

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

School name	Euler Academy
Department for Education (DfE) registration number	810/1105
Unique reference number (URN)	148588
Inspection number	10189068
Inspection dates	15/06/2021
Reporting inspector	Patricia Head 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, other leaders from the trust and the principal designate. The inspector toured the school building that will be used from September 2021 and the new building that is under construction.

Information about the registration

The school is seeking registration as a free school for:

Number of day pupils	56
Age range	5 to 11
Gender of pupils	Mixed
Type of special educational needs	Social, emotional and mental health needs

Context of the school

The new provision is a hybrid alternative provision and special school within the Venn Academy Trust. The Euler Academy is a new-build project. The new building is planned to open in November 2021. Between September 2021 and November 2021, the Euler Academy will be located in another building owned by the multi-academy trust.

It is planned that the school will open to 21 pupils in September 2021. From November 2021, leaders will gradually increase the school's roll up to the maximum capacity of 56 pupils.

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 requirements in this part. Leaders have developed a detailed policy explaining how they will provide for the spiritual, moral, social and cultural development of pupils. There are also policies on the teaching of religious education, personal, social and health education, and relationships and sex education. These policies have been carefully cross-referenced and are interwoven. The policies are supported by long- and medium-term learning plans, which are well sequenced and resourced.

The school's leaders intend to cater for pupils with identified social, emotional and mental health needs. Pupils are likely to have an education, health and care plan. Pupils may also be under assessment for neurodevelopmental or additional learning needs. Leaders are aware that their pupils will need specialist help in understanding themselves and the world in which they live. Leaders understand the critical importance of preparing their pupils for life in modern Britain. The policies and the planned curriculum that support the spiritual, moral, social and cultural development of pupils reflect these needs.

Part 3. Welfare, health and safety of pupils

The school is likely to meet all the requirements in this part. Leaders have ensured there is a safeguarding policy in place. The policy is accessible, informative and complies with current statutory guidance. The multi-academy trust's leaders have a clear plan for providing all staff with relevant training in child protection and safeguarding. The school's leaders are aware that pupils who join the school may have additional vulnerabilities linked to their special educational needs and/or disabilities.

The positive behaviour policy and anti-bullying strategy reflect the skills and knowledge of the school's leaders. These policies describe a prompt and personalised approach to resolving any issues that may arise.

The headteacher is aware of the information that must be recorded on an admissions register. The headteacher has set up a register that is ready to use if the school opens. The headteacher has a system in place for recording pupils' attendance at the proposed school.

Leaders have put in place comprehensive policies for health and safety, first aid and risk assessment. Staff already in post are trained in how to implement these policies, and new staff will be trained as required. Members of the trust's board will provide additional oversight of health and safety at the school.

The school's leaders have put a comprehensive fire risk assessment in place for the building. This will be used from September to November 2021. The plans for the new building show evacuation routes, signage and emergency lighting. Leaders are aware of the requirement to complete a fire risk assessment on the new building. Leaders know that some of the pupils who join the school may need personal emergency evacuation plans.

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. Records show clear evidence of completed pre-employment checks and induction training. The proposer has ensured that checks have been completed on members of the trust's 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 school building is at the stage of internal finishing. The outdoor areas, classrooms and other facilities are designed to meet the needs of the pupils who will attend the school. There are weekly project progress meetings between the headteacher, the multi-academy trust's leaders and the construction site manager. The build programme is on track, with a handover meeting scheduled for early November 2021.

Euler Academy will be housed in another school owned by the Venn Academy Trust until the new building is open. The interim accommodation is of a high quality and meets all the relevant independent school standards. Euler Academy will have its own entrance, classrooms, office space, multi-purpose rooms and outdoor play areas. Leaders have agreed a timetable for the shared use of spaces, including the school hall and the playing fields.

Part 6. Provision of information

The school is likely to meet all the requirements in this part. The vision and ethos of the proposed school come across clearly on the school's website. The safeguarding policy is on the school's website. The headteacher has ensured that all other required policies and information are either on the website or available on request. The headteacher has designed a template for an annual report for parents and carers. The headteacher will hold termly review meetings with parents and review education, health and care plans annually.

Part 7. Manner in which complaints are handled

The school is likely to meet all the requirements in this part. The complaints policy is on the school's website. The policy explains how to raise a concern, timelines for expecting a response and how to progress a complaint independently, if necessary. Leaders are aware of the importance of keeping detailed records of any complaints.

Part 8. Quality of leadership in and management of schools

The school is likely to meet all the requirements in this part. The proposer has ensured that there is appropriate leadership for the school. The newly appointed principal is an experienced leader of special and alternative provision schools. The headteacher will be supported by an executive headteacher who is already a successful leader in the trust. Governors and trustees have the skills and knowledge to provide challenge and support to school leaders.

Schedule 10 of the Equality Act 2010

The school is likely to meet all the requirements of Schedule 10. Trust leaders have ensured that duties under the Equality Act 2010 will be monitored by the local governing body and reported to the multi-academy trust's board. The school's leaders have developed policies and learning plans that explain how staff and pupils will support the rights and freedoms of individuals. The school's buildings are designed to be accessible to all. Leaders have completed an audit to check the accessibility of the school's systems. They have a plan in place that explains how they will continue to review and improve accessibility in the school.

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