

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

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School name	Deer Park School
Department for Education (DfE) registration number	850/4008
Unique reference number (URN)	143698
Inspection number	10189069
Inspection dates	23/06/2021
Reporting inspector	Catherine Old, Her Majesty's Inspector

## 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.<sup>1</sup>

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, the chair of the trust, the estates manager and the deputy headteacher. Building works were ongoing at the time of the inspection so the inspector toured the school site and also discussed plans for the completed proposed school's site.

## Information about the registration

The school is seeking registration as a free school for:

<b>Number of day pupils</b>	1,050
<b>Age range</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Type of special educational needs</b>	Not applicable

## Context of the school

The proposed school is being built in response to the local need for more school places in Hedge End. There is to be a substantial amount of new homes built nearby. The school's initial intake will be 123 pupils in Year 7. Leaders will continue to take a similar number of pupils into Year 7 each year, rising to 210 in each year group over time, should the local need increase.

The school will be part of Wildern Academy Trust. The trust runs another secondary school and primary school, both nearby. It also has a school-centred initial teacher training programme. As part of the trust, the school will have access to a range of leadership and management expertise. Governance will be through a local governing body appointed by the trust, overseen by the trust board itself.

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<sup>1</sup> Part 1 to Schedule 1 is not reported against because it does not apply to academies, free schools, studio schools and university technical colleges.

## 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 school is likely to meet all of the standards in this part. Pupils will be at the centre of making decisions about the school's vision and values, using the trust's strapline of 'care, opportunity and quality' as a basis. The promotion of spiritual, moral, social and cultural development will be primarily through 'moral and social studies' and an assembly programme. This will also include teaching pupils about healthy relationships and how to stay safe in their community and online. Subjects such as geography and history will support pupils' understanding of British values and institutions. Pupils will develop a spiritual understanding and learn about different faiths through studying religious education. Leaders intend for the school to be kind and welcoming, tolerant and respectful. Diversity in all its forms will be celebrated. Sports-based extra-curricular activities will promote healthy lifestyles. Music-based activities will promote spirituality.

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

The school is likely to meet all of the standards in this part. Well-established policies used by the trust's other secondary school have been adapted to suit the new school. Behaviour and anti-bullying policies reflect leaders' intentions for the school to be a kind place to learn. Safeguarding and child protection policies reflect statutory guidance. Leaders have a strong knowledge of the local contextual issues that may pose a risk to pupils. Training in safeguarding, first aid, behaviour expectations, fire safety, and health and safety are all planned for staff. The trust estates manager is knowledgeable and will monitor the work of the site manager to make sure that all relevant health and safety checks are carried out. This includes ensuring that trees surrounding the bridge between the main school site and the sports field are well maintained and safe. Final arrangements on the placement of fire extinguishers are to be confirmed when the fire safety inspection takes place next week. Admission and attendance procedures are in line with statutory guidance.

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

The school is likely to meet the standards in this part. All the required checks on staff, governors, trustees and volunteers are being made and recorded securely on the single central record. Leaders understand the checks that should be completed should they use any supply staff or alternative provision in the future. Records for staff working across the trust are to be held with their main school, but will be available for inspection at any trust school on request. The trust safeguarding governor checks the single central record termly. Leaders are trained in safer recruitment and demonstrated that they use safer recruitment practices when employing staff.

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

The proposed school is likely to meet the requirements of this part. The main school building and sports block are purpose built. They are in the middle of a large site and provide ample space for pupils to congregate, play and exercise. There are covered outdoor areas, paths, a hard court and lots of grass. There is a dip in the level of the ground with a stream and ancient woodland. This is fenced off from pupils. Pupils will use a purpose-built bridge over this dip to access a large playing field that will have a multi-use games area (MUGA) and athletics track on it. The bridge is gated so that pupils cannot walk over it without supervision. There is a contract with the council to ensure that the trees are well maintained. Outdoor space is likely to be well maintained and is well lit with flood lights on paths, on the hard court and around the building. The bridge has integral lighting. A secure perimeter fence surrounds the site. There are several gated secure access points to the site for pupils to walk to school and be separate from cars arriving on site.

There are separate toilet blocks for girls and boys, and a unisex block in the main school building. There are also purpose-built disabled toilets throughout, which will also be used by staff. All toilets are in a room that can be secured from the inside, intended for use by one pupil at a time. Each block has suitable washing facilities with hot and cold water. There are further toilets, along with shower and changing facilities, for pupils in the sports block.

The school contains a medical room which has a sink and will have a bed and a lockable cabinet for medicines. It is next to the hygiene room which houses a shower, sink and toilet. There are several drinking water fountains around the site. Fire safety facilities are in place, including a detection and alarms system and emergency lighting. Some signage and extinguishers are yet to be put up. This is planned for the forthcoming fire inspection. There is a muster point on the MUGA.

The site and premises as a whole are likely to be well maintained. Corridors are wide, and there is disabled access throughout, including through the provision of lifts in the main building and sports block. Ceilings in corridors are 'open', meaning that all wires and piping can be seen. The height of these are too high to be accessed by pupils, but nevertheless risk assessments are planned for any pupil who might purposefully try to reach them.

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

The school is likely to meet the requirements in this part. The school's website is being populated with the relevant policies and information required by parents. There are clear plans in place to report pupils' progress and attainment to parents throughout the year. There is a COVID-19 (coronavirus) policy available which contains safety information and information about remote learning should it be needed.

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

The school is likely to meet the standard in this part. The complaints policy allows for parents to complain informally initially. There are then formal stages that culminate with a panel hearing should complainants not be satisfied. Leaders understand the requirement for one member of the panel to be independent of the leadership and management of the school. There are appropriate procedures and timelines in place for the efficient handling of complaints.

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

The school is likely to meet the requirements of this part. Leaders, including the executive headteacher, deputy headteacher and chair of the trust, demonstrated secure knowledge of the independent school standards. They all have experience of running a school where pupils learn effectively and safely. The local governing body will oversee school improvement, the curriculum and pupil well-being. The trust board will monitor all of this, paying particular attention to pupil well-being as the school opens.

The executive headteacher is relatively new to executive headship. She has ensured that she has the required knowledge for this role through attending training with The Schools, Students and Teachers network and by consulting with a mentor who is an experienced executive headteacher. The executive headteacher will be the substantive headteacher when it opens. She has extensive experience of running a secondary school. She also has opened and now runs the trust's new primary school.

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

The school is likely to meet the requirements of Schedule 10. Leaders have a strong understanding of equalities. The school is wheelchair accessible throughout. There is a draft policy and accessibility plan in place which provides for site and education inclusion. This will be amended further when the site is completed. Final objectives will be written when the details of the school's first cohort are confirmed.

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