

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

School name	Trinity Academy St Edwards
Department for Education (DfE) registration number	370/4013
Unique reference number (URN)	148561
Inspection number	10189019
Inspection dates	05/07/2021
Reporting inspector	Patricia Head

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, the principal designate and other senior leaders. The inspector toured the school site that is intended for interim use from September 2021. The inspector discussed plans for the proposed school site.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	900
Age range	11 to 16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

The new provision is a secondary school within the Trinity Multi-Academy Trust. Trinity Academy St Edwards is a new-build project. The new school will be located on a large site in the Kingstone area of Barnsley.

The school will open in September 2021. It will initially be located in a refurbished building in Barnsley's town centre. This interim site is approximately two miles from the proposed permanent site. The school will take up to 180 Year 7 pupils in September 2021, followed by a further Year 7 intake of up to 180 pupils in September 2022. The plan is to move into a new, state-of-the-art building on Keresforth Close in September 2023. The final capacity of the school will be 900.

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.

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.
------------------------	---

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 requirements in this part. School leaders recognise the importance of the spiritual, moral, social and cultural development of pupils. Leaders have audited each long-term subject plan and identified opportunities for pupils' spiritual, moral, social and cultural development. The plans for personal, social and health education explain how pupils will be taught about health and well-being, relationships and living in the wider world. There is a programme of collective worship, which includes a wide range of festivals from different faiths and religions.

Leaders have given careful thought to the books that pupils will read in form time. These books celebrate different cultures and will help to broaden pupils' understanding of the world around them. Leaders have plans for visiting speakers. These speakers will share their experiences as civic leaders in the town. Leaders will ensure that no partial or inappropriate views are shared by any visitors to the school.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part. There is a comprehensive safeguarding policy in place. The policy is compliant with current government guidance. The designated safeguarding lead is experienced and knows how to get help for pupils if they need it. The principal has set up training for staff in all aspects of safeguarding and child protection. The designated safeguarding lead and her deputies will receive enhanced training.

The principal has a clear view of how behaviour will be managed in the school. He has developed a behaviour policy which is supported by a framework for rewards and sanctions. There is an anti-bullying charter in place. Staff know what to do to support pupils and model behaviour around the school.

The policy documents for health and safety, fire prevention and first aid are all in place. The principal will provide staff with training and supervision to ensure that school systems are implemented correctly. The fire risk assessment is extremely thorough. School leaders are aware of how much work there is to do to address the identified fire risks in the building that is being refurbished for September 2021. This work is underway at present. The proposer has booked a follow-up fire risk assessment to be done before leaders open the building to pupils.

The principal has thought carefully about the supervision of pupils and how to reduce any risks they might face. The building that will be used from September 2021 is in the middle of a town centre. It will have a secure perimeter fence and entry system. The school entrance is close to a busy highway and a large public car park. There is no buffer zone around the school. This means the school's outdoor social areas can be seen through the perimeter security fence. School leaders are working closely

with partners from the DfE to ensure that the building is secure and there are sufficient social spaces for pupils. School leaders have planned duty rotas carefully so that there are staff at key points around the building at the start and end of the day and at break and lunch times.

Part 4. Suitability of staff, supply staff and proprietors

The school is likely to meet all the requirements in this part. Leaders are trained in safer recruitment and understand their responsibilities. There is a trust-wide human resources team. The leader of this team brings additional expertise to the senior leadership team of the school. The proposer has ensured that checks have been completed on staff, members of the trust board and governors of the proposed school in line with statutory requirements. The school's single central record and supporting documents are well organised and accurate.

Part 5. Premises of and accommodation at schools

The school is likely to meet all the requirements in this part. The new-build project will not be ready to open until 2023. From September 2021, the school will be housed temporarily in a large, self-contained building in Barnsley's town centre. This building was recently used for post-16 education. The building requires significant refurbishment and this is still at an early stage. There are weekly meetings between trust leaders and regional project leaders from the DfE. The principal also meets weekly with the contractor's site manager. The capital project lead for the DfE is confident that the work will be completed by the contractor's proposed handover date of 31 August 2021.

The building is light and airy. There is a welcoming entrance lobby and plenty of classrooms and office spaces. There is a lift for disabled access and a medical room. There are sufficient toilets for staff and pupils. Drinking water stations are being installed around the building.

There are plans to make two large social areas for pupils inside the building. The outdoor space is limited but adequate for pupils to be able to socialise outside. Physical education lessons will take place at a local sports centre. School leaders have sole use of parts of this sports centre for two half-days a week. The principal has completed a risk assessment for travel to, and use of, the sports centre.

The new-build school is on an extensive site. The plans for the new permanent building show details of a high-quality provision that will meet all required standards.

Part 6. Provision of information

The school is likely to meet all the requirements in this part. There is a school website in place. The principal has ensured that all required information and policies are on the website or available on request. The safeguarding policy is compliant with current government guidance. This policy is easy to access from the school's website.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. Leaders have developed a policy, which is published on the school's website. The policy explains how to make a complaint, and by when leaders will respond to any complaint. The proposer has ensured that there is an independent panel who will look into complaints, if required. The principal has a system in place to record details of complaints and the outcomes.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. Leaders are knowledgeable and experienced. They are fully committed to the needs of the pupils in their community. Leaders have communicated the school's vision clearly to all stakeholders. The school's website and supporting documentation reinforce the Christian ethos of the trust. School policies convey the importance of protecting pupils and preparing them for life in modern Britain.

School leaders are backed by a well-established trust. The trust has robust central services that provide additional management capacity in health and safety, human resources and finance. The members of the trust board are experienced and knowledgeable. They are well placed to monitor the implementation of the proposed school's development plan. The trust has set up a governing body to provide additional support and challenge to school leaders. School leaders provide staff with necessary training. Staff will also benefit from the subject expertise that is available in other trust schools.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements of Schedule 10. School leaders and governors are well aware of their duties under the Equality Act 2010. They have policies in place that reflect the inclusive nature of the school and the importance of teaching pupils about protected characteristics. Leaders have developed an accessibility plan that explains how they plan to improve access to the school site and school information.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2022