

Rabia Girls' and Boys' School

Portland Road, Luton, Bedfordshire LU4 8AX

Inspection dates

16–18 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- The school is not improving. In some areas it is worse than at the time of the previous inspection. The many changes in staffing are slowing improvement.
- Leaders and governors do not have a good understanding of the independent school standards. They do not routinely check the school's compliance with each of the standards.
- The school's arrangements for safeguarding are not effective. The application of the school's policies and the training of staff to safeguard and promote pupils' welfare are not sufficiently robust.
- Pupils' personal development is weak. Their welfare, health and safety are placed at risk. Some parts of the school's premises are in a poor state of repair.
- Governors have not held leaders sufficiently to account for pupils' progress and the quality of teaching and learning. Actions to address weaknesses have lacked urgency and impact.
- Teaching and assessment fail to meet pupils' varied needs and abilities. In the primary years, progress in reading is slow. For too long, the quality of provision for the boys in particular has been poor.
- Progress is inadequate in computing, design and technology and physical education. Resources to support the whole curriculum, including schemes of work, are limited.
- Some parents and carers have lost their trust in the school. Pupils are concerned, particularly about the lack of specialist teaching in a few subjects and the disruption to learning when teachers leave.

The school has the following strengths

- The school's strong ethos promotes respect and tolerance. Pupils' behaviour is good.
- Leaders have improved their monitoring of the quality of teaching. New staff on the girls' site are positive about the support they get to improve their work.
- Older pupils make rapid progress in Years 10 and 11 to achieve good results in GCSE examinations. These pupils are well prepared for the next stage of their education.
- Outcomes are high in Arabic and Islamic studies.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Urgently improve safeguarding and welfare arrangements by:
 - ensuring that the necessary and statutory checks are made on all staff in a timely way
 - recording the checks carefully
 - reporting quickly to the local authority any pupils who leave the school with unknown destinations
 - keeping accurate attendance registers for pupils
 - closely monitoring that all staff have relevant and up-to-date training to safeguard pupils
 - embedding a strong safeguarding culture across the school
 - enhancing pupils' personal development and welfare
 - addressing health and safety issues on the school's sites.
- Improve governance, leadership and management by:
 - building capacity in the governing body to hold leaders to account for the quality of education provided, and pupils' outcomes in all year groups and subjects
 - developing a clear strategy to retain high-quality teachers in the light of falling pupil numbers
 - improving leaders' knowledge of the independent school standards and systematically checking that all standards are being met.
- Improve the effectiveness of teaching and learning by:
 - developing robust assessment procedures across subjects
 - ensuring that teachers use assessment to meet pupils' learning needs
 - providing teachers with specific training so that they are successful in their work.
- Improve outcomes for pupils by:
 - ensuring that reading skills are taught systematically and well in Years 1 to 4
 - devising schemes of work in all subjects to support progression across key stages
 - making good provision for the teaching and resourcing of aesthetic subjects, computing, design and technology and physical education.
- The school must comply with the requirement of schedule 10 of the Equality Act 2010 by adopting a three-year accessibility plan.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the previous inspection and monitoring visits, leaders and governors have not improved the quality of teaching, learning and assessment. Some disruption caused by changes in staffing has led to a decline in provision and outcomes for pupils, making the staffing and resourcing of the boys' site particularly weak. Several pupils have left the school as a result.
- The Department for Education commissioned this standard inspection to include consideration of several complaints, some of a safeguarding nature. The school's response to the complaints is ongoing and issues are not fully resolved.
- Some parents and pupils are unclear about who is actually leading the school. The current headteacher has been in an acting position for a long time. Pupils on the boys' site have never met the acting headteacher as she does not go there. Some policies on the website have not been updated and refer to the substantive headteacher who is no longer working at the school. This is confusing for parents and prospective parents.
- Despite several inspections and local authority reviews, some of the independent school standards are still not met. Leaders have not ensured that they have a secure and detailed understanding of the standards. This puts into question their ability and capacity to meet requirements.
- At the previous monitoring visit, in April 2017, governors told the inspectors that they would be working with other schools to improve the quality of teaching and learning. This has not happened. Staffing issues peaked in the autumn term 2017 and several members of staff left. They were replaced by keen but inexperienced teachers. Despite everyone's commitment, senior leaders are not improving classroom practice.
- Staff training is inadequate. It reinforces certain incorrect myths about what inspectors will want to see in the classroom. This is totally misleading and a waste of precious training time. Leaders observe lessons and let staff know their strengths and weaknesses. They also look at pupils' work. This is an improvement on previous monitoring visits. However, findings gleaned from this monitoring are not then used to plan well-targeted and frequent training.
- The development of assessment was interrupted due to the departure of the assessment and curriculum coordinator. The acting headteacher is leading this aspect of the school's work but progress has been slow. Assessment is underdeveloped, especially at key stages 1 and 2 and in subjects other than English, mathematics and science. At key stage 4, teachers are aware of the requirements of the GCSE examinations. They use this knowledge well to ensure that pupils achieve the best possible grades.
- Leaders do not have a clear action plan to show how they prioritise their work. This is despite Her Majesty's Inspectors judging a previous action plan as not acceptable in September 2017. It is therefore difficult for leaders and governors to demonstrate how they intend to improve the school and by when.
- The curriculum reflects the special ethos of the school, with more time given to Arabic and Islamic studies. From Year 3, boys and girls are not taught together and do not mix. Leaders are ensuring that all pupils, regardless of gender, access the same curriculum. In

