

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

School name	Eden Boys' Leadership Academy
DfE registration number	380/4087
Unique reference number (URN)	147204
Inspection number	10103163
Inspection dates	18 June 2019
Reporting inspector	John Young, Senior 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 2008.¹

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.²

Discussions were held with the principal, the chief executive officer (CEO) of Star Academies, an assistant principal, the safeguarding and child protection lead, the executive director of education and the head of projects. A range of school policies and other information were scrutinised. The inspector toured the temporary school site, which is being refurbished. The inspector discussed and evaluated compliance with premises regulations with the capital programmes lead for Star Academies.

Information about the registration

The school is seeking registration as a 11–18 free school for:

Number of day pupils	800. Initially 120 in September 2019
Age range	11–18
Gender of pupils	Boys
Type of special educational needs	Not applicable

Context of the school

Eden Boys' Leadership Academy will be a new school within the Star multi-academy trust. The trust currently runs 29 sponsored academies and free schools in London, Lancashire, West Yorkshire and the Midlands. Of the 10 free schools belonging to the trust inspected by Ofsted to date, all of them have been rated as outstanding. The school's mission is to create a learning environment that fosters educational excellence, character development and service to the community. It aims to provide a holistic education, providing the boys with the necessary attitudes, qualifications and values to progress into higher education, training or employment. There will be a strong focus on the English Baccalaureate, with a wider curriculum including the arts, humanities, physical education (PE) and modern foreign languages. Pupils will also benefit from a range of vocational, extra-curricular and enrichment opportunities. The school plans to open in September 2019 with 120 Year 7 pupils. One hundred and twenty pupils will enrol into Year 7 in the following five years. In

¹ www.legislation.gov.uk/ukpga/2008/25/section/99.

² 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.

September 2024, the school plans to open the sixth form, which will take the capacity to 800. The school will have a distinctive Islamic ethos and character, but it will be inclusive and welcome pupils of other faiths and no faith.

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 provided it addresses the aspects highlighted in part 5.
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Compliance with The Education (Independent School Standards) Regulations 2014

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

The curriculum incorporates a coherent series of opportunities and experiences that are designed to effectively foster pupils' spiritual, moral, social and cultural development. A core principal of the school's strategy is to nurture honourable, ambitious, responsible, tolerant and respectful young men, who have acquired the attributes to enable them to play a meaningful role in society. Underpinning this aim are the Star values, that pupils should embody, of: service to the community, team work, aspiring to be their best and respect for others. Honing pupils' leadership skills and self-esteem are also seen as pivotal in unlocking their potential.

The school has suitable plans for the active promotion of fundamental British values, including democracy, the rule of law and individual liberty. The school has a set of community cohesion standards that they will uphold and is committed to ensuring that pupils receive an unbiased view about a range of topics and opposing views. The school has carefully considered how it will address sex and relationships education and raise pupils' awareness of the protected characteristics set out in the Equality Act 2010. The formal curriculum is supplemented by wide-ranging themed assemblies, off-site visits and residential experiences that the school hopes will broaden pupils' horizons. Plans are in place to vet any visitors who may come to the school to speak with pupils.

If implemented successfully, these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

The school's safeguarding policy pays due regard to the latest government requirements. However, the school's website is not fully operational which means that parents and carers cannot access it readily at present. Nevertheless, the protocols outlined are detailed and sharply-focused on embedding and sustaining a culture of vigilance in safeguarding pupils. The guidance staff get to recognise potential child protection concerns and how they might deal with any issues arising are valuable. Several staff and governors have completed safeguarding training appropriate to their roles, including the principal who is the designated safeguarding lead (DSL). An assistant principal is the deputy DSL and has also completed relevant training. In discussion with the inspector, staff competently explained the school's protocols for responding to several safeguarding scenarios, including the lock down procedure after a critical incident, an allegation against a member of staff and peer-on-peer abuse by pupils. The school has planned appropriate training for new staff joining in September 2019.

The site will be secured by perimeter fencing and controlled access. Internal close circuit television will be used to help assure pupils' and staff safety. Several staff have completed safer recruitment training. There are several generic trust risk

assessments intended to mitigate any safety, well-being or health issues arising within the school and when pupils are off-site. However, these need refining before the school opens to ensure that they are tailored to this provision, for example, in relation to the drop off and pick up of pupils given the proximity of a neighbouring school on the opposite side of the road. Similarly, the school has arranged for pupils to use that school's PE facilities, so a tailored risk assessment for moving pupils between the sites is needed. General supervision plans are comprehensive and there is a detailed 'Prevent' duty risk assessment policy. Staff induction includes safeguarding, anti-bullying and behaviour management, and health and safety training. Raising awareness among pupils about the dangers and risks they may face is also prioritised. The school has ensured that admissions and attendance registers comply with legal requirements. Procedures to safely administer medicines, first aid, and to record incidents and accidents are suitable. Procedures to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 are in place.

