

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

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School name	Chilmington Green Primary School
DfE registration number	886/2093
Unique reference number (URN)	145115
Inspection number	10053914
Inspection dates	12 June 2018
Reporting inspector	Emma Sanderson, Her Majesty's Inspector



## 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 undertook a tour of the school site, reviewed the architects' plans for the permanent site, scrutinised information available on the school's website, reviewed the single central record and analysed a range of policies and procedures. She held discussions with the chief education officer of the multi-academy trust (MAT), the headteacher, the premises director, the MAT's safeguarding team lead, the human resources (HR) director and one of the MAT's leads for early years.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	434. Initially 90 in September 2018
<b>Age range</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	14-place specially resourced provision for pupils who have autistic spectrum disorder

## Context of the school

Chilmington Green Primary School will be the eighth primary school in Kent within The Stour Academy Trust, an MAT. Chilmington Green has a planned capacity of 434, including provision for pupils who have special educational needs (SEN) and/or disabilities. The building work for the temporary school site is on target to be ready for September 2018. The permanent school building is due to be completed by September 2019. The new school will be a two-form-entry primary with integrated SEN and/or disabilities provision. In addition, the plan is to run a specially resourced provision for up to 14 pupils who have autistic spectrum disorder. This brand-new, purpose-built school will also provide on-site sports facilities.

In the first year of opening, the school will accommodate 90 pupils across Reception, Year 1, Year 2, Year 3 and Year 4. In each subsequent academic year, the school will expand by 30 pupils, with the addition of two additional year groups and a specialist resourced provision. The school's expansion will continue until 2025, when the school will have 60 pupils in each year group.

<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<sup>3</sup>

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

The school is likely to meet all of the regulations in relation to this part. The MAT's and school's policies stress the core values of trust, friendship, respect and compassion. The school has a detailed policy for the promotion of pupils' spiritual, moral, social and cultural development to ensure a consistent approach to this aspect of pupils' education. Curriculum overviews emphasise the school's active promotion of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for peoples of all faiths and cultures. There is a clear commitment for all staff to use opportunities in class or in extra-curricular activities to promote these values.

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

The school is likely to meet all of the relevant regulations. Policies are already in place to promote the welfare, health and safety of pupils and staff. There is evidence to indicate that health and safety, fire regulations, behaviour, levels of supervision, risk assessment, first aid and safeguarding will be secure when the school opens. Considerable detail is included in the school's policies, which outline specific practices, procedures and auditing arrangements. For example, the school's safeguarding policy refers to how leaders will evaluate the effectiveness of the policy.

The school's behaviour and anti-bullying policies are detailed and include relevant strategies. Sanctions and rewards are appropriate for the age range, including children in early years. Suitable adjustments are also identified for pupils who have SEN and/or disabilities.

The health and safety policy identifies the responsibilities of employers and employees to ensure that the school is a safe place to work and learn. It includes references to risk assessments and is linked with the MAT's risk assessment policy.

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

The school is likely to meet all of the regulations in this part. The single central record is already in place. It adheres to statutory guidelines, showing who made the checks on the suitability of staff, and when. The MAT's HR director and the headteacher are fully aware of the checks required for different roles within the

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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.

school. For example, the single central record includes all relevant details for trustees, governors, volunteers and supply staff. Recruitment files demonstrate school leaders' understanding of the need to undertake the required background checks on staff in advance of employment. The headteacher has also undertaken safer-recruitment training and fully understands her responsibility to keep pupils safe.

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

The school is likely to meet all of the regulations. The school will initially be located at a temporary site until the new school building is completed in September 2019. The temporary site currently requires some internal renovations to be fit for purpose. Plans suggest that these renovations will rectify all issues with the site. The building has suitable teaching areas for pupils from early years to Year 6, including those who have SEN and or/disabilities. There is plenty of space for pupils to engage in outdoor activities and physical education. The building is likely to meet all current requirements, including, for example, adequate provision for first aid, toileting and medical facilities.

The architects' plans for the new permanent building are complete and provide details of high-quality provision that is likely to meet all requirements. There are plans for extensive physical education areas, including football pitches and a multi-use games area. Drop-off and collection points for pupils have been fully considered in the construction of the new site.

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

The school is likely to meet all the requirements. All required policies are in place and available to parents and carers and other stakeholders, including an up-to-date safeguarding policy. The website contains the most recent policies and information about the school. Copies of these policies can be made available on request.

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

The school is likely to meet all of the relevant regulations. The school follows the Stour Academy Trust's complaints policy. The policy is clear and explains the steps parents need to take should they wish to make a complaint. The policy specifies appropriate timescales for how the MAT will respond to a complaint at each stage of the process. Helpfully, the policy provides a template for parents to use when submitting a complaint.

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

The school is likely to meet all of the requirements. The Stour Academy Trust has experience of opening and running primary academies across Kent. Trustees and leaders have a sound understanding of the regulatory requirements, having already fulfilled them successfully for other schools. Leaders have established high-quality policies which ensure strong provision for the welfare, health and safety of pupils. Leaders are clear about how they will continue to monitor the school so that the independent school standards are met consistently. They have the necessary skills and knowledge to do this.

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

The school is likely to meet all of the requirements. The school's equality statement refers to the protected characteristics and adheres to statutory legislation. Leaders are clear about how to support pupils and staff and have systems in place to monitor the impact of their actions. The new building incorporates features such as lifts and other adaptations. The school has a comprehensive accessibility plan in place that refers to both physical accessibility and accessibility of the curriculum.

## **Statutory requirements of the Early Years Foundation Stage**

All of the statutory requirements for the early years are likely to be met. Early years leaders are employed across the MAT to support each school in meeting the statutory requirements. The school's key policies are already in place and the remaining actions for leaders to take have been identified.

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