

# Advice note for a pre-registration inspection of an academy

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School name	Avonwood Primary School
Department for Education (DfE) registration number	839/2010
Unique reference number (URN)	147910
Inspection number	10170295
Inspection dates	02/12/2020 to 03/12/2020
Reporting inspector	Nathan Kemp HMI



## Information about the inspection

This inspection was carried out by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99(1) of the Education and Skills Act 2008.<sup>1</sup>

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.<sup>2</sup>

The inspection was carried out during the COVID-19 (coronavirus) pandemic. As a result, some inspection activity was carried out remotely. The inspector visited the school to consider the independent school standards linked with the health, safety and welfare of pupils. This included a tour of the school site and premises, and staff checks on health and safety. He also met with the executive headteacher, headteacher and several members of the school's senior leadership team.

The lead inspector held discussions with leaders to determine how they intend to support pupils' social, moral, spiritual and cultural development. He also considered the school's single central register and a sample of recruitment checks on staff.

The inspector held telephone discussions with the chief executive officer (CEO) of the multi-academy trust and representatives from the local governing body.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	570
<b>Age range</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

Currently, the school is part of Avonbourne Girls Academy. Leaders applied to de-amalgamate the primary school from the secondary school and this pre-registration forms part of that formal process. Avonwood Primary School intends to open as a separate school from January 2021. Both schools will remain part of the United Learning trust.

<sup>1</sup> [www.legislation.gov.uk/ukpga/2008/25/section/99](http://www.legislation.gov.uk/ukpga/2008/25/section/99).

<sup>2</sup> [www.legislation.gov.uk/uksi/2014/3283/schedule/made](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 university technical colleges.

## Advice to the Secretary of State for Education

<b>Overall outcome</b>	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 2014**

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

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

At the heart of leaders' work to further pupils' spiritual, moral, social and cultural (SMSC) development are the United Nations' 'Earth charter' values of: past, Earth, future, love, peace, family, inter-connectivity and life.

Leaders aim to promote pupils' SMSC development in all areas of the school's curriculum, including in subjects such as personal, social and health education (PSHE), geography, history, religious education (RE) and spoken language. They also intend to promote this through assemblies, off-site visits and visitors to school.

Leaders have detailed plans that make clear how they intend to develop pupils' understanding of fundamental British values. These plans detail the school's statement, evidence and impact for each value. Leaders have also ensured that pupils will have opportunities to learn about different faiths and religions.

Leaders have adopted a 'recovery' PSHE curriculum in light of the COVID-19 pandemic.

The school's behaviour approach encourages pupils to know right from wrong, with a strong focus on use of praise to help raise pupils' self-esteem, be proud of their achievements, to always try their best and learn from their mistakes.

### **Part 3. Welfare, health and safety of pupils**

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

The school's safeguarding policy, which follows guidance from 'Keeping children safe in education 2020', makes clear the school's commitment to safeguarding pupils. Designated safeguarding leaders have had suitable training to fulfil their roles and responsibilities. Leaders have also ensured that all staff have had appropriate safeguarding training.

Leaders use an electronic method to record concerns about pupils' welfare. Leaders meet regularly to check whether they need to take extra steps to keep pupils safe, which may include escalating concerns to the local authority.

Leaders carry out checks on the school's safeguarding effectiveness through regular audits. Safeguarding is also discussed in senior leadership meetings, local governing body meetings, trustee meetings and among centrally appointed trust staff.

The school's positive behaviour and values policy revolves heavily around the 'Earth charter' values, use of praise and consistency of approach. There are clear rewards

and sanctions in place. These have been adapted to consider the age of pupils. In key stage 1, the 'rainbow of success' is in place. In key stage 2, pupils are rewarded for attitude, presentation and demonstrating the 'Earth charter' values. The policy makes clear how staff will use sanctions, should they be needed. Staff have had training to ensure that the school's behaviour approach is implemented effectively.

The school's suitable anti-bullying policy makes clear what the school will do to prevent bullying. It also makes clear how they will intervene should bullying occur.

Leaders have an in-depth understanding of their health and safety responsibilities. The compliance manager carries out checks on the site to ensure that it is safe. Leaders and staff have all had first-aid training, with many also completing additional paediatric first-aid training. Leaders are aware of pupil supervision requirements and ensure that pupils are appropriately supervised before, during and after the school day.

The fire management plan outlines arrangements for implementing, monitoring, controlling and reviewing fire safety standards. Leaders are aware of the regular checks they must carry out to make sure these standards are maintained and comply with the Regulatory Reform (Fire Safety) Order 2005. Annual checks are also carried out by external contractors.

The school's admissions and attendance register are maintained electronically. The attendance register is taken twice daily, for morning and afternoon sessions.

The school has an effective risk management policy. Leaders have produced a range of risk assessments for on-site and off-site activities. These include detailed steps to reduce the risk of harm to pupils and adults. The compliance manager oversees risk assessments to ensure that they are effective.