If implemented successfully, these standards are likely to be met.

Part 4. Suitability of staff, supply staff and proprietors

The school has an effective system of verifying the suitability of applicants to work with children. All the appropriate checks, including on a prospective employees' identity, medical fitness and, where applicable, their qualifications and right to work in the UK, have been sought and confirmed. Where relevant, checks have been made prior to confirmation of employment.

Appointments are subject to an enhanced disclosure and barring service check and all teaching appointments are subject to a prohibition from teaching check. The single central register complies with the relevant guidance, regulations and requirements. It clearly details all the checks carried out on the staff currently employed and those who will join the school from September 2019. Procedures for employing supply staff are equally rigorous.

If implemented successfully, these standards are likely to be met.

Part 5. Premises of and accommodation at schools

The building that will house the school when it opens in September 2019, for the first two years of its life, still requires some refurbishment for it to be fit for purpose. There are suitable plans in place to implement the necessary changes. There are plans for a medical room and appropriate disability access and refuge arrangements. However, the outdoor space needs re-thinking so that it is appropriate for pupils to play and socialise. Similarly, outdoor lighting at the back of the premises needs addressing so that pupils and others can arrive and leave the site safely, especially in dark conditions. The spaces highlighted as classrooms are generally suitable. However, the school recognises some additional work is required to ensure that the rooms earmarked as science laboratories are brought up to an applicable standard. The classrooms are functional with appropriate lighting, heating and acoustic insulation. Drinking water will be clearly labelled and readily available for pupils throughout the day. There are suitable toilet and washing facilities for the sole use of

pupils. The toilets have an adequate supply of hot and cold water. However, when the hot water was tested by the inspector it was deemed to pose a potential scalding risk to pupils. The school will make use of the neighbouring school's PE facilities and their changing accommodation and showers. The inspector scrutinised these and they are appropriate. In September 2021, the school will move to brand-new, purpose-built accommodation a few miles away from the current location. The land has been purchased and building works are planned to commence shortly.

If implemented successfully, these standards are likely to be met by the time the school opens.

Part 6. Provision of information

At the point of this inspection, the school does not have a fully functioning website. The inspector scrutinised paper copies of all required information. These included policies on admissions, behaviour, the accessibility plan, pupils with special educational needs and/or disabilities, curriculum, anti-bullying, powers of search policy, health and safety, first aid, child protection and complaints. The policies are listed in the parental handbook with information about how they can be obtained. The high number of parents who attended the school's induction evening on 17 June 2019 received a copy of the handbook. The format for the annual written report to parents will follow that of other schools within the trust. The report contains information about pupils' academic progress as well as their behaviour and attitudes to learning. The school recognises that all required policies will need to be uploaded to the website once it goes fully live in September 2019.

If implemented successfully, these standards are likely to be met.

Part 7. Manner in which complaints are handled

The complaints policy is comprehensive and clearly sets out the timescales for the management of a complaint. There are four stages to the school's complaints procedure. Stage 1 tries to resolve the concern informally. Stage 2 is a formal investigation. Stage 3 is a review by the trust, followed by stage 4, which is an independent panel hearing or CEO review if the complainant remains dissatisfied with the outcome at stage 3. At least one panel member is independent of the management and running of the school.

If implemented successfully, these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Leaders and trustees are knowledgeable about the independent school standards (ISS) and about education. They are ambitious for the school's future and have the requisite skills, knowledge and experience to strategically lead and sustain a culture of high expectations and excellence. They have a strong track record of leading high-performing schools. The school's maxim of 'nurturing today's young people, inspiring tomorrow's leaders', encapsulates the leaders' vision to provide every boy that attends the school with a rounded first-class education that is the gateway to a

fulfilling and prosperous life in modern Britain. They have ensured that all the ISS are likely to be met by the time the school opens. There are clear lines of accountability and effective plans for systematically monitoring and quality assuring the successful implementation of the school's development plan.

The Star Academy brand has been a draw-card for parents and hence the school is oversubscribed.

If implemented successfully, these standards are likely to be met by the time the school opens.

Schedule 10 of the Equality Act 2010

The school's equality and diversity policy identifies groups and is clear about how they will be supported and protected. The policy is compliant with requirements and pays due regard to all the protected characteristics, including gender reassignment, sex, marriage and civil partnership, race, religion or belief, sexual orientation, age, and pregnancy and maternity. The policy sets out how leaders and trustees will monitor the effectiveness of the plan. There is an agreed accessibility strategy for the temporary school. It provides for full disability access to this two-storey building with an accessible lift, refuge points on all floors and accessible toilet facilities.

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