

Frobel Independent School

67–73 Longbridge Road, Barking IG11 8TG

Inspection dates

9–10 February 2021

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- Leaders are committed to providing a broad range of subjects based on the national curriculum. They aim to enable pupils to go on to further study and fulfil their potential. Leaders have included all the required areas of experience and subject plans are in place. The school has specialist accommodation for practical science and information and communication technology.
- Subject plans refer to a range of resources. However, these resources are not in place. At present, there are only the resources used by the tuition centre. These are limited in scope and focused on GCSE examinations. The school library contains appropriate literature, but the range is limited.
- The careers programme is well planned. Leaders have used published guidance and established benchmarks to evaluate the provision. All pupils will have access to a careers adviser.
- The headteacher has a clear vision for how the curriculum will be delivered and the support and training that staff will need to do this effectively. There are systems in place so that leaders can check teachers' planning and the progress that pupils make in learning and remembering more subject content. This includes pupils who speak English as an additional language and pupils with special educational needs and/or disabilities (SEND).
- The requirements in this part are unlikely to be met.

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

All paragraphs

- Leaders' plans promote pupils' spiritual, moral, social and cultural development effectively. This includes fundamental British values, the public institutions of Britain and the democratic process. All pupils will study citizenship.

- The focus on pupils' personal development supports pupils' understanding of good behaviour, anti-bullying and equalities, including the protected characteristics.
- Leaders' policies and curriculum plans are comprehensive and detailed. These are supported by a range of other documentation, such as plans for enrichment activities, a focused 'days-off' timetable, assemblies and tutor time.
- The requirements in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Leaders do not apply their safeguarding training and knowledge to all aspects of the proposed school. Leaders have not assessed and acted on the risks posed by the multi-use site and the unsuitability of the outside space. This puts pupils at risk of harm.
- In addition, associated with these features of the site, leaders have not considered the supervision of pupils on- and off site. Risk assessments are not in place.
- Leaders are taking steps to develop a culture of safeguarding in other aspects of their work. Leaders have clear procedures in place to train staff and to record and report concerns about pupils' welfare. Leaders know where to go for advice and understand the need to work with the local authority. Leaders can assess the local risks of radicalisation and extremism to pupils.
- The behaviour and anti-bullying policies meet requirements. These policies are focused on the welfare of pupils, and expectations of staff are clear. Recording systems are ready.
- Leaders have ensured that the admissions and attendance registers are ready for use. Leaders understand how to code absence. They know how to follow up with the local authority when pupils leave the school.
- Health and safety records, including checks on fire extinguishers and fire alarms and other checks, are in place.
- The requirements in this part are unlikely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- Leaders are knowledgeable about safer recruitment. The headteacher has completed the necessary training and knows the process from advertising through appointment to staff induction. Leaders understand the guidance and how to use it to ensure that all the pre-employment checks on staff are completed and recorded.
- The requirements in this part are likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The school does not have changing rooms and suitable showers for pupils. There is one shower in an outside building. This is not suitable and has no internal entrance from the building.
- The school's outside space is not suitable for the planned number of pupils. Leaders intend to use a nearby park and leisure centre, but have not taken steps to make these arrangements. Leaders also suggested that they could stagger breaktimes for different year groups, but timetables do not reflect this.
- Other independent school standards in this part are likely to be met. The school has a suitable medical room with a sink and access to toilets. There is drinking water available for pupils, suitable toilets and washing facilities. The building is well maintained.
- The requirements in this part are unlikely to be met.

Part 6. Provision of information

All paragraphs

- The school has produced suitable information for parents and carers and made the documentation available to them through the school website. The website is comprehensive and detailed.
- The requirements in this part are likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- Leaders have prepared a policy for managing complaints. The documentation meets requirements.
- The requirements in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- There are systemic weaknesses in leadership and management. These arise from the use and nature of the school site and the lack of formal arrangements for governance.
- The school site will be shared with an after-school tuition centre and an examination centre. Leaders have not considered how to manage the multi-use site and keep pupils safe at different times of the day and during examination times.
- Leaders have not considered how to draw up and manage documentation, such as risk assessments, that are common to the different organisations. This puts pupils at risk of harm.

- Leaders have not considered the limitations of the outside space. Leaders say that they intend for pupils to use the local park and leisure centre. However, they have not taken steps to get contracts and firm bookings. They have not considered how pupils will be supervised.
- During the inspection, in an attempt to meet the independent school standards, the proprietor obtained a booking with a leisure centre. However, leaders have not taken time to consider all the aspects, such as choice of sports, travel, timetabling and risk management.
- The proprietor has not made suitable arrangements for governance to hold the headteacher to account and fulfil their responsibilities for safeguarding. The proprietor can describe the skills he would want governors to have and how he intends to link them to subject areas. However, he has made no progress in vetting and appointing governors, developing terms of reference or setting up committees for the governing body.
- There are some strengths in leadership. The headteacher and the proprietor have a clear vision for the school and what they want pupils to experience and achieve. They have reviewed the IT systems needed to run the school and are improving them. They are enthusiastic and focused on finding solutions to any problems they encounter.
- The requirements in this part are unlikely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have put an accessibility plan in place.
- These requirements are likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	148244
DfE registration number	301/6008
Inspection number	10172022

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	Frobel Independent School Limited
Chair	Abdul Hameed Khan
Headteacher	Yasmin Iqbal
Annual fees (day pupils)	To be confirmed
Telephone number	0788 865 5571
Website	www.frobels.co.uk
Email address	info@frobels.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–16	11–16
Number of pupils on the school roll	N/A	75	75

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	75

Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	To be confirmed
Of which, number of pupils with an education, health and care plan	N/A	To be confirmed
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	To be confirmed

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	To be confirmed
Number of part-time teaching staff	0	To be confirmed
Number of staff in the welfare provision	0	0

Information about this proposed school

- Frobel Independent School intends to register as an independent day school. It is in the London Borough of Barking and Dagenham.
- The school intends to cater for pupils aged 11 to 16 years.
- The school plans to occupy the building at 67–73 Longbridge Road, Barking. This was formerly a parade of shops that has been converted for educational use.
- The proprietor is also the founder and director of Frobel Learning, which is a tuition centre and an examination centre, and Saein Club Barking, which is a childcare provision. All the organisations are registered at the address of the proposed school.
- The school does not have a governing body.

Information about this inspection

- This was a pre-registration inspection. It was the school's first pre-registration inspection.
- The inspection was conducted with two days' notice.
- Most of the inspection was carried out remotely because of COVID-19 (coronavirus) restrictions. The proprietor and headteacher met with inspectors. Inspectors scrutinised documentary evidence.
- An inspector made a site visit to check the standards in Part 5 and some in Part 3.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Mark Smith

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
 - 29(1)(b) pupils to play outside.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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