

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

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School name	Roundswell Community Primary Academy
Department for Education (DfE) registration number	878/2093
Unique reference number (URN)	147084
Inspection number	10148512
Inspection dates	22/06/2020 to 25/06/2020
Reporting inspector	John Lawson



## 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, we could not visit the school site or meet with the proposer in person. The inspector held telephone discussions with the headteacher, the chief executive officer (CEO), the chair of trustees, the trust safeguarding leader and the special needs coordinator. The inspector viewed a virtual tour of the permanent school site, reviewed the architects' plans for the permanent site, scrutinised information available on the school's website and reviewed a range of policies and procedures. Using the available information, the inspector is able to give sufficient assurance that the school is likely to meet the independent school standards.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	420 (plus 39 nursery places)
<b>Age range</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

Roundswell Community Primary Academy intends to open in September 2020. The premises is in the process of being completed. The school is part of the Tarka Learning Partnership multi-academy trust. The Academy will serve almost entirely a new housing development on the edge of Roundswell. In its first year, the school will accept children in the Nursery and Reception years. Currently, 17 children are enrolled in the Reception class and 24 in the Nursery. Leaders intend to increase the number of pupils each academic year, until the school eventually reaches capacity.

<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 UTCs.

## 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 proposed school is likely to meet all the standards for this part. Many examples of planning suggest the school will offer a curriculum that will promote pupils' social, moral, spiritual and cultural development effectively. These, together with the policies for personal, social and health education and spiritual, moral, social and cultural development present a cohesive picture of how leaders plan to support pupils' personal development. These incorporate behaviour, anti-bullying and promoting pupils' understanding of the fundamental British values. Leaders' ambition is that the curriculum is embedded in the local community context. They detail their aim to widen pupils' horizons by placing 'sustainable development goals' at the heart of the curriculum. Leaders' plans and documents include frequent references to how they will enable pupils to gain an age-appropriate understanding of the protected characteristics. On many occasions, leaders state their commitment to promoting equality of opportunities and creating an inclusive school ethos. For example, the special educational needs and/or disabilities (SEND) report, which sets out provision for pupils with SEND, is comprehensive and meets requirements.

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

The proposed school is likely to meet all the standards for this part. Leaders present a cohesive approach for how they will ensure pupils' safety. Leaders have ensured that the safeguarding policy meets requirements. They speak with clarity and experience of the systems, procedures and training they plan to put into place as well as how they will monitor and evaluate their effectiveness. Leaders have ensured that the policies for safer recruitment, online safety, whistle-blowing and staff induction are comprehensive and give clear guidance. The health and safety policy meets requirements. Policies for emergency evacuation, first aid and fire safety have been considered carefully. Examples of risk assessments show that leaders are considering a range of risks and are identifying control measures for these. The whole-school risk assessment is detailed and wide ranging. It links closely with a comprehensive site and maintenance plan. These are appropriate and specific to the new school.

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

The proposed school is likely to meet all the standards for this part. The single central register of recruitment checks meets requirements for different personnel, including for trustees and the CEO of the trust. Discussions with leaders show that they have expertise, experience and relevant training. Leaders demonstrate a secure understanding of recruitment requirements and describe with clarity the procedures and systems they intend to put into place.

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

The provider is likely to meet the requirements for this part. Many aspects of the building are not yet completed so the inspector is only able to give limited assurance about some, such as the temperature of water or signage. Nevertheless, leaders have clear plans and know what is required. The evidence suggests the proposed building is spacious, well lit and built to a high standard. Based on plans and documentation, the proposed school will have all appropriate facilities when completed. The grounds are extensive and will offer additional opportunities for pupils, for example, there will be an area that will be used as a 'forest school'.

Leaders scrutinise the site and premises development carefully. For example, leaders shared their concerns about the specifications for toilet cubicle doors. They are seeking to amend these so that toilet facilities ensure sufficient privacy for pupils and staff ready for when the school opens.

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

The proposed school is likely to meet all the standards for this part. The website currently includes nearly all the information the school is required to publish to meet the independent school standards or has sections prepared in readiness. Leaders are clear about what information they are required to publish to parents.

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

The school is likely to meet all the standards in this part. The complaints policy during the inspection is comprehensive and clearly outlines the procedures that parents can follow should they have a complaint. The policy provides parents and leaders with the relevant stages of a complaint and of timescales.

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

The proposed school is likely to meet all of the independent school standards. Senior leaders are appropriately experienced and qualified. They show ambition for the prospective pupils and present a cohesive plan for how they will establish the school and ensure that the independent school standards are met consistently. Leaders speak with conviction of the inclusive and supportive school ethos they wish to create. Leaders have clear plans for how they will put into place governance arrangements. They are clear-sighted in how they intend to support and hold staff and leaders to account.

The proposed school is likely to establish effective safeguarding procedures. Evidence from parts 3, 4 and 5 show how leaders intend to do this and check their policies and procedures are effective.

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

The school is likely to meet the requirements for this part. The accessibility plan provides a clear structure to ensure equality of opportunity in readiness for when the

school will open. The plan is appropriate at this stage. The proposed school has an experienced coordinator for pupils with special educational needs and/or disabilities. Leaders speak with conviction of the technology systems they are putting into place that will enable all pupils, including pupils with SEND, access to curriculum resources.

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

The proposed school is also likely to meet the requirements of this part. Leaders, including the experienced early years leader, have relevant experience and expertise. A suitably qualified learning practitioner has been appointed for the Nursery class. Leaders have a well-structured approach for establishing the new classes. Leaders intend to place emphasis on promoting children's personal, social and emotional development where this is required. Leaders are clear how they will ensure that staff have necessary training and build partnerships with parents. Transition arrangements are underway. Leaders have considered carefully how they will ensure they meet the welfare and safety arrangements.

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