

Edullect Academy Independent School

Unit C and D Melville Court, Spilsby Road, Romford, Essex RM3 8SB

Inspection date

29 April 2025

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) to 4

- The proprietor has drawn up appropriately clear and detailed schemes of work for all subjects. These reflect the school's written curriculum policy and its aims. The curriculum is designed to promote pupils' development by focusing on creativity, resilience, independence, technological readiness, inclusivity, action and learnership (CRITICAL). This framework is threaded through the curriculum documents for each year group. Furthermore, the document sets out the school's curriculum intent, implementation and the impact it aims to have on pupils' learning.
- The curriculum documents identify clearly what is to be taught each term in each subject. These cover the required range of educational opportunities as set out in section 8 of the Education Act 1996. In addition, the proposed curriculum for personal, social and health education (PSHE), religious education (RE) and Arabic are set out with similar clarity.
- The proposed curriculum takes account of pupils' ages, aptitudes and needs. Additionally, the school's curriculum policy refers to inclusion and equality, and ensuring that 'there are no barriers to every pupil achieving' their potential.
- Appropriate emphasis is given to the teaching of English and mathematics. Similarly, the early years curriculum is based securely on the seven areas of learning with an emphasis on the prime areas. As a result, the school is likely to ensure that pupils acquire the skills that they need to move to the next stage of their education.
- The fundamental British values are covered securely in the PSHE programme as well as through the school's 'Core-8 values' and Islamic studies. For example, in Year 5 the proposed curriculum includes teaching about respect and tolerance as well as compassion and generosity. Appropriate reference is made to the protected characteristics, as set out in the Equality Act 2010.
- The school's relationship and sex education (RSE) curriculum is based on a commercial scheme, complemented by the programmes for PSHE and RE. The

school's planned approach is likely to be suitable. The school's RSE policy makes clear that parents are to be consulted about what is taught and its statutory status. It also notes that parents have the right to withdraw their children from 'specific non-statutory sex education components'.

- The school's approach to assessment is suitably clear and likely to meet requirements. For instance, the policy notes that assessment is to be used to identify pupils who may be falling behind in their learning so that they can be given support to catch up.
- The proprietor has ensured that the independent school standards (the standards) in this part are likely to be met when the school opens.

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

Paragraphs 5 to 5(d)(ii)

- The school's proposed curriculum, and the policy for pupils' spiritual, moral, social and cultural development, provide clear evidence that the standards in this part are likely to be met effectively.
- Inclusion and respect are woven through the curriculum for each year group. These propose that pupils are taught about the importance of behaving morally and showing compassion and kindness to others. In addition, the PSHE curriculum includes references to family and relationships. For example, the Year 2 curriculum proposes that pupils learn about differences in people. In Year 4, pupils learn about relationships and respect for others with different beliefs, backgrounds, preferences, character and personality. In Year 6, emphasis is given to recognising stereotypes, and pupils will also learn about divorce and forced marriage in an age-appropriate manner.
- The school intends to give significant emphasis to the importance of respect and tolerance for others, including the protected characteristics identified by the Equality Act 2010. There is clarity about how the school intends to cover different aspects of behaviour, including bullying, taking responsibility for one's actions and understanding right and wrong.
- References to the fundamental British values are threaded through the school's proposed 'Core-8 values' approach. The programme for religious education covers different religions, for example Christianity, Judaism and Islam.
- The proprietor has ensured that the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- Arrangements to safeguard pupils are set out clearly in the school's child protection policy. This is suitably detailed and reflects the current government guidance. The policy refers to the full range of issues and risks to pupils' welfare, including female genital mutilation, forced marriage, domestic abuse, mental health and the 'Prevent' duty. The role of the designated safeguarding lead is described in detail as are the contact details of the local authority's safeguarding team, including the local authority

designated lead. There is suitable guidance for teachers about how and when to share and record information and concerns about pupils' welfare.

- The school is likely to meet these standards when it opens if registration is approved.

