

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

School name	Kensington Queensmill
Department for Education (DfE) registration number	262/9706
Unique reference number (URN)	148562
Inspection number	10189052
Inspection dates	10/06/2021
Reporting inspector	Jude Wilson, 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](#).

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.¹

The inspector scrutinised a range of documentation related to the school's likely compliance with the independent school standards and spoke to the lead proposer from the trust and the headteacher designate. The inspector toured the school site, which was still under construction, and discussed plans for the proposed school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	80
Age range	3 to 19
Gender of pupils	Mixed
Type of special educational needs	Autism spectrum disorder

Context of the school

The proposed school is an all-through special school within the Queen Charlotte Education Special Trust, alongside Queensmill School. The school will provide education for pupils with complex special educational needs/and or disabilities, primarily those with a diagnosis of autism spectrum disorder. All pupils will have an education, health and care plan.

The school intends to open in September 2021, initially with 53 pupils. It will operate in a purpose-built new building. The new site will be shared with Barlby Primary School. The building work is due to be completed by the end of July 2021.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the relevant independent school standards when it opens.
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¹ Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and university technical colleges.

Compliance with The Education (Independent School Standards) Regulations 2014

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

The school is likely to meet all the standards in this part. Leaders have clear plans to foster pupils' spiritual, moral, social and cultural (SMSC) development. They consider it the 'foundation on which to build learning'. The importance of pupils working well with each other is a key part of the SMSC programme. Leaders know that some pupils may find it difficult to work within small or large groups. They have planned appropriate strategies to help pupils' tolerance of others grow. For example, pupils will learn about the 'right responses' to moral dilemmas through pictorial reminders. Leaders consider the 'pupil voice' essential and plan to promote this in a meaningful way, for example through a student council. As part of the planned curriculum, pupils will also have opportunities to learn about other cultures, faiths and backgrounds.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the standards in this part. Leaders have a range of policies which comply with statutory guidance to help ensure the welfare, health and safety of their pupils. The school's safeguarding policy has specific guidance on dealing with concerns and how actions will differ according to the context. Leaders have given careful thought to how safeguarding arrangements will work best for their pupils. They have appropriate resources and training to help if a pupil is unable to make a verbal disclosure, for example. Detailed information provided for each pupil will help staff get to know each pupil's needs and how best to engage them in learning. The behaviour policy includes strategies to promote good behaviour and how staff will deal with any bullying. Clear guidelines are set out for use of physical intervention by staff.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the relevant standards in this part. The single central record of staff checks is already in place. Leaders are in the process of completing the required statutory checks for new staff who have recently been appointed. The school's safeguarding policy states that at least one person on each interview panel will have had safer recruitment training.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the standards in this part. Plans for the new school and a tour of the building site indicate high-quality outdoor and indoor spaces. Leaders have given careful consideration to the design of the new school to meet the needs of pupils, specifically those with autism spectrum disorder. The building has specialist areas to help staff deliver the planned curriculum and meet the therapeutic needs of pupils, such as soft play, wet rooms, sensory spaces and an audio-visual

room. Classrooms have been designed to provide low-arousal sensory environments. The plans show how the proposed school will be separate from the primary school that will share the new premises. The school will have secure access points to help ensure the safety of pupils. Provision for first aid, medical facilities, toilets and washrooms is likely to meet all requirements.

Part 6. Provision of information

The school is likely to meet all the standards in this part. The school's website is still under construction and contains most of the necessary information, including how the school will provide remote education. All the required policies are in place and available to parents on request.

Part 7. Manner in which complaints are handled

The school is likely to meet all the standards in this part. Leaders aim for complaints to be resolved informally as much as possible. The complaints policy sets out the arrangements for managing formal complaints. Each stage of the complaints process is explained in detail, with clear timescales and next steps.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the relevant requirements of the independent school standards. The headteacher and the trust's chief executive officer are experienced leaders of special schools. They have the necessary knowledge and expertise to help ensure that the independent school standards will be consistently met. The policies and procedures in place strongly promote the health and welfare of pupils.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The school's accessibility policy sets out how leaders will fulfil their duty in accordance with Schedule 10. The school's new building is purpose built for pupils with complex needs and fully accessible for those with disabilities. Leaders plan to review the curriculum regularly to ensure that all pupils can access it fully. School policies pay due regard to all the protected characteristics.

Statutory requirements of the early years foundation stage

The school is likely to meet with all the requirements of the early years foundation stage. Leaders have already appointed qualified and highly experienced staff to lead this aspect of the school's work. Detailed policies and plans are in place to ensure that the provision will meet children's needs.

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