

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

School name	Wren Academy Enfield
Department for Education (DfE) registration number	308/4003
Unique reference number (URN)	143924
Inspection number	10148532
Inspection dates	22/06/2020 to 25/06/2020
Reporting inspector	Tracy Hannon 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 2008.¹

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 inspection was carried out during the COVID-19 (coronavirus) pandemic. As a result, we could not visit the school site or meet with the proposer in person. The inspector held telephone discussions with the chief executive officer (CEO), the chair of trustees and the trust safeguarding leader. The inspector viewed a virtual tour of the temporary school site, reviewed the architect's plans, scrutinised information available on the school's website and reviewed a range of policies and procedures. Using the available information, the inspector is able to give sufficient assurance that the school is likely to meet the independent school standards.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,240
Age range	11 to 18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The establishment of Wren Academy Enfield is in response to the local need for more school places and parental choice for a better-quality education. There is currently no planning permission in place for the permanent, purpose-built site at Chase Farm. Plans are in place for a temporary site at Chase Farm to be ready for September 2021.

Wren Academy Enfield will open in September 2020 in temporary accommodation, sharing the site with Aim Academy in Ponders End for one academic year. This temporary site is approximately 3.5 miles away from the proposed site. Pupils will be transported by coach into the school. The school's initial intake will be for 184 pupils in Year 7. It will continue to take a similar number of pupils into Year 7 in each year.

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.

The final capacity of the school will be 1,240 pupils across key stage 3 and key stage 4 and 300 students in the sixth form.

The trust also runs an all-through school, Wren Finchley. As part of the trust, the new school will have access to a range of high-quality leadership and management expertise.

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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Compliance with The Education (Independent School Standards) Regulations 2014

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

The proposed school is likely to meet all the regulations in this part. Leaders have thought carefully about how they will prepare pupils for growing up in a diverse society. They have clear plans in place to ensure that pupils will be accepting of difference, including those with protected characteristics. The planned provision and policies are very strong and likely to prepare pupils very well for life in modern Britain.

Part 3. Welfare, health and safety of pupils

The proposed school is likely to meet all the standards in this part. Leaders' plans form a strong basis for staff to ensure pupils' well-being and safety. Well-established trust-wide policies are being adapted to suit the new school. Safeguarding policies are comprehensive and are in line with the latest guidance from the Secretary of State. Leaders are clear about the local risks for pupils, including radicalisation, county lines and knife crime. There is a strong focus on attendance and self-discipline. Leaders have set out very clear rewards and sanctions alongside the principles of restorative justice. The behaviour and anti-bullying policies promote good behaviour. Leaders have thought carefully about ensuring that policies and practice will meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). There has been proper consideration given to the safety of pupils given the complexity of the shared school site. This aspect of provision is likely to be very strong.

Part 4. Suitability of staff, supply staff and proprietors

The proposed school is likely to meet all the regulations in this part. The required checks on adults who will work in the school are being made and recorded on the single central register appropriately. Similarly, appropriate checking and recording systems are in place for governors and trustees. Leaders demonstrate a strong understanding of safer recruitment practices.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements of this part. The temporary school building was used as a school until September 2019. It is now an unused wing of a school. It is well proportioned, and it is likely that acoustic and lighting requirements will be suitable. There is space to play in the playground and space for physical education. There are enough toilets and washing facilities to meet requirements. There is accommodation for the short-term care of sick and injured pupils. Care has been taken to ensure that pupils can access the site safely, including a thorough travel plan that considers how pupils can be safely transported by coach to the temporary site.

Part 6. Provision of information

The school is likely to meet the requirements in this part. The school's website is being populated with helpful information for parents, including access to school policies. Leaders have a well-established reporting system to inform parents of their child's attitude to learning, behaviour and their progress. The appropriate contact details for the school and the trust are available on the school's website.

Part 7. Manner in which complaints are handled

The school has adopted the multi-academy trust's suggestions and complaints procedure. The procedure is comprehensive and clearly outlines the procedures that parents can follow should they have a complaint. The policy provides parents and leaders with the relevant stages of a complaint and timescales. Each stage clearly communicates the school's escalation, investigation and record-keeping processes.

Part 8. Quality of leadership in and management of schools

This standard is likely to be met. The trust has a clear track record in opening and running a similar school successfully. There are strong central systems in place within the trust to oversee the leadership and management of a school, as well as the regulatory requirements. School leaders are experienced in educational leadership and demonstrate a thorough understanding of their roles. They articulated a useful understanding of their local context and demonstrated strong moral purpose in their ambition that all pupils succeed. Leaders have the necessary skills and knowledge to ensure that pupils will achieve academically and personally. They have due regard for pupils' well-being and safety.

Schedule 10 of the Equality Act 2010

The school is likely to meet the requirements of schedule 10. Leaders demonstrate a strong understanding of the requirements of an equalities policy, including that objectives are to be based on the cohort of pupils in the school when they arrive. Leaders consider the needs of pupils with SEND in a range of policies, including those that relate to behaviour, safeguarding and bullying. Fire-safety considerations for disabled pupils have also been made. An appropriate accessibility policy is in place.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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