet. It is proposed that the school will be ready to open from September 2016. Due to the recent change in designation, no pupils are currently registered at the school. In its early stage, it will initially cater for approximately 10 children in the Reception class.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the standards relating to this part. The school will promote the highly positive, aspirational and inspirational values of the trust. These well thought-out guiding principles are known as 'TMA DNA' (Two Mile Ash School's values that run through the trust like DNA in cells). A particular strength is the way the trust provides opportunities for pupils to experience, learn about, and reflect upon fundamental British values. For example, the lead school in the trust runs a 'take-over day' when pupils experience running the school and a 'Best of British' week.

Curriculum planning for classes in the new school identifies how pupils' spiritual, moral, social, and cultural learning will be threaded through all the areas of learning. Pupils' learning in these areas will start in Reception Year and will be developed consistently as they move up the school. To support this process, there is a well-planned resilience programme, ready to be implemented when the school opens.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all standards related to this part. The new headteacher is also currently one of the designated safeguarding leads at Two Mile Ash School, as is the executive headteacher. They will both be designated safeguarding leads for the new school and both have relevant experience and training to bring to bear on their roles. The headteacher has written new policies and procedures for safeguarding that are bespoke to Whitehouse School and are based on best practice. Of note is

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

the introduction of an online system across all schools in the trust, including Whitehouse School. This will enable leaders to monitor the incidence of different types of concerns effectively. Plans are in place for staff to receive regular safeguarding training focused on concerns highlighted by the online system. The chair of the trustees has strong plans in place to ensure that governors' checks on safeguarding are thorough and rigorous.

All policies and procedures relating to safeguarding, child protection, health and safety, behaviour, first aid, admissions, anti-bullying and risk assessments were checked and meet all requirements. Plans are in place for initial risk assessments to be developed further when the school becomes fully operational and then regularly updated after that. The project manager and site manager were able to provide evidence that all necessary checks relating to fire safety would be carried out once the buildings were ready for occupation. All necessary guidelines and procedures have been followed in the design and construction of the building.

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

The school is likely to meet all the standards in relation to this part. Appropriate checks on the suitability of all staff to be employed at the school have been made and meet all regulatory requirements.

Part 5. Premises of and accommodation at schools

All standards relating to this part are likely to be met, once the school is fully operational. The school is not yet ready to open. By inspecting the site as it stands, and by looking at building plans, it is evident that the site will be well lit and have communal areas that benefit from natural light. The upstairs and downstairs layout makes it easy to get around. Classroom lighting and sound insulation will be appropriate. There are well-appointed separate boys' and girls' toilet facilities with hot and cold water taps in all areas of the school. All taps are thermostatically controlled to ensure the water is the right temperature. In addition, the medical room is situated close to a toilet and is of a good size. Pupils will benefit from a centrally situated playground, extensive playing fields and a 'nature zone'.

Part 6. Provision of information

All standards relating to this part are likely to be met when the school has opened. Information about the school's systems and procedures, guidance about admissions, documents outlining its values and relevant policies are all on the school's website. They are, therefore, readily available to prospective parents and other agencies.

Part 7. Manner in which complaints are handled

The standards in this part are likely to be met. However, policies, guidance and procedures relating to complaints have not had occasion to be implemented. The complaints policy is clearly laid out. Timescales are appropriate and guidance which takes complainants through the procedures for both formal and informal stages is

easy to follow. The complaints policy also includes a useful section on vexatious complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet this part of the standards. The trust's governors and leaders have ensured that the newly appointed headteacher has the experience and expertise necessary to lead the school well. The recruitment process for the role was rigorous. The majority of other staff appointed currently work at Two Mile Ash School and therefore share the lead school's high ambitions for its pupils and staff. The headteacher has taken the strong practice from Two Mile Ash School (a junior school) and developed it so that it is effective for early years and key stage 1.

Schedule 10 of the Equality Act 2010

The school has a number of equality policies in place, including a suitable accessibility policy for the new permanent building, in order to fulfil its duties under the Equality Act 2010. Of note is the comprehensive range of inclusion policies.