practice, however, the curriculum is not broad or balanced for both boys and girls. Some subjects are not taught because of a lack of teachers or resources. This is the case for computing and design and technology. Pupils do not have many genuine opportunities to experience the aesthetic and creative areas of learning. Some schemes of work are missing and this leads to lack of progression in pupils' understanding. The boys are at a particular disadvantage because they have an even poorer access to a high-quality curriculum than the girls. For example, there is limited expertise of the primary curriculum and a narrow range of opportunities for physical education.

- Pupils' spiritual, moral, social and cultural development is developed sufficiently through subjects and other curriculum activities. Teachers plan and actively develop pupils' knowledge. Pupils, for example, said the discussion about poverty was particularly interesting. Special events and educational visits further enhance this provision. Pupils talk expertly about all of the protected characteristics and fundamental British values. They explain clearly how the school, through its ethos, encourages them to be tolerant and supportive of others, regardless of their backgrounds, views, beliefs and lifestyles.
- The 18 members of staff who responded to Ofsted's questionnaire say that they feel well supported and are proud to work at the school. They are highly committed to supporting the school's values. Their sense of purpose is strong as they endeavour to meet the needs of their local community.

Governance

- Governors have not ensured that procedures to safeguard pupils in the school are robust, or that the well-being of pupils is actively promoted. There is no accessibility plan in place as required by the Equality Act 2010. Children missing education are not reported promptly to the local authority as required.
- Despite serious weaknesses in the quality of teaching and the inability of leaders to meet all the independent school standards, governors have not checked, as a matter of urgency, the impact on pupils' achievement and well-being.
- Minutes of meetings show that governors do not attend the formally recorded meetings. Only the chair is present. It was not possible for inspectors to find evidence of how governors are kept informed. Meetings focus mainly on staffing and practical issues with little consideration given to the progress that different groups of pupils make.
- The chair of the governing body wants the school to serve its community well. However, in practice, the policies are not applied well enough and governance lacks the rigour needed to make this a good school.
- The website, which the acting headteacher said is the school's preferred way of providing parents with the required information, is not sufficiently informative or accurate. The names and roles of senior leaders, including that of the substantive headteacher and the acting headteacher, are particularly misleading in several policies.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have failed to ensure that safeguarding arrangements are effective. The application of the school's policies for pupils' safeguarding, welfare and health and safety

have shortcomings. Leaders do not robustly follow the agreed procedures. For example, they have not reported children at risk of missing education as required by the Luton Safeguarding Children Board.