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

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

Leaders have ensured that staff recruitment checks are complete, including barred from regulated activity checks, prohibition order checks on teaching staff, section 128 checks on those in leadership positions, checks on the person's right to work in the UK, checks on the person's identity, medical fitness and qualifications, and checks on those who have lived and worked abroad.

Leaders ensure that vetting and recruitment checks are recorded correctly on the school's single central register for staff, supply staff and governors. Leaders carry out regular audits of the single central register to ensure that it is current and complete.

When appointing supply staff, leaders ensure that they receive written notification from the supply agency, detailing completed pre-employment checks and suitability for the role.

## **Part 5. Premises of and accommodation at schools**

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

The building is well lit throughout. Each classroom benefits from large windows, offering an abundance of natural light. The acoustic conditions and sound insulation in each classroom are suitable. This is also the case for communal spaces, such as corridors, the science room, libraries and main hall.

There are plenty of toilet and washing facilities readily available for all pupils; these are located close to classrooms. Toilet facilities are intended for sole use and can be secured from the inside. Toilets have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water. The temperature of hot water does not pose a scalding risk to users. There are accessible toilets for those that require it.

The school has a designated medical room, which has washing and toileting facilities.

Across the school, drinking water is readily accessible to pupils. Drinking water facilities are in a separate area from the toilets.

Outside, the site boasts ample space for pupils to engage in a range of physical activity, in line with the school's curriculum for physical education (PE). There is also considerable space for pupils to play outside.

There are external lights to ensure safe access to and from the school site.

The school site is well maintained and does not compromise pupils' health, safety and welfare. Leaders have service-level agreements in place to make sure that the site and premises continue to comply with health and safety standards. Leaders also carry out frequent checks, which are recorded on school logs on completion.

## **Part 6. Provision of information**

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

Leaders make information available to parents through the school's website. The website has a page dedicated to providing access to school policies, including: admissions, behaviour, exclusions, curriculum, anti-bullying, first aid, health and safety, and complaints.

The website also provides information about how the school will cater for pupils with special educational needs and/or disabilities (SEND). The school has personal learning plans in place for pupils who have English as an additional language (EAL).

The school provides annual reports for parents, which include information about pupils' attainment and a teacher commentary on progress.

The school website has a specific page for the school's ethos and values. This includes information about the 'framework for excellence', which has five principles:

the best from everyone, powerful knowledge, education with character, leadership in every role and continuous improvement.

The school website contains contact information, including the name of the headteacher, the school's address and telephone number. There is also information and contact details for the chair of governors. Information about the multi-academy trust, including contact details, can also be found on the school website. Information about the board of trustees and members can be found on the multi-academy trust website.

## **Part 7. Manner in which complaints are handled**

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

The school's complaint's policy has three stages. Each stage of the complaints procedure is clear and easy to follow. The policy explains to parents what they should expect at each stage and timescales. It includes a complaint form in the appendices.

In stage one, 'informal resolution', the policy clearly outlines how parents can initially make a complaint on an informal basis. Should the complainant remain dissatisfied, there is clear guidance on how they can escalate their complaint to stage two. This stage is named 'formal resolution: headteacher'.

At stage three, 'formal resolution: local governing body complaints panel', the policy makes clear how a complaints panel will be established. The panel will consist of three representatives who will not be directly involved in the complaint, including one person who is independent of the day-to-day running of the school. The complainant can attend the panel hearing, accompanied by a friend, relative or colleague.

Leaders keep records of complaints, including at what stage the complaint was resolved, and actions taken. These are available for the purpose of inspection.

## **Part 8. Quality of leadership in and management of schools**

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

Leaders, at all levels, are aware of the independent school standards. School-based leaders know their school well. There is a strong understanding of roles and responsibilities. Leaders work well as a cohesive team, drawing on each other's expertise to bring about improvements.

Leaders keep a close eye on the school's performance. They carry out regular checks on all aspects of the school's performance and share their findings, so governors, trustees and centrally appointed trust staff have a current and accurate view of the school. There is a range of expertise across the trust to provide effective support, should it be needed.

## **Schedule 10 of the Equality Act 2010**

There is an appropriate accessibility plan in place. The plan makes clear how leaders intend to 'increase the extent to which pupils can have full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs'. The plan also makes clear how the school will: make reasonable adjustments, provide extra-curricular activities and off-site visits, work with external agencies, work with school partnerships and promote educational opportunities and achievement. The plan will be updated on an annual basis.

### **Statutory requirements of the early years foundation stage**

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

Leaders have an in-depth understanding of the learning and development requirements for children in the early years. They provide guidance for parents on the specific and prime areas of learning on the school website.

Leaders know what they must do to fulfil safeguarding and welfare requirements. They have ensured that staff have the required training to keep children safe, including paediatric first-aid training and providing intimate care. Leaders are aware of the ratios of staff to children that they must follow in the Reception Year.



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