Statutory requirements of the Early Years Foundation Stage

All statutory requirements of the early years foundation stage are likely to be met. The school has carefully considered all the standards and has made detailed plans to ensure that the requirements regarding staff training and provision are met. For example, they have made provision to employ a matron who is trained in paediatric first-aid.

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Advice note for a pre-registration inspection of a University Technical College (UTC)

School name	WMG Academy for Young Engineers
DfE registration number	334/4001
Unique reference number (URN)	142900
Inspection number	10020284
Inspection dates	1 June 2016
Reporting inspector	Mel Ford



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	640
Age range	14–19
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

WMG Academy for Young Engineers, sponsored by the WMG Academy Trust, is situated in Solihull on land donated by the local authority.

The school will open in the first week of September 2016 in a new purpose-built building, with 170 pupils in Year 10 and Year 12. Plans allow for expansion, a year at a time to 640.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all the regulations in relation to this part. Extensive documentary evidence provides detailed plans for a range of opportunities and experiences for spiritual, moral, social and cultural (SMSC) development. These include assemblies, visitors and visits, WMG company meetings, the student learner forum and a tutorial programme for all pupils. Leaders have also provided for regular review of the SMSC provision and an audit of impact.

The school has complementary policies for actively promoting modern British values and for preventing radicalisation and extremism.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all regulations in this part. All required policies and measures are in place to ensure that pupils are safe, including those for health and safety, fire safety, first aid and safeguarding.

The school's anti-bullying policy is closely linked to the values and attitudes exemplified in the behaviour policy, providing staff with clear direction on their responsibility to combat all forms of bullying, including cyber-bullying, and how to deal with any incidents that may take place. Rigorous systems and procedures are in place to underpin the safe recruitment of staff, including training of senior staff and governors in safe recruitment.

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

The school is likely to meet all regulations in this part. All required checks have been carried out in relation to the suitability of staff appointed so far. These are recorded on the school's single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all regulations in this part. The new premises are being built to a high specification. Every opportunity has been taken to ensure that the environment is conducive to both learning and safety. For instance, acoustics and lighting have been matched to the purpose of each room in the building. Suitable facilities, including those for teaching spaces, toilets, showers and outdoor space, have been provided.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 6. Provision of information

The school is likely to meet all relevant regulations for this part. All policies are available to parents on the school's website, including the safeguarding policy which meets all current government requirements.

Part 7. Manner in which complaints are handled

The school is likely to meet all regulations for this part. A comprehensive complaints policy meets all requirements and is available to parents on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all regulations in this part. Experienced leaders have been appointed to lead the new school who demonstrate the skills and experience to manage the school effectively and to ensure that the independent school standards are met consistently. All policy documents exemplify the school's aim to promote pupils' well-being.

Schedule 10 of the Equality Act 2010

The school complies with the Equality Act 2010 in full. An appropriate policy is in place, including an accessibility plan.

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

School name	Wootton Park School
DfE registration number	928/4020
Unique reference number (URN)	142869
Inspection number	10020285
Inspection dates	29 June 2016
Reporting inspector	Daniel Burton HMI



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens. ²

The inspector reviewed the architect's plans for the school's temporary site. The inspector did not visit the school's temporary site because no buildings have yet been constructed. The inspector scrutinised information uploaded to the school's website, the single central record, policies and proposed procedures. He held discussions with the principal designate and the project manager for construction of the temporary school site. The policies scrutinised were in draft form and were scheduled to be ratified by the governing body on 11 July 2016.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,260
Age range	4–19
Gender of pupils	Mixed

Context of the school

The proposal is for a free school. The school is to be located in Wootton Hall Park, Northampton and is sponsored by Northampton Free School Trust. It is not operating at present, but intends to open in September 2016 with up to 60 Reception Year children and up to 120 Year 7 pupils. The school intends to operate in temporary buildings for its first three years of operation, with the permanent site scheduled to be completed in time for September 2019.

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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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.

Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all necessary regulations. The school's ethos sets out its strong commitment to developing responsible citizens who recognise the value of public service and their own potential for doing good. The school has an appropriate policy in place which sets out how the school will provide for pupils' spiritual, moral, social and cultural development. The school has also devised a policy which sets out how it will promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs or traditions.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the relevant regulations. Documentary evidence indicates that the required policies are in place, including for health, safety (including fire safety), risk assessments, first aid and safeguarding.

The school's safeguarding policy fully meets requirements. It sets out clearly how the school will safeguard pupils from harm and reflects the current statutory guidance, including the safeguarding and welfare requirements for the early years foundation stage.

The school's anti-bullying policy makes clear the school's intended strategies to prevent bullying as well as the procedures to be followed if bullying occurs. The behaviour policy promotes good levels of behaviour through a well-conceived approach to rewarding positive behaviour and clear and appropriate strategies to tackling incidents of poor behaviour.

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

The school is likely to meet all of the relevant requirements. Leaders and managers are fully aware of each of the required checks related to the suitability of staff to work with children. This is reflected in the school's procedures, the policy for checking staff and volunteers, and in the single central record which records each of the required checks to be made, the dates the checks were completed and the name of the person who carried out each check.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/made. Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and UTCs.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the relevant regulations. The construction of the temporary school site is at the early stages but on track to be completed in time for the school's opening. The architect's plans show that the temporary site and buildings have been carefully planned to ensure pupils' welfare and health and safety, and to promote their effective learning. Teaching, learning and outdoor spaces are likely to be sufficient, as are facilities for toileting, washing and for the preparation and serving of food, which all meet requirements. Appropriate facilities are planned to care for any pupils who are sick or injured. Plans show that the school is likely to meet the safety and suitability of premises, environment and equipment regulations set out in the statutory framework for the early years foundation stage.

Part 6. Provision of information

The school is likely to meet all of the relevant regulations. All of the required policies are made available to parents on the school's website, including policies regarding pupils' welfare and safety, all of which meet requirements and are available on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the relevant regulations. The complaints policy sets out clearly how the school will handle complaints and meets all requirements.

Part 8. Quality of leadership in and management of schools

The leadership and management of the school are ensuring that all of the regulations are likely to be met. Senior leaders are well qualified, demonstrating skills and knowledge appropriate to their role and the principal designate is experienced in opening new schools. As a result, leaders have demonstrated a good understanding of the regulatory requirements, including safeguarding.

Schedule 10 of the Equality Act 2010

The school has a number of policies in place to promote equality of opportunity. This includes a discrete equal opportunities policy. An appropriate accessibility plan is in place to ensure that the school fulfils its duties under the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

All of the statutory requirements for the early years foundation stage are likely to be met. All staff appointed to work with children are suitably qualified. The planned curriculum and assessment arrangements meet requirements. Policies and planned procedures indicate that the school is likely to meet the safeguarding and welfare requirements for the early years foundation stage.

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

School name	Yavneh Primary School
DfE registration number	919/2054
Unique reference number (URN)	142862
Inspection number	10020286
Inspection dates	23 June 2016
Reporting inspector	Paul Brooker



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

In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet The Education (Independent School Standards) Regulations 2014 when it opens.²

The inspector met with the headteacher, executive headteacher and business manager, scrutinised plans for the temporary accommodation and looked at the school's documentation, including draft policies and safeguarding procedures.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	420
Number of boarders	0
Age range	4–11
Gender of pupils	Boys and girls
Type of special educational needs	Not applicable

Context of the school

Yavneh Primary School is located within the grounds of Yavneh College, an 11–18 academy. The two schools will be part of the Yavneh Academy Trust. Many of the school's policies and procedures are adapted from those established and implemented by Yavneh College.

Yavneh Primary School will open in September 2016 with 60 children, comprising two classes of Reception-aged children. The school will grow year-on-year by admitting up to 60 children into the Reception class each year.

Temporary buildings will be installed prior to the school opening in September, and then extended in September 2017 to accommodate the additional year group. Plans are in place for the new school to be completed in September 2018, on a site adjacent to the temporary accommodation.

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.

