

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

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School name	Harris Primary Academy Mayflower
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Reporting inspector	Fatiha Maitland

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## **Information about the inspection**

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.

## **Context of the school**

The proposed Harris Primary Academy Mayflower (Free School) will be situated in Chafford Hundred, Essex. The school is not operating but intends to open in September 2014. It will operate from one part of Harris Primary Academy Chafford Hundred, where it will occupy the Nursery unit. The unit will be converted into three Reception classrooms to accommodate up to 75 children from September 2014. This building will be used temporarily for one year until the new school is ready to accommodate pupils in September 2015. The building work for the new school will start in autumn 2014 subject to planning permission. Harris Primary Academy Chafford Hundred has relocated its existing Nursery unit on another part of the school.

Harris Federation plans to admit up to 1,050 boys and girls, aged between four and 11 years. Disabled pupils and those with special educational needs will be admitted if the school judges that their needs can be met. The school plans to make provision for pupils who speak English as an additional language.

The school aims 'to provide a caring atmosphere, in which pupils can develop their knowledge, skills and abilities in all curriculum areas and fulfil their potentials'.

The school has no specific religious affiliation. The inspector visited Harris Primary Academy Chafford Hundred, Essex, RM16 6SA, where she conducted a learning walk around the Nursery unit with the leadership and management of the school and carried out a scrutiny of documentation. The inspector and the management of the school also undertook a learning walk around the new site, which is situated within the same post code as noted above.

## **Compliance with the regulations**

### **Spiritual, moral, social and cultural development of pupils**

The management of the school provided sufficient evidence to indicate that the planned provision for spiritual, moral, social and cultural development is likely to meet all the regulations, but implementation could not be checked. The school's vision, aims and ethos, the programme of personal, social, health and citizenship education (PSHCE) and activities related to its philosophy for children will provide suitable learning experiences for pupils to be able to distinguish right from wrong, to understand the views and feelings of others and to develop the skills needed to work effectively in groups. These plans will ensure that pupils will have opportunities to grow in self-confidence and to

contribute to the school and wider community.

Through religious education, art and music and celebrations of different festivals, pupils will be helped to be tolerant of one another and to show respect for other faiths, cultures and traditions around them. Contacts with the emergency services and visits to places of interests, alongside the PSHCE programme, will provide pupils with satisfactory opportunities to gain knowledge and understanding of public institutions and services locally, to respect British democracy and to gain an awareness of civic responsibilities in society and the civil law.

The school is aware of its duty to monitor the quality of teaching and the content of its curriculum, ensuring that when sensitive or political issues are brought to the attention of pupils; a balanced presentation of the different views will be offered to pupils.

## **Welfare, health and safety of pupils**

Three requirements are not likely to be met. Implementation could not be seen, as the school was not operating. The child protection policy includes all of the required elements. Scrutiny of documentation and discussions with the leadership and management of the school indicate that the school is aware of all safeguarding requirements and successfully meets them. The headteacher of the school and some members of the Federation Trust have received the 'Safer Recruitment Training', so know what to do when appointing new members of staff. The designated child protection officers have received the advanced child protection training, as is required. Not all staff have yet undertaken the relevant child protection training, but staff are firmly booked to attend the appropriate child protection training on 3 September 2014 by Thurrock safeguarding team, so that those requirements are likely to be met. The school has devised written policies to promote good behaviour amongst pupils with clear codes of conduct and a set of rewards and sanctions, and information about the prevention of bullying. This is well supported by the school's e-safety and physical intervention policies and procedures.

A suitable health and safety policy exists. However, the school has not planned or carried out the risk assessments on the premises and resources to minimise risks. A fire safety management policy and procedures are in place. However, the school has yet to plan to assure itself that there is a satisfactory level of fire safety for the temporary accommodation to be used from September 2014, and when the new premises have been built, to ensure pupils' health and safety. The school has appointed a health and safety manager and is quite aware of its duty to conduct all the required risk assessments, including those on premises and resources, when the temporary building is ready to receive pupils in September 2014 and once the new school is built.

