

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

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School name	Hackwood Primary Academy
DfE registration number	2024
Unique reference number (URN)	147307
Inspection number	10113625
Inspection dates	24/07/2019
Reporting inspector	David Carter



## 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 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 met with the executive headteacher of the school and the person responsible for human resources at the academy trust. The executive headteacher is also the designated lead for safeguarding. A range of documentation was considered. This includes policies and information relating to: behaviour; health and safety; arrangements for the safeguarding of pupils; first-aid; and attendance. The inspector also considered the school's single central record. A tour of the school site was conducted with the executive headteacher.

## Information about the registration

The school is seeking registration as an academy for:

<b>Number of day pupils</b>	48 in the first year rising to 210
<b>Age range</b>	3 to 11 years
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	All, except severe learning difficulties

## Context of the school

The school building is due to be handed over to the school on Monday 19 August following a final meeting on Friday 16 August between the contractors and school leaders. The school will join a multi-academy trust. This is The Harmony Trust that is formed of 13 academies that are based in Oldham and Derby.

## Advice to the Secretary of State for Education

<b>Overall outcome</b>	The school is likely to meet all the independent school standards when it opens.
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<b>Recommended number of day pupils</b>	48 in the first year rising to 210
<b>Recommended age range</b>	3 to 11 years
<b>Recommended gender of pupils</b>	Mixed

<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.

<b>Recommended type of special educational needs</b>	All, except severe learning difficulties
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## **Compliance with The Education (Independent School Standards) Regulations 2014<sup>3</sup>**

The Education (Independent School Standards) Regulations 2014 can be found here: [www.legislation.gov.uk/uksi/2014/3283/contents/made](http://www.legislation.gov.uk/uksi/2014/3283/contents/made).

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

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

Senior leaders intend to promote pupils' spiritual, moral, social, cultural and wider development through a range of means. These include: the taught curriculum; assemblies; after-school clubs; and by keeping pupils aware of contemporaneous issues in the media so that they are aware of the changing world around them.

The curriculum for pupils' personal, social, health and economic education (PSHE) is at the spine of this work. The school is adopting an approach that has a range of core values. These include: developing pupils' resilience; promoting social and emotional competencies; providing academic and sporting excellence; and promoting a desire for learning. This programme of PHSE will be a taught subject on the timetable.

Teachers will deliver the Derby local authority scheme of work for religious education. This programme aims to develop pupils' understanding of a range of religions and also what they can learn from religion. At the core of this work is developing pupils' understanding of those from different faiths in pursuit of promoting respect and tolerance of those from backgrounds different to their own.

Senior leaders intend to promote fundamental British values and pupils' moral development through their assembly programme. Also, the daily 'Newsround review', which considers what is happening in the world, will help pupils to develop their understanding about political and national institutions.

Pupils will have access to being involved in the school council which aims to develop their understanding of democracy and rule of law.

Pupils' social development will be enhanced through access to residential visits which the school aims to commence from Year 3 onwards. The behaviour policy sets out expectations of how pupils should behave as part of their socialisation into school. The emphasis is upon promoting positive behaviour. However, there are clear sanctions for pupils who choose to misbehave. This links with the school's anti-bullying policy that explains how this will be dealt with by members of staff.

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

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

The executive headteacher and head of school have both held the position of designated lead for safeguarding in previous roles. Thus, they have a clear understanding of the requirements and underpinning statutory instruments to which they adhere to. This includes the revised guidance from September 2019 to 'Keeping children safe in education'. The policy for safeguarding is detailed and compliant. Clear links are made to other policies within the document including: SEN policy; physical intervention policy; exclusion policy; and the behaviour and anti-bullying policy. There is clear guidance about how to contact external agencies amid concerns about a child and how this is recorded. Guidance about raising concerns about members of staff, including the head of school and executive headteacher, is made clear in the documentation. Senior leaders will attend a termly meeting with other designated leads from schools within the trust to keep abreast of developments in safeguarding practice. Training is going to be delivered to staff on the INSET days prior to the school opening in September 2019. Senior leaders have all been trained on the PREVENT agenda.

The health and safety policy is detailed and sets out procedures that are likely to ensure that pupils are safe while attending the school, including times when they undertake educational visits. The central team from the trust deliver training about health and safety. This includes the aspects of: fire; electrical safety; heating; safe handling of substances; lock-down; and food hygiene, to name a few. The policy sets out how to report accidents on the trust's system. Staff have accessed the paediatric first aid training.

A fire risk assessment has been completed and the report is due on 9 August 2019. Fire marshals have been appointed and assembly points are identified in case of an incident.

Senior leaders have developed behaviour policies that focus on promoting positive behaviour. There is a reward system that parents can access so that they can see how well their child is behaving at school and the extent to which they are demonstrating positive attitudes to their learning. The anti-bullying policy references different types of bullying and sets out how this be dealt with.