Paragraphs 9 to 10

- The school's behaviour and anti-bullying policies show clearly the school's expectation, based on its Core-8 values, including the 'simple three rules' of 'be ready, be respectful and be safe'. A chart sets out clearly the school's proposed approach to rewards and consequences. For example, the policy makes clear that a restorative approach is used rather than punitive sanctions.
- The policies include guidance about using 'de-escalation' techniques. Additional rules are provided for the playground and for other times in the school day, such as when pupils are praying.
- The proprietor has ensured that the standards in these paragraphs are likely to be met.

Paragraphs 11 to 15

- The school's first-aid policy lists roles and responsibilities for staff and the proprietor, including the designated first aider. It provides appropriate guidance about dealing with pupils who are sick, administering medication and informing parents. It reflects government guidance.
- The health and safety policy is based on, and reflects, the relevant legislation and guidance. The full range of health and safety issues is covered. This includes guidance on Legionella, fire and electrical safety, manual handling, hazardous substances, first aid, home working and accident reporting. The policy is appropriately linked to those for risk assessment, fire safety and first aid.
- The school's fire procedures and fire safety policy are suitable. They comply with the Regulatory Reform (Fire Safety) Order 2005. An independent fire risk assessment has been carried out. Action has been taken to deal with any identified issues. Fire extinguisher checks are up to date and regular.
- The proprietor has ensured that there are clear procedures for recording admissions and attendance through its management information system. This links to the local authority systems so that information about attendance, admissions and off-rolling can be shared efficiently.
- The proprietor has ensured that the standards in these paragraphs are likely to be met.

Paragraphs 16 to 16(b)

- The proprietor has drawn up clear guidance for risk assessment and the procedures for dealing with concerns. For example, daily, weekly, termly and annual checks and risk assessments are proposed for the premises. These include the action to take if there are concerns based on the school's risk rating guidelines.
- The independent fire risk assessment identifies any hazards and the action taken to reduce the risks to pupils' safety and welfare.

- The proprietor has ensured that the standards in these paragraphs are likely to be met.
- The proprietor has ensured that the standards in part 3 are likely to be met.

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

Paragraphs 18(2) to 21(8)

- The proprietor has robust procedures in place to ensure the suitability of staff appointed to the school. It maintains a single central record (SCR) that complies with government guidance. Appropriate vetting checks are carried out before staff are appointed. For example, all staff are required to provide evidence of an enhanced criminal record check, proof of identity and the right to work in the UK. All required information is recorded on the SCR and is readily available for scrutiny. This shows that enhanced criminal record checks have been obtained for those staff currently employed by the school and tasked with setting it up.
- The proprietor's safer recruitment procedures ensure that when and if the school uses supply staff, it gains written notification of the person's suitability. This includes, for instance, an enhanced criminal record check, the right to work in the UK and whether a prohibition order is in place.
- The safer recruitment procedures are included in the safeguarding and child protection policy. It is comprehensive. For example, there is clear guidance about references and the importance of verifying the referee. Similarly, the vetting checks required for governors and volunteers are set out clearly, including under section 128 of the 2008 Act.
- The proprietor has ensured that the standards in part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 30

- The proposed premises for the school have been comprehensively overhauled to provide appropriate accommodation for pupils aged from 3 to 11. There are separate toilet facilities for boys and girls. These have lockable cubicles and are continuously available.
- Procedures for ensuring that the building is maintained to a high standard are robust. For example, the proprietor has drawn up procedures for frequent checks of the premises to support ongoing maintenance.
- There are suitable changing facilities and showers for those pupils aged 11 years.
- There is a suitable supply of hot and cold water for washing. The hot water is at a temperature that poses no risk of scalding. Drinking water is clearly labelled and separate from the toilet facilities. The school intends to provide pupils with bottled water in those classrooms where there is no supply of water.
- The accommodation includes appropriate provision to cater for pupils' medical needs. The medical room has direct access to water and toilet facilities. The health, safety and

welfare of pupils are likely to be assured should the DfE approve the school's registration.

- The proprietor has ensured that the standards in part 5 are likely to be met.