- School leaders are not managing some aspects of safeguarding well enough. Not all the required checks are undertaken prior to staff starting in the school. These include checking whether staff are prohibited from teaching and specific checks for staff who are in a leadership position. The single central record is not kept up to date and errors were found during this inspection.
- The training of staff in child protection is not sufficiently frequent or tailored to the specific needs and vulnerabilities of pupils. Staff understand some of their responsibilities, but concerns are not identified or acted on promptly enough. For example, leaders are not following the agreed procedures for reporting children at risk of missing education to the local authority. The admission and attendance registers are not accurate. Leaders cannot be absolutely sure of the whereabouts of pupils when they no longer attend school.
- Staff complete most of the child protection training online with limited opportunities to discuss exactly what is expected of them. Leaders do not keep a precise log of when the online training sessions are undertaken and whether these are effective in enhancing staff knowledge. Therefore, leaders cannot be confident that staff would take the necessary actions should concerns arise.
- Arrangements to make sure the school is a safe and healthy place to work are inadequate. Leaders on both sites have strengthened procedures for carrying out maintenance checks but there is still much to do. The boys' site is particularly unattractive, and in some areas a hazardous place in which to work and learn. Some windows are still unsafe and the fire exits are not straightforward for pupils to follow in an emergency.
- Procedures for the supervision of pupils at break and lunchtimes are sound. The staff rota for supervision is clearly displayed in both sites. Written risk assessments are in place to ensure that pupils remain safe during activities, including off-site visits.
- The local authority provided detailed guidance to the school in September 2017. Some improvements have been made to bring all safeguarding-related documents into one safeguarding policy published on the website. This includes the statutory duty to report female genital mutilation and the government's 'Prevent' duty, which aims to prevent young people becoming the victims of radicalisation. Although staff are aware of the policy, a strong culture of safeguarding is not embedded in the school.

Quality of teaching, learning and assessment

Inadequate

- Some teachers admitted to inspectors that they do not have the skills or resources required to meet the wide range of needs of the groups that they have been asked to teach. Historical weaknesses in teaching and the many staff changes have resulted in pupils now needing intensive support to fill gaps in their knowledge. Despite senior leaders' monitoring, teaching is not accelerating pupils' progress, especially at key stages 1 and 2.
- In the primary provision, staff do not cater well for the wide range of abilities in their

classes. This is particularly the case in mixed-age classes. Work is either too easy for the most able pupils or too difficult for those who have additional learning needs. Pupils said that they do not like staff changes because they repeat work they have already done. This slows their progress.

- Teachers are trying to apply the school's marking and assessment policy but there are still too many inconsistencies. The policy aims to ensure that day-to-day assessment is used to help pupils make rapid progress from their varied starting points. This is not happening. Other than English, mathematics and science, assessment practice is underdeveloped. The impact of teaching and assessment on pupils' learning is inadequate.
- The school has not identified well enough the pupils who need additional help. The systematic teaching of reading and phonics is not given sufficient priority. The book corners in classrooms, only seen on the girls' site, do not encourage the youngest pupils to read independently and for pleasure. Targets for pupils are too broad. Practical resources, to support younger pupils' learning in mathematics, are limited.
- Class sizes are very small on the boys' site, some with just one pupil. Consequently, interactions and the sharing of ideas are limited. The impact on pupils' well-being has not been assessed. Some subjects are either poorly resourced or are not taught at the moment due to lack of staff.
- Teaching becomes more effective as pupils get older. This is because teachers are aware of the requirements of GCSE examinations. Staff use past examination papers and assessment criteria to plan suitable activities. Teachers' subject knowledge in English, mathematics and science at key stage 4 is good. In these subjects, teachers provide challenging tasks. They effectively use probing questions to elicit pupils' understanding.
- Teaching in Arabic and Islamic studies is effective. The expertise of staff and the time given to these subjects leads to rapid progress. Expectations of what pupils can achieve, such as the accurate reading and the memorisation of the Koran are very high, leading to pupils' strong progress over time.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The ineffective management of safeguarding and the lack of governors' oversight do not ensure that pupils' welfare, health and safety are given the highest priority. Despite recent actions to improve the learning environment, leaders are not reducing risks quickly enough across both sites. Not all parents are positive about these aspects of the school's work.
- During this inspection, inspectors found potentially serious health and safety hazards, such as fire and trip hazards. Most windows have been secured with locks but a few are still unsafe as they have no restrictors to stop them opening wide on the first floor.
- Some parts of the school premises are in a poor state of repair. Some wires are trailing in the computer rooms, some classrooms are untidy and are either too hot or too cold. Not all toilets have hand-drying facilities. Some windows on the first floor of the girls' site

open too widely. The outdoor area on the girls' site, used for play and physical education, is unsafe. It is covered with strips of frayed and worn-out artificial grass, almost threadbare and with wide gaps between each strip, creating serious trip hazards.

