

The Regis Academy

8 Brasshouse Lane, Smethwick B66 1RA

Inspection date

31 March 2021

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4

- The proprietor body has sought the advice and guidance of an external consultant to support the development of the curriculum policy, schemes of work and plans. The proposed curriculum is based on the National Curriculum. The schemes of work are supported by the personal, social, health and economic (PSHE) and relationships and sex education (RSE) policies. The school is proposing to use the Sandwell Agreed Syllabus to deliver religious education.
- The schemes of work clearly reflect the aims and objectives of the National Curriculum. For example, in English, the schemes of work identify the progression of skills in grammar that will be taught from Years 3 to 6. Leaders are committed to ensuring that pupils learn to read. They recognise that many of their pupils are likely to have large gaps in their reading skills and have plans in place to help pupils catch up quickly to enable them to access the whole curriculum.
- The school intends to use a purchased scheme of work for mathematics. This scheme is likely to enable pupils to build on their mathematical knowledge and skills overtime. The science schemes of work cover the required key stage 2 objectives in physics, chemistry and biology. There are schemes of work in place for all the subjects contained within the National Curriculum. The special educational needs policy outlines how the curriculum plans and schemes will be adapted to meet pupils' specific needs.
- The proposed timetable indicates that pupils will receive full-time, supervised education providing them with experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The assessment policy outlines how pupils' progress will be tracked and recorded, including how pupils' progress will be reported to parents.
- The proposed PSHE curriculum is based on a commercial scheme of work. Leaders have supplemented this scheme with the proposed school values including friendship,

hope and thankfulness. The school will work with outside agencies to ensure that the PSHE and RSE curriculums are fully delivered. For example, leaders will work with the health service to ensure that teachers have the necessary training to prepare them to teach pupils sensitively about puberty. The PSHE, RSE and fundamental British values policies will teach pupils about respect and will cover all the protected characteristics.

- Leaders have ensured that these standards are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The spiritual, moral, social and cultural (SMSC) policy outlines the intended outcomes for each part of the SMSC curriculum. The school intends to supplement the SMSC teaching with extra-curricular activities, such as trips, assemblies, school productions and providing links with the local community. The proposed SMSC curriculum is supplemented by the British values policy and the PSHE and RSE policies.
- The SMSC curriculum outlines a range of ways in which pupils will be supported to develop as confident individuals. It is likely that the curriculum will promote British values and prevent pupils being exposed to partisan political views. The proposed curriculum will help pupils to understand, and pay due regard to, the protected characteristics as set out in the Equality Act 2010.
- Leaders have ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1)(c) [Part 6. Provision of information]

- The school's safeguarding policy reflects current government guidance and is available on request.
- The leader with responsibility for safeguarding is very knowledgeable about how to keep pupils as safe as possible. She participates in a wide range of safeguarding training provided through the local authority and other agencies to ensure that she is kept up to date with current issues and guidance.
- There are high expectations for all staff in terms of the range of safeguarding training that they will be required to undertake if the school is granted permission to open. This training will be updated regularly and is likely to ensure that all staff have a secure understanding of how to keep pupils safe.
- Current staff have a strong understanding of the likely vulnerabilities that pupils who attend the school may have. Leaders have clear systems ready to record and report any concerns about pupils' safety and welfare. This includes systems to deal with any allegations made against members of staff.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- There is a comprehensive behaviour and anti-bullying policy in place. It has been updated to reflect the government's COVID-19 (coronavirus) guidance for schools. The policy sets out how positive behaviour will be encouraged and rewarded, but also the consequences of any poor behaviour. There is a suitable positive physical contact

policy in place, as well as an exclusions policy. Leaders have proposed records in place to record any incidents of poor behaviour and the follow up actions that will be required to support and improve pupils' behaviour.

- The comprehensive health and safety policy covers a wide range of health and safety procedures, including manual handling, accident reporting, site security, legionella risk assessment and management, gas safety and smoking. The policy identifies the roles and responsibilities of leaders, staff and pupils and reflects a range of legislation and guidance. The policy aligns with the risk assessments in place, the fire safety information and first-aid and medication procedures.
- A tour of the site confirmed that the health and safety procedures in the policy are adhered to throughout the building. Where remedial health and safety works have been identified, leaders have taken action to ensure that the required improvements have been completed. The site is clean and maintained to a high standard. All previous health and safety concerns identified at the last pre-registration inspection have been rectified.
- The risk assessment policy details how assessments will be carried out and how the risks identified will be mitigated. A review of a range of risk assessments, including the control of hazardous materials and asbestos, confirms that staff adhere to the policy to identify any risks and how the risks will be managed.
- The fire risk assessment confirms that the school is compliant with the Regulatory Reform (Fire Safety) Order 2005. All outstanding works in the fire risk assessment have been completed. There are appropriate measures in place for fire evacuation and the maintenance of fire equipment. Three current members of staff are trained as fire marshals.
- The first-aid policy and proposed first-aid procedures set out the roles and responsibilities of staff. There is an appropriate number of staff who hold current first-aid training certificates. Reporting procedures for accidents are in place. The medical room provides a dedicated and suitable space to treat and care for sick pupils.
- The supervision policy details how pupils will be safely supervised throughout the day. Leaders have proposed attendance and admissions policies and registers in place. The procedures for recording both admissions and attendance meet current statutory guidance.
- Leaders have ensured that these standards are likely to be met.