Applications for school places will be accepted from parents of children from the Jewish faith, and also for children from other faiths or no faith. A maximum of 50% of school places will be allocated to pupils of the Jewish faith.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens
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Compliance with The Education (Independent School Standards) Regulations 2014³

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

The school is likely to meet all of the regulations in relation to this part. The associated policy recognises the central role of pupils’ spiritual, moral, social and cultural development in their education. Expectations are clear that all staff have a contribution to make to this work.

The policy includes an overview of age-appropriate activities to promote pupils’ spiritual, moral, social and cultural development and achieve the school’s motto of ‘*olam chesed yibaneh*’ (A world built on kindness’). Links are being forged with multi-faith schools, for example, to ensure that pupils have an understanding of other faiths. Most pupils will be from Jewish families and will follow Jewish studies, but parents can opt out of this aspect of the curriculum and have a religious education based on the locally agreed religious studies curriculum.

The ‘British values’ policy is clear in its aim 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 and traditions. Plans are in place for a programme of enrichment activities that will enhance pupils’ understanding of British values, for example, with children actively engaging in democratic processes.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the regulations in relation to this part, although implementation of policies and procedures could not be seen in full.

Documentary and other evidence indicates that the required policies are in place, or in progress, including for health, safety, fire safety, risk assessment, first aid and safeguarding. A fire risk assessment will be undertaken once the temporary buildings are in place and prior to pupils being admitted to the school.

³ www.legislation.gov.uk/ukxi/2014/3283/contents/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 preventing bullying policy gives appropriate guidance to staff on how to deal with bullying. However, the policy lacks detailed guidance on specific aspects of bullying, for example cyber-bullying, misuse of social media, or bullying behaviour linked to people's protected characteristics. The principles of the 2010 Equality Act are not referenced in the school's policies.

Appropriate procedures are established to ensure that all staff appointed are suitable to work with children. Senior staff are trained in safer recruitment. Further training is planned for new staff, including in safeguarding and 'Prevent' duties, prior to the opening in September.

An electronic recording system will be used to record pupils' admissions and attendance.

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

The school is likely to meet all the relevant regulations.

Leaders clearly understand their responsibilities to ensure that all staff, including volunteers and supply teachers, are vetted and that the required checks, such as prohibition from teaching, are adhered to.

All checks related to suitability to work with children are in place for the proprietors, governors and for staff appointed to date. These are recorded appropriately on an electronic single central record.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant regulations.

Detailed plans for the temporary accommodation indicate that the school has planned to meet all of the relevant regulations. The quality of the acoustics, lighting and available space for pupils has been carefully considered in the planning phase, although cannot be confirmed without the accommodation in place.

There will be adequate toilet facilities for pupils, staff and visitors. The school has suitable facilities to care for pupils who feel unwell. There is an onsite medical room in the college, with lockable storage, a sink and an adjacent toilet, available for pupils who feel unwell. There will be a plentiful supply of labelled drinking water.

Arrangements are being made to provide pupils with supervised access to the college's sports facilities. Outdoor areas, within the secure perimeter of the temporary buildings, afford ample space for pupils to play at break and lunchtimes.

There is suitable accommodation for the preparation and serving of food. Final premises checks will be undertaken to ensure pupils' welfare, health and safety, prior to opening in September.

Part 6. Provision of information

The school is likely to meet all of the regulations in relation to this part.

Policies, including safeguarding and the suite of policies that underpin this, meet current requirements. These will be made available to parents on the website when it is completed, as set out on the planned school website 'site map'.

Leaders are aware that they must provide regular reports of pupils' attainment and progress.

Part 7. Manner in which complaints are handled

Yavneh Primary School is likely to meet all of the relevant regulations. The complaints policy is clearly written and contains appropriate detail of all the necessary steps for the efficient handling of complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the regulations in relation to this part. Leaders and managers have an appropriate understanding of the regulatory requirements.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the regulations in relation to this part. The school is updating its equality policy, which will be finalised prior to opening in September.

Statutory requirements of the Early Years Foundation Stage

The school is likely to meet all statutory requirements of the early years foundation stage.

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