- Pupils are taught about healthy lifestyles mostly in physical education and science. Boys can never play outside as they do not have access to a safe outdoor area. Although a gym is available for them off-site, as indicated on the school's website, it is not used. An indoor hall is available for boys' physical education and girls use the prayer room, large enough for this purpose. However, resources are scarce. The contribution that physical education lessons make to pupils' health and well-being is minimal.
- Pupils say that they feel safe in school. They showed good knowledge of how to keep themselves safe at home, when outside and online. Some subjects and educational visits develop pupils' understanding of safety matters and the world around them. However, inspectors judge that there is insufficient attention paid to pupils' personal development and care to ensure that pupils thrive and are kept safe. Some pupils who left the school and whose destination is unknown are not reported to the local authority. This causes a serious concern for their safety.

Behaviour

- The behaviour of pupils is good.
- Pupils listen respectfully to adults and to each other. In class, pupils concentrate on their work and are keen to do well. Serious behaviour incidents are rare. Pupils were seen to socialise well with one another at breaktime. Girls are particularly studious and older boys are self-disciplined.
- Pupils are aware of different types of bullying. They say that they have no hesitation telling an adult if they need help. There is little challenging behaviour at the school.
- Where teaching is not interesting enough, a small minority of pupils relax their concentration and start fidgeting. However, when an adult reminds pupils of the expectations, they soon get back on track.
- Girls are proud of what they achieve and carefully look after their work. Teachers allow girls to leave their exercise books and portfolio of art work, neatly piled, in their classroom. Boys take their exercise books and textbooks home every day, even when this is not necessary. This may be acceptable for the older boys but the work of the younger pupils gets damaged and does not show much care or pride. Displays of pupils' work on the boys' site are torn and old.
- Most pupils want to attend school and attendance matches the national average. In specific groups, attendance is lower than average. Leaders have identified the need to improve pupils' punctuality.

Outcomes for pupils

Requires improvement

- Primary-aged pupils do not develop their skills and understanding quickly enough. Pupils do better as they get older, especially the girls. In Years 10 and 11 pupils want to do well and most achieve good results in their examinations. Across subjects and years, however, the most able pupils underachieve against their potential and the least able make slow progress.

- The lack of stability in staffing and the insufficient opportunities staff have to develop their professional expertise are impeding pupils' progress and achievement. Outcomes in computing, design and technology and physical education are low. The lack of resources limits pupils' progress in these subjects.
- The development of a whole-school assessment system has stalled and the progress of different ability groups is not measured well enough. For the youngest pupils, assessment does not provide any meaningful or accurate information about their performance. In several subjects, such as in personal, social, health and economic education, progress is slow because there are no schemes of work to ensure rapid progression and deeper understanding of topics as pupils get older.
- Pupils enter Year 1 with skills and abilities that are typical for their age. By the end of Year 6, attainment is below average across subjects. This represents inadequate progress. Progress is slow in phonics and reading in Years 1 to 4. The systematic teaching of reading, supported by attractive materials and space to develop pupils' love of reading from a young age, is not planned well across both sites.
- Boys' handwriting and presentation of work are not good enough. In many subjects, tasks limit the standards that high attainers could reach because worksheets often require easy, single-word, answers. There is little evidence of problem-solving, extended creative writing or genuine scientific investigation in pupils' work.
- As pupils get older, progress accelerates. Assessment becomes more reliable because it is linked to GCSE examinations. In 2017, most Year 11 pupils achieved good grades in a limited range of GCSEs. These pupils continued their education at local colleges. Currently, key stage 4 pupils do particularly well in mathematics and science because teachers have the required skills to teach these subjects. In Years 10 and 11, pupils' positive attitudes to their learning and the teachers' good understanding of the GCSE requirements are some of the factors leading to better outcomes.
- Pupils' own backgrounds and strong commitment to the specific ethos of the school support the high standards achieved in Arabic and Islamic studies. Many pupils are fluent in Arabic. Pupils were observed making excellent progress in recitation of the Koran. The most able pupils thrived when presented with this challenge and the less able received helpful one-to-one feedback to improve their pronunciation and understanding.