Part 6. Provision of information

Paragraphs 32(1) to 32(4)(c)

- The school's proposed website gives appropriate access to a wide range of policies, including those for safeguarding, rewards and sanctions, the curriculum, health and safety, complaints, behaviour and first aid.
- The website includes the proprietor's contact details and the name of the chair of the proprietary body. The names of the headteacher and deputy headteacher are also available as is information about how to apply to send a child to the school.
- Where additional information is required, the school will provide hard copies of information.
- The proprietor has ensured that the standards in part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- There is a suitable complaints policy that is published on the school's proposed website. During the inspection, small amendments were made to the policy in relation to some timescales and the makeup of the independent panel. The procedures now meet all the requirements in this part. This includes the provision for complaints to be considered by an independent panel.
- The policy makes clear that a complainant will be provided with a written record of the panel's findings and recommendations. In addition, it states that this will be retained on the school premises.
- The proprietor has ensured that the standards in part 7 are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- Those with leadership and management responsibilities have the skills and knowledge to fulfil their role effectively. This is evident in the way the accommodation has been refurbished effectively, and the range of suitable policy documents and curriculum plans, including those available on the school's proposed website. In addition, there is a suitable emphasis on assuring pupils' health, safety and welfare, especially in relation to safeguarding. The scope of the information available and the proprietor's attention to detail ensure that the independent school standards are likely to be met consistently should registration be granted.
- The proprietor has ensured that the standards in part 8 are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has given appropriate emphasis to ensuring that its provision is monitored and reviewed regularly each year. The school's equality policy is suitable, and notes that it proposes to monitor, 'admissions, achievement, attendance, and behaviour by ethnicity, gender, SEND status, and other relevant indicators. This data informs our planning and helps identify areas for improvement.' This is likely to ensure that all pupils have equal access to the curriculum.
- The proprietor has ensured that the requirements of schedule 10 of the Equality Act 2010 are likely to be met.

Statutory requirements of the Early Years Foundation Stage

- The school's proposed early years curriculum is appropriately detailed and reflects clearly the seven areas of learning and development as set out in the statutory framework. It emphasises the importance of the three prime areas, including how communication and language underpin all seven areas of learning and development. The school's aims for the four specific areas are also clearly set out.
- The school's curriculum for the early years provides sufficient detail to enable teachers and other staff to provide a suitable range of activities for children. It is appropriately arranged to give children experiences that prepare them for moving into the Reception Year.
- The proprietor has ensured that the school is likely to meet the statutory requirements of the early years foundation stage.

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 | 151492 |
| DfE registration number | 311/6005 |
| Inspection number | 10390234 |

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 | Edullect Academy Independent School Ltd |
| Chair | Shah Sher Ali |
| Headteacher | Rajia Mukit |
| Annual fees (day pupils) | £3,195 to £5,895 |
| Telephone number | 07715102446 |
| Website | london.edullectacademy.uk |
| Email address | shah@edullectacademy.uk |
| Date of previous standard inspection | Not previously inspected |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 0 | 3 to 11 | 3 to 11 |
| Number of pupils on the school roll | 0 | 290 | 290 |

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 | 220 |

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

Staff

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | N/A | 11 |
| Number of part-time teaching staff | N/A | 0 |
| Number of staff in the welfare provision | N/A | 7 |

Information about this proposed school

- Edullect Academy Independent School is operated by Edullect Independent School Ltd.
- The proposed school will be based at Unit C and D, Melville Court, Spilsby Road, Romford, Essex RM3 8SB in recently refurbished and repurposed accommodation.
- The proposed school's ethos will be based on orthodox Islam.

Information about this inspection

- The inspection was commissioned by the registration authority, the Department for Education.
- This was the school's first pre-registration inspection.
- Meetings were held with the chief executive officer/director, the head of primary and the deputy head of early years. The inspector also met with the senior executive assistant and the professional services manager.
- The inspector toured the premises with the head of primary. He also reviewed the single central record and other relevant documents related to the standards, including those for safeguarding and health and safety.

Inspection team

Brian Oppenheim, lead inspector

Ofsted Inspector

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