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

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c) and 21(6)

- Leaders have completed all the required safeguarding checks on staff who are currently employed. There are systems in place to ensure that new staff appointed to

the proposed school will be recruited in line with safer recruitment guidance. Full safeguarding checks have also been carried out on members of the proprietor body. All checks are recorded on the school's single central register.

- Leaders have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- Leaders have ensured that suitable toilet and washing facilities are available for the sole use of pupils. In addition to this, medical facilities have also been upgraded to ensure that they meet the independent school standards.
- Throughout the building, there are adequate lighting, including external lighting, and acoustic conditions. Pupils will have access to drinking water at all times.
- Since the last pre-registration inspection, leaders have adapted the gates outside to enable pupils to evacuate the site quickly if needed, while maintaining the security of the site. The outdoor space is an adequate size to enable pupils to play safely. Leaders propose to use a local leisure facility to deliver the physical education curriculum. This facility is part of The Albion Foundation.
- Leaders have ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d) and 32(3)(f)

- At the time of the inspection, the school did not have a website. All the required information under Part 6 of the independent schools standards was made available before and during the inspection. Leaders have ensured that the information has been updated over the last year, including the information relating to the government's COVID-19 guidance.
- The special educational needs policy reflects how pupils will be supported. Proposed individual support plans have also been developed. Leaders have prepared reporting procedures for the use of local authority funding.
- Leaders have ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy is in writing and is made available on request. The policy sets out the timescales in which complaints should be considered, investigated and reported back to the complainant. This includes informal and formal proceedings. The policy states that an appeals panel would include a member who is independent of the school. A member of staff has been designated as a complaints officer to handle any complaints.

- Leaders have ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Following the last pre-registration inspection, the leaders and proprietor body took the decision to cease the alternative provision that was in place to enable them to focus on ensuring that the school consistently meets all the independent school standards. They addressed all the building works required to ensure that the site is safe and poses no risk to pupils' welfare, health and safety.
- In addition to this, the proprietor body and leaders brokered the services of an external consultant to support the development of the curriculum. The proposed curriculum plans and schemes of work are now likely to be suitable for the ages and aptitudes of the pupils who will attend the school.
- The trustees have appointed a chair of the proposed governing body who has experience in education and leadership. There are clear reporting structures in place to monitor the school's provision and to hold leaders to account to ensure that the independent school standards are met consistently. The trustees have also invested in providing the headteacher with training and support and are committed to further professional development for all the staff who will be employed if the school is registered.
- Leaders, members of the proprietor body, trustees and governors all demonstrated a secure understanding of the independent school standards. They also demonstrated that they have the skills to ensure that the standards are consistently met.
- Leaders have ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that the school is likely to meet the requirements of schedule 10 of the Equality Act 2010. The accessibility policy and plan set out how the school intends to be fully accessible to all and how it would cater for a range of disabilities.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	148359
DfE registration number	333/6018
Inspection number	10177041

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	Independent school
School status	Independent school
Proprietor	The Albion Foundation
Chair	James Verrier
Headteacher	Anna Pincher
Annual fees (day pupils)	£80–£90 per day
Telephone number	08712719840
Website	None
Email address	anna.pincher@albionfoundation.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	Not applicable	7 to 11	7 to 11
Number of pupils on the school roll	Not applicable	25	25

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	20

Number of part-time pupils	Not applicable	5
Number of pupils with special educational needs and/or disabilities	Not applicable	25
Of which, number of pupils with an education, health and care plan	Not applicable	Unknown
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	25

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	2
Number of part-time teaching staff	1	2
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- The proposed school is in a building owned by Sandwell local authority and leased to The Albion Foundation. Previously, it operated as a part-time alternative provision for pupils in Sandwell. However, in September 2020, leaders took the decision to withdraw the alternative provision offer and no pupils have attended since then.
- Leaders propose that the school will cater for vulnerable and disadvantaged pupils. All these pupils are likely to have special educational needs and/or disabilities in relation to their social, emotional and mental health needs. A small number are likely to have an education, health and care plan.
- The proposed school will not have any religious denomination.
- The proposed school does not intend to offer or use alternative provision.
- At the time of the inspection, the school did not have a website.

Information about this inspection

- This pre-registration inspection was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open. The inspection focused on all parts of the independent school standards.
- This is the school's second pre-registration inspection. The previous inspection was in June 2020, when the school was named The Albion Foundation. The previous inspection was conducted remotely due to the COVID-19 pandemic.
- The lead inspector met with the chair of the board of trustees and the director of The Albion Foundation, who were acting on behalf of the proprietor body. The proposed chair of the governing body was also part of this meeting, which was held via videoconferencing.
- The lead inspector met with the headteacher and the school's external consultant. The lead inspector also met with the headteacher in her role as the designated safeguarding lead.
- The facilities and administration officer conducted a tour of the premises with the lead inspector.
- The lead inspector examined a range of documents, including the school's safeguarding policy and documents and policies relating to fire safety, supervision, health and safety, risk assessments, behaviour and anti-bullying. Documents relating to teaching and learning and the curriculum were scrutinised. The school's schemes of work and plans were reviewed.
- The school's records of safeguarding checks made on staff were examined by the lead inspector.

Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

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