

Advice note for a pre-registration inspection of an academy/free school/studio school/university technical college (UTC)

School name	Lynch Hill Enterprise Academy
DfE registration number	N/A
Unique reference number (URN)	1690
Inspection number	451640
Inspection dates	24 July 2014
Reporting inspector	Sheila Nolan

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Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

Lynch Hill Enterprise College will open in temporary accommodation on the same site in Slough as the existing Lynch Hill Primary Academy. In its first year it will provide only for Year 7 pupils. Permanent accommodation is under refurbishment closer to Slough town centre and is expected to be completed in time for September 2015. The Enterprise Academy will be part of the Lynch Hill Multi-academy Trust.

The academy is due to open on 8 September 2014. It has applied to be registered to admit 1,140 pupils aged 11 to 19 years. The number of Year 7 pupils registered for enrolment in the first year is currently 79. At present, two of the enrolled pupils have statements of special educational needs and a further 12 pupils are deemed as requiring additional support for known barriers to learning. The academy has no specific religious affiliation and intends to promote a culture of high expectations, personalised to students' abilities and aptitudes. The curriculum will be underpinned by the needs of local businesses, particularly technology, engineering, mathematics and science. Within the local area, there is a significant need for a highly skilled work force.

Compliance with the regulations

Spiritual, moral, social and cultural development of pupils

The academy is likely to meet all of the regulations, but implementation could not be seen. The academy intends to improve the transition from primary to secondary school in order to maintain fast rates of progress made in earlier key stages. Years 7 and 8 will be structured on a primary model, but will include all the elements of the national expectations for secondary schools. The academy plans to encourage independent learning in its pupils through a wide range of resources, but will draw particularly on modern technologies. All pupils will have a personal mentor to support their learning and development. There is an explicit intent to foster strong supportive relationships between home and school.

Central to its planned provision for the personal, social and health education of the pupils is the personalised programme of 'learning and thinking skills'. The main themes are citizenship, learning, managing information, relating to people and managing situations. These areas are intended to encourage 'the growth of

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

responsible adults, active citizens, inquisitive life-long learners and competent skilled employees'. A wide range of opportunities is planned for pupils to explore and learn to tolerate the diverse faiths and traditions within the school and local community, which also reflect the changing make up of British society. There is planned rich provision for extended activities beyond the timetabled school day. These include visits to learn the workings of public institutions and services in England.

Religious education, citizenship and personal well-being have planned schemes of work to be delivered within the timetable. These courses are designed to deepen the pupils' understanding of the requirements of the workplace and of what it means to be a law-abiding citizen. These courses are designed to build on the existing successful practice within the primary academy of valuing and celebrating diverse traditions and cultures and of strengthening pupils' grasp of global issues. There is a secure basis in the religious education programme to help stimulate the pupils' spiritual development. Training and proposed monitoring schedules are aimed carefully at ensuring staff adhere to the academy's intended ethos of promoting equality and respecting difference. Particular attention is planned to ensure that British values are well promoted and that balanced views are presented on all political, social and religious matters.

Welfare, health and safety of pupils

Scrutiny of the documentation and on-site visits indicate that all regulations are likely to be met. Policies for managing confidential reporting (whistle blowing), safer recruitment, child protection and safeguarding, behaviour for learning, work policy and anti-bullying have been prepared in accordance with requirements. The behaviour policy emphasises the encouragement of pupils to take responsibility and develop leadership skills. Pupils are to be encouraged to be actively involved in the school council and to gain experience of such matters as controlling a delegated budget. There are clearly laid-out plans for sanctions and rewards and how these are to be applied. The multi-academy trust is intending to set up a Combined Cadet Force to foster links with technology sections of the Armed Forces, such as the Royal Electrical and Mechanical Engineers. The executive headteacher, previously headteacher of the primary academy, and senior staff have been trained in safer recruitment and child protection.

A member of staff has an up-to-date first-aid qualification. For some other members of staff, training is planned for before the academy opens. The executive headteacher has the required qualifications to take on the role of child protection officer and training is planned for all staff before the start of term, so that requirements are likely to be met. The health and safety policy statement and risk assessments have been completed for all required aspects. Fire safety requirements are likely to be met as the academy will open within the existing primary academy building which already meets requirements. Admission and attendance registers will be maintained electronically and manually and their formats meet requirements. The academy's three-year accessibility plan details arrangements to review and improve access for disabled students.

Suitability of staff, supply staff, and proprietors

All the required vetting checks on appointed staff and members of the governing body are captured in a single central record which meets requirements. The academy does not intend to employ supply staff, but has appropriate procedures in place to conduct the required checks if need be. However, the implementation of the latter checks could not be seen.

Premises of and accommodation at the school

A tour of the existing building, together with sight of the architect's plans, confirms that for the first year, minor refurbishment of the building is likely to enable it to meet the regulations in readiness for opening in September. Classroom accommodation will be sufficient for the projected numbers on roll in Year 7. There is a suitable number of washrooms available, with safely regulated hot water, including an existing washroom for disabled users. Heating, lighting and fire safety systems are likely to meet requirements, given the siting of the accommodation within the existing primary academy. Pupils will have ready access to drinking water and arrangements for access for disabled pupils are sound. A medical room, complete with a hand basin, with an adjacent washroom, is already available and meets requirements. For lessons in physical education, the new academy will initially use the sports facilities, showers and changing facilities at the primary academy. The site has manageable outside spaces for recreation.

Provision of information

The provision meets all regulations.

Manner in which complaints are to be handled

The provision meets all regulations.

Recommendation to the Department for Education

Registration

- **YES. This school is likely to meet all regulations when it opens and is recommended for registration.**

Recommended number of day pupils: 1,140 (but 90 in its first year)

Recommended number of boarders: Recommended age range: 11–19

Recommended gender of pupils: Mixed

Recommended type of special educational needs: N/A.