

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

School name	Prince Albert High School
Department for Education (DfE) registration number	330/4041
Unique reference number (URN)	148553
Inspection number	10189037
Inspection dates	25/05/2021
Reporting inspector	Jane Spilsbury 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](#).

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.¹

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 and the principal designate. The inspector toured the school site.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	1,260 – initially 180 in Year 7
Age range	11 to 18
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

Prince Albert High School will be the first secondary school in the Prince Albert Community Trust (PACT). The new school, which is due to open in September 2021, will be located in a purpose-built building in the Perry Barr district of Birmingham. Initially, the school will open with up to 180 Year 7 pupils. Numbers are expected to rise year on year as new cohorts join each September. The final capacity of the school will be 1,260, including 360 sixth-form places.

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

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 the relevant requirements in this part. Appropriate plans and policies are in place that, if implemented effectively, will ensure that pupils' spiritual, moral, social and cultural development (SMSC) is a high priority in Prince Albert High School. This is because leaders propose a comprehensive citizenship curriculum, covering personal development, SMSC, careers advice and guidance, and pupils' well-being. The planned wider curriculum builds on the culture and ethos of the existing primary schools in the PACT.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the relevant requirements in this part. Leaders intend to record pupils' attendance in every lesson in the new school. Absences will be followed up quickly. Early help and mentoring are put in place proactively in the existing trust schools. This is a robust process that will be replicated in the secondary school.

Relevant trust-wide policies are in place including behaviour, anti-bullying, risk assessment and fire evacuation, as are systems for recording events such as behaviour incidents, accidents and medicine administration. Leaders plan to adopt and implement these policies effectively in the new school.

The proposed behaviour policy and framework are comprehensive. Parents and pupils will have remote access to information about pupils' rewards or 'credits', as well as sanctions. This system is already in use in PACT primary schools and has been adapted to meet the needs of secondary-age pupils.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all the relevant requirements in this part. Leaders have put in place a single central record that will document all the required pre-employment and vetting checks for staff employed at the school. Currently, records have been completed for the newly appointed headteacher, members of the local academy board and the chair of the trust board. New staff will be added as they are appointed. The safer recruitment policy is comprehensive and consistent with current government safeguarding guidance.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the relevant requirements in this part. Pupils will benefit from a purpose-built school, with generous and flexible teaching spaces, including science laboratories and art, music, drama and technology rooms. Once

completed, the building will provide a high standard of accommodation to ensure that pupils' health, safety and welfare are maintained.

Considerable thought has gone into the design of the building, including the acoustics in and around the common spaces and atriums to reduce noise.

Separate toilets for boys and girls are provided, along with disabled toilet facilities, on each floor. It was not possible to check the temperature of the water in the wash-hand basins because these facilities are not yet completed. However, there are plans to install systems to regulate the temperature of the water. Similarly, drinking water points are indicated on the building plans but have not yet been installed.

Once completed, the planned medical and first-aid facilities, including facilities for wheelchair users, will be fit for purpose. A lift provides access to all floors for all pupils. Fire evacuation plans are in place, including refuges for those who need assistance to leave the building.

The outdoor space provided for play and sports is adequate. Plans for outdoor lighting suggest that car parks and footpaths will be well lit, although it was not possible to confirm this on inspection.

Part 6. Provision of information

The school is likely to meet all the relevant requirements in this part. Leaders plan to provide reports to parents in the new secondary school modelled on existing PACT primary school reports. These capture the progress and development of the whole child, beyond their academic progress. This reflects the trust's vision for the school to cater for pupils' holistic needs.

The special educational needs and disabilities policy sets out clearly how pupils' needs will be addressed and how parents will be informed and consulted about their child's progress. This and other policies, including the safeguarding policy, are available on the school's website.

Part 7. Manner in which complaints are handled

The school is likely to meet all the relevant requirements in this part. The school's complaints procedure includes a three-step process, as well as clear timelines for the efficient handling of complaints. The policy is available on the school's website.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the relevant requirements in this part. Trust and school leaders demonstrate strong capacity to lead the new school. Members of the local academy board are experienced and knowledgeable. They have ensured that the ethos of the new secondary school will share the trust's values, vision and ambition, building on pupils' experiences in PACT primary schools.

Robust, trust-wide safeguarding policies and practice will be implemented in the new secondary school.

Schedule 10 of the Equality Act 2010

The school is likely to fulfil the requirements under Schedule 10 of the Equality Act 2010. This is because, in line with PACT values, the school's commitment to equality and diversity, respect and fairness underpins all the relevant school policies. For example, the school's equality statement includes a commitment to treating everyone equally but not necessarily the same, eliminating barriers to academic progress and personal development.

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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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