A first aid policy has been produced. The school will ensure that there are at least two certified first aiders in school when it opens, including at least one with paediatric first aid qualifications. There are also plans to train more staff in first aid once the school is operating. Suitable admission and attendance registers are ready

for use. An inclusion policy has been prepared. The school has not drawn up a suitable three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

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

- carry out risk assessments on the premises and resources to ensure pupils' health and safety which have regard to the DfES guidance (paragraph 11)
- assure itself that there is a satisfactory level of fire safety for the temporary building and newly built school, identified by risk assessments under the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- devise a suitable three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010.

### **Suitability of staff, supply staff, and proprietors**

The school is likely to meet all of the regulations related to the suitability of the proprietor and staff. The school has made all of the necessary vetting checks on its members of staff to ensure their suitability to work with young people. Suitable recruitment procedures are in place for the employment of additional staff and for any staff provided by an employment agency. The Department for Education has conducted all of the required checks on the chairman of the proprietorial body.

The school has established a suitable single central register and recorded all the necessary information on checks on members of staff and the proprietorial body.

### **Premises of and accommodation at the school**

The school has firm plans to ensure that the buildings are likely to meet all of the regulations. Scrutinies of the school's floor plans and discussions with the senior management of the school indicate that the temporary premises and the future newly-built school are fit for purpose. The temporary accommodation is likely to meet all of the requirements. Heating, lighting and ventilation are likely to be suitable and water supplies, including labelled drinking water and regulated hot water, are likely to meet requirements. In the newly built premises, the teaching accommodation consists of several classrooms of different sizes and spaces for intervention programmes. The premises also benefit from specialist accommodations, including a science room, an art and design and technology workshop and studios for music, drama and dance. The new school has several larger spaces which will be used for assemblies, lunch and physical activities.

The school has ensured that in both sets of premises there will be a suitable designated area for pupils to go to when they are unwell. The current provision of toilets and washbasins is suitable for staff and the proposed initial number of pupils including those with disabilities. Pupils will have access to safe outdoor areas for

recreational activities in both sets of premises. Security arrangements on both sites are likely to be suitable for purpose.

The Education Funding Agency, which is the Department Delivery Agency, is managing the process of acquiring the premises on behalf of the Trust. The Department will wish to continue to monitor the progress of the premises directly with the Agency.

### **Provision of information**

The school must meet the regulations identified in the check sheet.

### **Manner in which complaints are to be handled**

The provision is likely to meet all the regulations.

## **Recommendation to the Department for Education**

### **Registration**

**YES.** The school can be registered and allowed to open on receipt by DfE of evidence of improvement in relation to the following matters:

- carry out the risk assessments on premises and resources to ensure pupils' health and safety which have regard to the DfES guidance (paragraph 11)
- assure itself that there is a satisfactory level of fire safety for the temporary building and newly built school, identified by its risk assessment under the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- devise a suitable three-year accessibility improvement plan to fulfil its duties under the Equality Act 2010
- make 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:
  - particulars of the school's policy on and arrangements for admissions, discipline and exclusions
  - particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language
  - particulars of the curriculum policy of the school as required under part 1, paragraph 2

- particulars of the policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving
  - particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits
  - particulars of academic performance during the preceding school year, including the results of any public examinations
  - details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year
  - details of the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 24(1)(b))
- ensure that the safeguarding children policy (as required under part 3, paragraph 7) is published on the school's website, or where no such website exists, the school must send a copy to parents of pupils, and of prospective pupils, on request (paragraph 24(1)(c)).

Recommended number of day pupils: 1,050 pupils

Recommended number of boarders or residential pupils (if applicable): N/A

Recommended age range: 4-11 years

Recommended gender of pupils: Mixed

Recommended type of special educational needs: N/A.

The school is aware that, when the new premises are completed, it should inform the Department of the material change.