

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

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School name	The Grove
DfE registration number	309/7003
Unique reference number (URN)	145917
Inspection number	10053900
Inspection dates	14 June 2018
Reporting inspector	Sarah Murphy-Dutton



## 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(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 inspector conducted a tour of the proposed school sites and considered the architect's plans for the permanent site. Discussions were held with school leaders regarding how they intend to make sure the requirements of the relevant standards are likely to be met. The inspector reviewed the school's website and scrutinised a range of policies and documentation related to safeguarding, pupils' well-being and health and safety.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	104. Initially 43 in September 2018
<b>Age range</b>	5-19
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Autistic spectrum disorder

## Context of the school

The new provision is an all-through special school within the Heartlands Community Trust. The school will provide education for pupils who have complex special educational needs (SEN) and/or disabilities, primarily linked to a diagnosis of autistic spectrum disorder.

The school will open in September 2018. Initially, the school will admit 43 pupils and be located at two temporary sites. Provision for secondary-aged pupils will be based at Heartlands High School, Station Road, N22. Provision for primary-aged pupils will be based at St. Mary's Church of England Primary School, Rectory Gardens, N8. The school plans to make use of the high-quality facilities available at these schools during the first year.

The school plans to relocate into its permanent premises in September 2019. These premises consist of a former school, which is currently being refurbished to a high

<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.

standard in order to cater specifically for pupils’ needs. The school intends to expand incrementally year-on-year until it reaches its capacity of 104 pupils.

## 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<sup>3</sup>

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

The school is likely to meet all of the requirements in this part. School policies indicate that leaders have given careful consideration to how best to cater for pupils’ personal development. The programme for personal, social, health and economic (PSHE) education will provide pupils with plentiful opportunities to explore topics related to relationships, health and well-being and the wider world. Older pupils will benefit from experiences that support their preparation for life beyond the school, including work experience and independent living skills. The concepts of respect, tolerance and equality are threaded through the curriculum so pupils can explore and deepen their understanding of British values. At the same time, pupils will learn about different faiths and traditions in order to appreciate that others may have different beliefs to their own. In their design of the curriculum, leaders have placed due weight on promoting resilience and self-esteem to support pupils to overcome any barriers to learning.

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

The school is likely to meet all of the standards in this part. Policies and procedures are comprehensive. They include considerable detail on how leaders and staff will ensure that the premises are maintained to a high standard, and that pupils are kept safe. This includes appropriate provision for safeguarding training, fire safety, first aid and the supervision of pupils. Health and safety policies are underpinned by thorough risk assessments. These outline the measures leaders will take in order to identify and minimise potential risks to pupils’ welfare, both on site and during trips and visits. The behaviour policy is well thought through. Leaders have devised clear guidance and practice to promote positive behaviour, taking account of pupils’ particular needs. The school’s anti-bullying policy sets out a suitable approach to the prevention and management of any incidents of bullying, including those that occur online or are linked to prejudicial attitudes.

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<sup>3</sup> [www.legislation.gov.uk/ukxi/2014/3283/contents/made](http://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 relevant standards in this part. Documentation and policies evidence that the appointment of staff is carried out in accordance with statutory guidance. The single central record is already in place, and includes governors, trustees and staff, including those who are employed on a temporary basis. It contains all the required information, including details on adults' right to work, overseas checks and whether any adults are subject to prohibition orders.

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

The school is likely to meet all of the regulations in this part. For the first year, the school will operate from premises located within two local schools. Both these sites are bright and well maintained, with suitable toilets, labelled drinking water and facilities for first aid and pupils' therapeutic needs. The proposed classroom spaces are airy and spacious. Where necessary, leaders have installed acoustic panels to reduce unwanted noise. At both temporary sites, pupils will benefit from access to extensive outside spaces for learning and social times, including an allotment and sports facilities. Plans indicate that the permanent site is likely to meet the requirements in all respects. They show high-quality indoor and outdoor spaces that have been specifically designed to meet pupils' needs, for example with therapeutic areas and sensory rooms.

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

The school is likely to meet all the relevant requirements. The school website is already operational, and includes a wide range of information and documents for parents and carers, including those specifically required by the regulations. The safeguarding policy is published, and incorporates the most recent statutory guidance. Leaders will ensure that paper copies of these policies are available to parents on request. Documentation provided indicates that parents will receive detailed reports on all aspects of their children's education, including their academic and personal development.

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

The school is likely to meet all the regulations in this part. The complaints policy provides parents with clear information on what they can do if they have a concern. This includes how parents can make a formal complaint if the school has not resolved the issue to their satisfaction at the informal stage. The policy includes specific procedures for how complaints will be documented, as well as suitable timescales to ensure complaints are handled efficiently. The complaints policy is published on the school's website, and paper copies will be available if requested.

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

The school is likely to meet all of the relevant regulations. In planning for the new school, leaders have drawn successfully on expertise from within the trust to devise high-quality policies and procedures, particularly in matters related to health and safety. Leaders have developed close partnerships with senior leaders from the schools where the provision will be temporarily located. This has made sure that all requirements pertaining to safeguarding and the suitability of the premises are likely

to be met. Equally, leaders have considerable experience of providing education for pupils who have complex special educational needs and/or disabilities. They have made effective use of their skills and knowledge to ensure that pupils' welfare and spiritual, moral, social and cultural development will be promoted strongly. Leaders demonstrate a strong understanding of all the regulations. They articulate clearly how they will continually review the provision to ensure that it caters well for pupils' needs and meets all requirements.

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

The school is likely to meet all of the regulations. Policies give due regard to the groups with characteristics protected by law. Documentation clearly shows how the school will promote and support equality of opportunity between all groups. In their plans for the temporary and permanent sites, leaders have made sure that adaptations are in place, including lifts and toilet facilities, for those pupils or adults who may have a disability.

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