

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

School name	The Rise School
DfE registration number	N/A
Unique reference number (URN)	1718
Inspection number	446947
Inspection dates	8 July 2014
Reporting inspector	David Scott

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Information about the inspection

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

Context of the school

The Rise School will be a free school catering for children and young people aged four to 19 with a diagnosis of autism. It will eventually be co-located on the same site as Feltham Community College, its secondary partner school, in Feltham, West London.

In August, five temporary single-storey classrooms, together with administrative, medical and meeting rooms, will be installed. In addition, it is intended that the outside area will be suitably landscaped, to provide suitable learning and leisure space.

The school is due to open on 8 September 2014. It has applied to be registered to admit 100 pupils from ages four to 19. It will admit pupils aged four to 13 in its first year. At present there are 20 pupils registered to be placed on roll when the school opens. All pupils are in receipt of a statement of special educational needs. The school's mission is 'to give children and young people with autism the support and challenge they need to learn and succeed in the world beyond school'.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The school is likely to meet all of the regulations, but implementation could not be seen. It intends to create an ethos that is 'accepting, valuing and celebrating the unique contribution each individual makes'. The school's intended aim is to ensure that '85% of pupils are expected to leave the school able to gain meaningful employment and lead independent lives'. This will be achieved by providing a 'challenging and engaging curriculum' that helps pupils 'overcome their own personal barriers to learning', and to reflect on what they can do rather than on their limitations.

School leaders state that the 'personal, social and health education (PSHE) and citizenship courses are probably the most important subjects for driving employability and independent living skills for our pupil group'. The school aims to equip pupils with the abilities to be active and responsible citizens. This will be achieved by enabling pupils to learn specific life skills for daily living such as: personal care,

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

domestic, community, leisure and recreational skills. The PSHE and citizenship courses include activities designed to help pupils appreciate, tolerate and respect the diversity of traditions and cultures globally and in the local community. There will be visits to places of worship and celebrations of the different festivals from around the world.

For Reception- and primary-aged children, the school intends to provide a dedicated lesson at the end of each week entitled, 'All about Me'. Here, learning needs will be addressed and strategies for the following week identified. For secondary pupils, the school intends to run sessions such as 'Community Adventures' and 'Vocational Studies and Skills', to provide pupils with the necessary skills to apply for work.

The planned assembly programme, across all faith and non-faith groups, has been carefully planned to stimulate pupils' appreciation of the spiritual, moral, social and cultural aspects in their lives. Citizenship will be delivered as part of the programme for personal, social and health education and religious education as well as through assemblies. The school intends to develop pupils' understanding of civil law and public institutions and services in England, in addition to promoting the school's values. Staff contracts of employment and the staff handbook give guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views and that where any political issues are discussed, a balanced view is always presented.

Welfare, health and safety of pupils

Documentary evidence indicates that all regulations are likely to be met. Policies for child safeguarding and protection, 'positive handling', anti-bullying, behaviour and discipline have been prepared in accordance with requirements. The school's behaviour and discipline policy seeks to make clear the boundaries of what is generally considered appropriate behaviour in society, and the importance of self-discipline and the difference between right and wrong. The school intends to promote a positive approach to managing behaviour. The school believes that 'positive and constructive rewards fairly and consistently applied, will promote improved behaviour'. There is an appropriate range of rewards and sanctions designed to set boundaries that will promote good behaviour.

The headteacher has been trained in safer recruitment and child protection. For those members of staff and governors still to be appointed, dates have been identified, and a specialist qualified trainer has been booked to provide the required training in child protection, paediatric first aid and safeguarding procedures for all staff before the academy opens, so that requirements are likely to be met.

Suitable health and safety policies and risk assessments, including a fire risk assessment, have been completed. A visit from the school's own health and safety consultants and a visit from the fire officer have been planned for the end of August. Admission and attendance registers will be maintained both manually and

electronically and their formats meet requirements. The school's three-year access plan details arrangements to review and improve access for disabled pupils.

Suitability of staff, supply staff, and proprietors

All the required vetting checks on all appointed staff and members of the governing body to date are captured in a single central record which meets requirements. The school does not intend to employ supply staff but has appropriate procedures in place to conduct the required checks on agency staff, should the need arise to employ agency staff, although their implementation could not be seen.

Premises of and accommodation at the school

A tour of the site, together with scrutiny of the architect's plans, confirm that phase one of the building programme will provide five classrooms along with administrative, medical and meeting rooms that are likely to meet the regulations in readiness for opening in September. The plans indicate that there will be separate entrances for primary and secondary aged pupils. There is a suitable number of washrooms available with safely regulated hot water, including one designated for disabled users. Heating, lighting and fire safety systems are likely to meet requirements. A labelled supply of drinking water will be accessible to pupils. The access plan details arrangements for disabled pupils to be admitted to the school. A suitable location has been identified for a medical/hygiene room, complete with hand basin, shower and toilet. It is intended that the outside area will be suitably landscaped for children to enjoy their learning and recreation.

Being co-located in the grounds of the mainstream school, secondary-aged pupils will be able to access its extensive playing fields and sports' facilities. They will also be able to use the on-site showers and changing facilities.

In January 2015, phase two of the building programme is due to commence. Scrutiny of the architects' plans confirms that the new build is also likely to meet regulations. It will have an appropriate number of classrooms, with sufficient washrooms, including those for disabled users, together with a medical room, for the projected number of pupils on roll.

Provision of information

The provision meets all regulations.

Manner in which complaints are to be handled

The provision meets all regulations.

Recommendation to the Department for Education

Registration

- **YES. This school is likely to meet all regulations when it opens and is recommended for registration.**

Recommended number of day pupils: 100

Recommended number of boarders: 0

Recommended age range: 4–19 years

Recommended gender of pupils: Mixed

Recommended type of special educational needs: Autistic Spectrum Disorders (ASD).