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

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

The human resource manager of the trust maintains the single central record (SCR) for all members of staff at the school and in the trust. This also includes governors and the chair of the board of trustees, who is the proprietor.

Appropriate checks have been made on the few members of staff who have been appointed. References for these members of staff have been seen. The documentation (SCR) and checks meet requirements.

Senior leaders do not anticipate using external supply staff if a member of staff is not able to work. Staff will be covered by other teachers within the trust or higher-level teaching assistants in the short-term.

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

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

The school is set out on one floor. A wide central corridor dominates the building from which the classrooms are located on either side. Classrooms have another access point from the perimeter playground areas. The classrooms are spacious and have large windows that allow sufficient light into the rooms. Each classroom has a sink and kitchen area. Pupils can access toilet rooms and washing facilities from the corridor. Pupils have access to drinking water with numerous fountains located in the main corridor.

The large hall doubles as a place for dining at lunchtimes and physical education lessons in the mornings and afternoons. Although there is a fully functional kitchen adjacent to the hall, this is only going to be used as a servery in the first instance. Food will be brought from another local school within the trust and served in the hall.

There are two large playground areas and a grassed area for pupils to use before and during school time. The site is secured by a perimeter fence. Internal fencing separates the staff car park area from where pupils and adults access the site.

There is a large field area for pupils to use for games lessons. However, this will not be able to be used until September 2020 when the grass will be fully mature. In the meantime, pupils will access physical education lessons on the school playground areas and indoors.

The entrance area is attractive with office space for staff and small meeting rooms where parents can meet with adults. A range of smaller rooms are close to this area which will be used for small-group work during lesson time.

There is a medical room and space for a potential nurture room for pupils to access.

The building is due to be handed over to the school on Monday 19 August following a final meeting on Friday 16 August between the contractors and school leaders.

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

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

The school website is nearly completed. Apart from the admissions arrangements, which are being finalised, all of the other policies and procedures that will ensure that the website is compliant are ready for uploading. Most of these have been completed already.

Senior leaders have met with prospective and current parents to explain their vision and share key policies and procedures at the school. Parents are offered the option

of a home visit by a member of the staff to help their child create a bond with a member of staff prior to starting. This will aid the transition into the school.

Senior leaders have clear plans of how they are going to check on how well pupils are doing. This information will be drawn upon because the school intends to hold three consultation evenings per year as well as provide a written report to parents about how well their child is doing at school.

The trust holds a forum meeting for parents with other schools in the trust; the same approach is going to be used at this school. This provides an opportunity for parents to share their views about the school. The trust uses it as a feedback mechanism on ways they can improve the quality of education and experience for the pupils and parents. Parents will be kept up to date about the life of the school through termly newsletters.

The prospectus document contains information about the vision of the trust and the names of the proprietors and senior members of staff. This includes a named contact for safeguarding.

## **Part 7. The manner in which complaints are handled**

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

A complaints procedure is in place. This sets out the initial steps that parents should follow if they have a concern. If the complaint moves beyond an informal stage, the steps and requirements for the formal complaint are in place. This includes the relevant timescales involved at each stage for resolution. All information is recorded on one central trust system for transparency and accountability.

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

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

The executive headteacher is a former headteacher of a successful infant and nursery school within the Derby local authority. She has a track record of improving schools and she knows the local area well and the contextual issues and challenges that may lie ahead. She has recently become executive headteacher of another local school and intends to develop staff from both schools by sharing best practice and ensuring access to a programme of professional development.

She has appointed staff, some of whom are experienced and others who are new to the profession, who start on 1 September 2019. The newly qualified teacher will have access to support from the central members of the trust.

There are clear procedures in place for checking on the quality of teaching and the extent to which this is having a positive impact on pupils' progress and wider development. The trust will oversee this with work moderation meetings that occur termly. There is a clear scheme of delegation in place which makes it clear that the trust is accountable for the quality of education provided at the school.

A school improvement plan has not been developed yet; this will be started over the summer period but will also be influenced by the members of staff who start in September.

Senior leaders have put curriculum plans in place for the year groups that are starting the school in September 2019. These have been shared with parents.

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

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

The school's policy on equality and tackling discrimination makes it clear how the school intends to, irrespective of background or circumstance, ensure that pupils have an equality of opportunity to succeed and that their individuality is celebrated and promoted.

The school's accessibility plan, verified by conducting a tour of the site, shows that disabled pupils, parents and staff have full access to all parts of the building and outdoor areas.

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

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

The executive headteacher is a former headteacher of an infant and nursery school. She has clear understanding of the statutory requirements for the early years foundation stage.



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