School details

Unique reference number	130331
DfE registration number	821/6001
Inspection number	10043844

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Muslim day school
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	75
Proprietor	Rabia Educational Trust
Chair	Mr Zafar Khan
Headteacher	Mr Mirza Akbar
Acting headteacher	Mrs Hafsa Bilquees
Annual fees (day pupils)	£1,950 (primary), £2,300 (secondary)
Telephone number	01582 481730
Website	www.rabiaschool.uk
Email address	rabiaeducationtrust@gmail.com
Date of previous inspection	12–14 April 2016

Information about this school

- The school was established in 1996 and is registered with the Department for Education to admit up to 330 boys and girls aged five to 16 years. Very occasionally, the school admits children from their fifth birthday into the Reception Year. There are currently no children of that age.
- Of the 75 pupils currently on roll, there are 16 boys and 59 girls.
- The school has a Muslim ethos. Most pupils are of Pakistani or Bangladeshi heritage. All pupils speak English as an additional language.
- There are no pupils with an education, health and care plan or special educational needs.

- The school operates from two sites within a few minutes' walk of each other. The boys' provision is at 326–340 Dunstable Road, Luton, Bedfordshire LU4 8JS. The girls' provision is at 12–16 Portland Road, Luton, Bedfordshire LU4 8AX.
- Boys and girls in Year 1 and Year 2 are educated together at the Portland Road site.
- The school does not use alternative provision.
- The acting headteacher leads the school across both sites. An acting deputy headteacher manages the provision on the boys' site.
- The school was issued with a warning notice by the Department for Education on 12 May 2016 and was required to provide an action plan to address the standards not met at the standard inspection in April 2016 when the school was judged to be inadequate.
- Two progress monitoring visits, conducted in January 2017 and April 2017, identified independent school standards that were not met, namely those relating to the quality of teaching, the provision of careers education and leadership and management.

Information about this inspection

- The school operates a policy of strict segregation by gender. As a result, from Year 3 onwards pupils of the opposite sex are not allowed to mix in lessons, at break and lunchtimes, or during school-led activities after school.
- In 2017, the Court of Appeal affirmed that strict segregation by gender in schools is contrary to the Equality Act 2010. Following this ruling the Department for Education has been clear that schools who segregate strictly by gender should be given time to make their practice lawful. As such, any standards which are necessarily not met because of the school's policy of strict segregation have not been taken into account at this time when determining the inspection judgements. We reserve the right to take this policy and its impact on pupils into account in relation to key inspection judgements made following any inspection of the school in the future.
- This inspection was conducted with no notice. It was carried out at the request of the registration authority for independent schools as a result of serious concerns over the safeguarding of pupils and the leadership and management of the school.
- Inspectors observed pupils' learning across Years 1 to 11 on both sites. They scrutinised pupils' books in a wide range of subjects. Meetings were held with the school's senior leaders, the designated safeguarding lead and the deputy designated safeguarding lead. Inspectors met the chair of governors and one other governor.
- Inspectors spoke to many pupils over the three days. They also met formally with groups of pupils from key stages 2 to 4.
- Inspectors scrutinised the school's documents relating to safeguarding pupils, the monitoring of teaching and learning and minutes of meetings of the governing body. They analysed performance information of pupils' outcomes. Inspectors checked the arrangements in place for vetting staff and recording the names of visitors to the school. The lead inspector scrutinised the single central record of recruitment checks of staff.
- Inspectors were not able to take into account the Ofsted's online questionnaire, Parent View, as there were too few responses to the survey. However, 11 parents sent text messages to the lead inspector. Eighteen members of staff responded to the Ofsted staff survey.

Inspection team

Marianick Ellender-Gelé, lead inspector

Her Majesty's Inspector

Heather Yaxley

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- 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.
- 18(2) The standard in this paragraph is met if
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
- 21(1) the standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 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 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(2) The information specified in this sub-paragraph is
 - 32(2)(a) the school's address and telephone number and the name of the head teacher;
- 32(3) The information specified in this sub-paragraph is
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

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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