

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

School name	West Bromwich Collegiate Academy
DfE registration number	4007
Unique reference number (URN)	147182
Inspection number	10103246
Inspection dates	04/06/2019 to 04/06/2019
Reporting inspector	Bianka Zemke HMI



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 undertook a tour of the school site, scrutinised information that the trust had sent to the Department for Education and reviewed a range of policies and procedures. She held discussions with the members of the trust's executive team, including the chief executive officer and the headteacher of the proposed new school.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	750, initially 175 in September 2019
Age range	11 to 16
Gender of pupils	Mixed
Type of special educational needs	Not applicable

Context of the school

This new provision is a secondary free school, a part of the Shireland Collegiate Multi-Academy Trust. West Bromwich Collegiate Academy will be located on a new site near the town centre of West Bromwich and housed in purpose-built accommodation. The premises are reaching the final stages of construction and are set to be completed in August 2019.

The school is to open in September 2019. In the first year, the intention is to have Year 7 on site only, the ground and first floor of the building are to be used primarily. In the future, as the school population grows, there are further phases of building work planned to ensure that the school can accommodate the proposed number of 750 pupils.

The Shireland Collegiate Multi-Academy Trust has already successfully designed and delivered a number of secondary and primary academies. As part of the Trust, the new school will have access to a range existing of policies, procedures, facilities and support.

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.

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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Compliance with The Education (Independent School Standards) Regulations 2014

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

The school's policies reflect its core values of 'literacy for life' which include a strong focus on teamwork, ambition and respect. Leaders have carefully outlined, in the information for parents and the content of their policies, these values. The school's work is likely to develop pupils' personal development and knowledge of fundamental British values. Leaders have diligently mapped the ways in which their vision statement and curriculum actively promote fundamental British values, and seek to develop pupils' self-knowledge, self-esteem and self-confidence. The implementation of their policies and procedures should enable pupils to distinguish right from wrong and encourage respect for other people. Provision in this aspect is strong.

The school is likely to meet all of the standards in this part.

Part 3. Welfare, health and safety of pupils

Policies are in place that cover safeguarding, child protection, behaviour, bullying, first aid, pupils' attendance, supervision, admissions, health and safety and risk assessments. All of these policies comply with the relevant guidance.

The safeguarding policy is clear and sufficiently detailed. It outlines the roles and responsibilities of staff, highlights key local concerns and is adapted to the school's specific context with local contacts for different agencies. Leaders have planned a six-day training programme for all staff in August 2019 so that they are sufficiently trained, including in safeguarding, in readiness for the opening of the school.

The behaviour and anti-bullying policies are sufficiently clear and detailed. They show who is responsible for dealing with issues, how staff can escalate concerns and how pupils will be supported.

The school is likely to meet all of the standards in this part.

Part 4. Suitability of staff, supply staff and proprietors

The single central record is already in place. This records the required checks made on staff and governors. Strong systems are in place to undertake these checks for new employees.

The school is likely to meet all of the standards in this part.

Part 5. Premises of and accommodation at schools

The school is set to benefit from a purpose-built building that is currently in the final stages of construction. Some classrooms and office spaces have been completed. The school premises are sited in an attractive open space, which provides the

potential for opportunities to use the extensive outside spaces. When complete, the building should meet all current requirements, including, for example, provision for first aid, toileting and medical facilities. The plans for further extensions of the building as the school population grows are well advanced and show details of high-quality provision in all requirements.

The school is likely to meet all of the standards in this part.

Part 6. Provision of information

All the required policies are in place and available to parents, including an up-to-date safeguarding policy. The website is in the course of being competed with the most recent policies and information planned to be included. Copies of policies will also be made available on request.

The school is likely to meet all of the standards in this part.

Part 7. Manner in which complaints are handled

The complaints policy is to be made available on the school's website. On induction, parents will be advised that paper copies are also available via the parents' handbook. Leaders have already drafted the parents' handbook which mentions the complaints policy. They have also designed and populated their new website, making it clear that the complaints policy will be made available. The complaints policy meets all current requirements. It is clearly written and provides reasonable timeframes within which complaints will be handled.

The school is likely to meet all of the standards in this part.

Part 8. Quality of leadership in and management of schools

The trust already has experience of opening and running a number of academies. They have a very secure understanding of the independent school standards having already fulfilled them successfully. School leaders are likely to benefit from a range of ongoing support, robust procedures and clear policies.

Leaders have established high-quality policies which have the potential to provide strongly for the welfare, health and safety of pupils. Leaders are also clear about how they will continue to monitor provision so that the independent school standards are met consistently, and they have the necessary skills and knowledge to do this. The ongoing support from the trust for the school's leaders is a clear strength.

The school is likely to meet all of the standards in this part.

Schedule 10 of the Equality Act 2010

The school is likely to meet all of the requirements. The policy for equalities identifies groups. It is clear about how to support each group of pupils protected by the act

and monitor impact. Plans for the new permanent building show that features such as lifts and adaptations are included.

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