

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

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School name	Isambard Kingdom Brunel Primary School
Department for Education (DfE) registration number	258/1841
Unique reference number (URN)	147842
Inspection number	10148494
Inspection dates	09/06/2020 to 15/06/2020
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, 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 trust's premises manager, the chair of trustees, the trust's safeguarding lead 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>	472
<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

Isambard Kingdom Brunel Primary School intends to open in September 2020. The impact of COVID-19 has delayed the completion of the new site and premises. As a result, children will attend a nearby school in the multi-academy trust until October 2020, when the new premises are due to be ready.

The headteacher has been in post since January 2020.

<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.

In its first year, the school will accept children in Reception. Leaders intend to increase the number of pupils each academic year, until the school eventually reaches its full capacity.

The school will be situated close to a growing housing development in Wellington, where it is expected most pupils who attend the school will reside.

## **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 in this part.

At the centre of leaders' work to develop pupils' spiritual, moral, social and cultural development are the school's core values: every child belongs, every child achieves and every child participates. These are further supported by the school's attributes, which aim for pupils to be positive, engaged, responsible, respectful, resilient and able to rise to challenges.

Leaders have already identified the personal, social and health education curriculum they intend to follow. They have carried out due diligence on curriculum plans to help pupils gain the knowledge they need to lead safe, active and healthy lives with an understanding of the world around them. In addition, plans are in place to help pupils develop an in-depth understanding of different cultures and faiths. Plans also include opportunities for pupils to further their understanding of fundamental British values.

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

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

Leaders have plans in place to ensure and promote the welfare, health and safety of pupils. The school's safeguarding policy is detailed and comprehensive. The policy considers statutory guidance. Leaders have a firm understanding of their safeguarding responsibilities and have plans to ensure that all staff know how to identify, record and pass on concerns about pupils' welfare. There are plans to carry out biannual audits of the school's safeguarding effectiveness. Governors, leaders and other headteachers within the multi-academy trust will carry out these audits alongside the trust's safeguarding lead. Leaders aim to track pupils' attendance at school to ensure that they are attending as much as possible and are safe.

The school's behaviour policy reflects the school's core values. It prioritises promoting positive behaviour and its commitment that every child achieves, every child belongs and every child participates in learning, enrichment and the community. Leaders have also drawn up a potentially effective anti-bullying strategy. The school's policy makes clear the steps that staff will follow should pupils' behaviour fall short of expectations. These steps include both sanctions and opportunities for pupils to make amends by way of restorative justice.

Leaders have a firm grip of their health and safety responsibilities. The school's health and safety policy is comprehensive. Leaders have adequate first-aid training and have organised training for all staff during their first year of opening. Leaders have paid close consideration to the ages of pupils and the impact this has on the

number of staff they will need to keep pupils safe. The school is awaiting a fire report and risk assessment, which will take place in August 2020. Leaders are aware of the regular checks and assurances they must carry out to make sure that they comply with the Regulatory Reform (Fire Safety) Order 2005.

The school's risk assessment policy is in place and leaders have already carried out external auditing of their risk assessment processes. Risk assessments are effective. Leaders accurately assess risk and take steps to minimise chance of occurrence.

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

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

Leaders have robust recruitment processes in place. The school's single central register is in place and covers all the checks required by statutory guidance. It contains the employment checks for staff, supply staff, governors, trustees and other centrally employed staff.

Leaders are aware of their safer recruitment responsibilities, with members of the interview panel having completed safer recruitment training. Leaders plan to carry out biannual audits of the school's recruitment process and the single central register to ensure that procedures continue to be correctly followed.

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

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

Despite delays to construction, the school is quickly taking shape. The trust's premises manager has carefully managed the development of the building. Building plans are detailed. Leaders have given careful consideration to the design of the school, ensuring that it is fully compliant with the independent school standards. Once open, leaders have plans in place to ensure that the site and premises are maintained to a high standard. Cleaning schedules are in place for routine and deep cleaning. Leaders have also considered how opening the school, potentially during a pandemic, will impact the school's day-to-day running and hygiene arrangements.

Leaders have a year-long window to raise site and premises issues with the construction company, which will take responsibility for 'making good', if needed. After this, they have the use of an external company to ensure that the site and premises continue to comply with health and safety standards.

The building is well lit throughout, with a balance of artificial and natural light. The acoustic conditions and sound insulation of each classroom are suitable. This is also the case for communal spaces such as corridors and the main hall. Toilet and washing facilities meet the independent school standards. Separate toilet facilities are available for all pupils and washing facilities are readily available. For younger children, supervised facilities are in place. Water does not pose a risk of scalding. The school's medical room is close to toileting and washing facilities. Furthermore,

the building has accessible toilets and a hygiene room for pupils who rely on the use of a wheelchair.

Externally, the site is large with plenty of space for pupils to engage in physical activity. Lights are spaced to allow safe access to/from the school site. The perimeter of the site is secure and measures are in place to ensure the security of pupils.

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

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

Leaders will make information available to parents on the school's website, which is already live, though not yet complete. The website makes clear the school's ethos, vision and aims. Policies that are unique to the school can be found on the school's website. For policies used across all schools in the multi-academy trust, the website directs visitors to the multi-academy trust website.

The school's 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 trust, including the board of trustees, can be found on the multi-academy trust website.

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

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

The school has adopted the multi-academy trust's suggestions and complaints procedure. The procedure clearly outlines how parents can initially make a complaint on an informal basis. Should a parent be dissatisfied, there is clear guidance on how they can escalate this to a formal complaint. Each stage of the complaints procedure is clear and easy to follow. The procedure provides parents with what they should expect at each stage and key timescales, including where a panel hearing is required. It makes clear how three representatives of the panel hearing will not be directly involved in the complaint, including one person who is independent of the day-to-day running of the school. The procedure clearly communicates the school's escalation, investigation and record-keeping processes.

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

The proposed school is likely to meet all the standards in this part. Leaders have a clear understanding of the independent school standards and are well placed to ensure that these are met.

There are clear leadership structures both within the school and trust, which are understood by all. There are plans for detailed reporting and sharing of information. This will enable leaders to have an accurate view of how well the school is meeting the objectives set out in improvement plans, as well as its statutory duties.

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

The school has an appropriate equality policy. This policy meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010. The premises are designed with accessibility in mind.

The school's equality policy makes clear reference to the protected characteristics and outlines the school's approach to meeting the requirements as set out in the 2010 Equality Act.

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

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

Leaders are aware of the early years statutory requirements and plans are in place to fulfil these. They have curriculum plans in place to ensure that they fulfil the early years learning and development requirements. Leaders are already considering how the impact of the COVID-19 pandemic could impact on children's development and are actively working with families and childcare providers to help aid children's transition to Reception.

Leaders have an astute understanding of safeguarding and welfare requirements and they have ensured that staff have the required training to keep children safe. Leaders are aware of the staff-to-children ratio that they must follow in the Reception class.

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