

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

School name	Eden Leadership Girls' Academy, Birmingham
DfE registration number	4035
Unique reference number (URN)	147201
Inspection number	10103164
Inspection dates	03/07/2019 to 03/07/2019
Reporting inspector	Niall Gallagher



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 2008.¹ 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

The inspector toured the temporary school site with a leader from the multi-academy trust and the site manager. The inspector also met with the trust's chief executive officer and an executive director to discuss their plans for opening the school. The inspector reviewed a wide range of school documentation, including the school's safeguarding arrangements and plans to support pupils' spiritual, moral social and cultural development.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	600, initially 262 in September 2019
Age range	11 to 16
Gender of pupils	Female
Type of special educational needs	Not applicable

Context of the school

Eden Leadership Girls' Academy is a proposed 11–16 free school. It will be part of the Star Academies Multi Academy Trust and will have an Islamic faith ethos. The school is scheduled to open in September 2019 on a temporary site in the Balsall Heath area of Birmingham. The temporary accommodation consists of interconnected modular buildings that have been carefully designed to ensure that the building is fit for purpose and suitable for secondary education. The school will relocate to a permanent site in the Small Heath area of Birmingham in September 2020. There are 262 pupils registered to join the school in September 2019. Almost half of the pupils will start in Year 7. The remaining pupils will enter at different points from Years 8 to 11. This is to accommodate pupils who are currently educated at a neighbouring secondary school that is due to close in August 2019.

Advice to the Secretary of State for Education

Overall outcome	The school is likely to meet all the independent school standards when it opens.
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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.

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. Leaders have developed comprehensive plans to support pupils' spiritual, moral, social and cultural education and to prepare pupils well for life in modern Britain. The school has a clear vision to develop excellence, character and service. Pupils will be encouraged to serve the local community by volunteering up to 100 hours per year. They will be taught about different faiths and will celebrate religious festivals such as Christmas and Yom Kippur. Leaders have established a link with an anti-prejudice charity to support their work to teach equality and respect. Through citizenship lessons and personal, social, health and economic education lessons, pupils will be taught the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. Pupils will have the opportunity to join a school council and to take part in speaking events organised by Members of Parliament. A neighbouring school within the trust is establishing a Royal Air Force cadet unit and leaders plan for pupils from this school to be able to access this and many of the other opportunities available there.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all of the standards in this part. Leaders have developed effective policies to keep pupils safe. These policies are already working well in the other schools within the trust. Through the teaching of equality, tolerance and respect, leaders are seeking to create a harmonious school community. They have carefully considered plans and policies for encouraging good behaviour with a heavy emphasis on praise. Leaders will implement a 'five to one' policy, with the expectation that staff will provide five times more rewards than sanctions. Leadership will be encouraged throughout the school with plans to appoint anti-bullying ambassadors and peer mentors. Leaders plan to take pupils' well-being seriously. They show a strong awareness of the issues that could affect the pupils in the school, including child sexual exploitation and grooming. Leaders have plans to protect pupils from these potential risks, as well as plans to support their mental and physical well-being.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all of the standards in this part. Leaders have adopted the policies and procedures that are working well in the other schools within the trust to ensure that those appointed to work in the school are suitable to work with children. Leaders have already implemented a recruitment and selection policy. The policy is comprehensive and covers all aspects of the employment and selection process, including the necessity for at least one member of any employment selection panel to have been trained in safer recruitment. Leaders have recorded the checks that have taken place for the staff that have already been appointed to work

at the school, including the date the checks were made. This information is recorded accurately in a single central record that is fully compliant.

Part 5. Premises of and accommodation at schools

The school is likely to meet all of the standards in this part. Leaders have worked closely with the local authority and the building contractor to ensure that the modular building on the temporary school site is fit for purpose and will be ready for occupation in September 2019. The two-storey building comprises a range of teaching spaces including standard classrooms, science laboratories and art rooms. There is also a multi-use space for assemblies and dining. There are toilets located throughout the building and a designated first aid room. There is an outside recreation area for pupils, which will also be suitable for small group games. Leaders plan to teach physical education, however, at a neighbouring school that is part of the same multi-academy trust. Leaders have ensured that there is suitable internal and external lighting and there are good acoustics in all classrooms. The building is fitted with a fire warning system and leaders have identified appropriate muster points in the case of a fire emergency. Leaders have plans to ensure that any risks associated with fire are minimised.

Part 6. Provision of information

The school is likely to meet all of the standards in this part. The proposed school is part of a large multi-academy trust. Many of the policies that will be adopted at this school are policies that are already working effectively across the rest of the trust's schools. Leaders are fully aware, however, of the local issues that could affect this school and have adapted the policies appropriately where necessary. All the policies are available to parents.

Part 7. Manner in which complaints are handled

The school is likely to meet all of the standards in this part. The complaints policy is compliant and available to parents. The policy provides information about how to complain and how complaints will be handled. The policy sets out clear timescales for managing complaints and allows for a complaint to be made and considered initially on an informal basis. The policy ensures that, where there is a panel hearing, one panel member is independent of the management and running of the school. It also allows for a parent to attend and be accompanied at a panel hearing if they wish. The policy also sets out how the outcome of a complaint will be communicated and how information relating to complaints will be stored.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all of the standards in this part. The proposed school will be part of a large multi-academy trust with schools clustered in three areas; the north of England, the West Midlands and London. Leaders demonstrate significant capacity to lead and manage the proposed school. The governance structure has a clear scheme of delegation. Members of staff will have access to a range of networks within the trust as well as strong provision for their professional development. For

example, the special educational needs coordinator (SENCO) will join the trust's SENCO network. Likewise, the designated safeguarding lead will receive support, supervision and training from the trust's chief safeguarding leader as well as other colleagues in the trust who have similar roles.

The well-being of pupils is likely to be supported very well throughout the school, not least through the support that they will receive from staff and leaders' emphasis on excellence, character and service. Pupils will have access to a wide range of opportunities and experiences that will prepare them well for life in modern Britain.

Leaders demonstrate the knowledge, skills and capacity required to ensure that the school meets the independent school standards consistently.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements in this part. Leaders have produced a clear accessibility plan that sets out how they will ensure that the temporary building will be made accessible to pupils with disabilities. The plan identifies how leaders will increase the extent to which pupils with disabilities can participate in the school curriculum and sets out clear timescales for achieving their aims.

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