

Olive Tree Primary School

116 Bury Park Road, Luton, Bedfordshire LU1 1HE

Inspection dates

28 February–1 March 2018

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)

- The requirements contained in the paragraphs for the independent school standard relating to the curriculum were not met at the November 2017 inspection because the curriculum policy did not reflect the practice in the school. Leaders had not ensured that pupils' personal, social and health education (PSHE) was considered in the curriculum plan and the curriculum did not encourage respect for others, paying particular attention to protected characteristics set out in the Equalities Act 2010.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- The curriculum long- and medium-term plans in place are those seen at the time of the previous inspection. As the headteacher acknowledges, these do not reflect current teaching practice.
- The schemes of work are not adapted to meet the needs of different pupil groups. They do not cater well enough for the most able pupils or those who require additional support.
- Some schemes of work, for example those in history and geography, are not in place. Inspectors noted that, in some classes, there was not much evidence of history teaching since September 2017. The headteacher acknowledges that some pupils do not have sufficient opportunity to access aesthetic and creative education.
- In too many subjects, pupils' work does not demonstrate that they are working at age-related expectations. In some year groups, particularly in Year 3 and Year 4, pupils are working below the expected level for reading, writing and mathematics.
- The new headteacher is aware of the shortfalls linked to the curriculum and is in the process of carrying out a full review. She says that she wants to do this properly, and this means that it will take time. As such, it is very much 'a work in progress'.
- Leaders have not ensured that the requirements contained in these paragraphs for the independent school standard are met.

Paragraph 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)

- The requirements contained in these paragraphs for the standard were not met at the

November 2017 inspection because, while the curriculum covered pupils' learning of PSHE, including fundamental British values and respect for people with protected characteristics, there was insufficient evidence to show that the learning had taken place.

- Discrete PSHE lessons take place for older pupils, especially those in Year 5 and Year 6, so that they can learn about equality, protected characteristics and fundamental British values. Visits, such as those to the Houses of Parliament, are built into the PSHE curriculum to help promote pupils' understanding of democracy, rights and freedoms, and the importance of the rule of law.
- Leaders have created opportunities in assemblies for pupils to reflect and consider the importance of literature from other cultures.
- Fundamental British values and work on other cultures and faiths are threaded through other aspects of the curriculum.
- Leaders have ensured that the requirements contained in these paragraphs for the independent school standard are now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)

- The requirements contained in the paragraphs for the independent school standard relating to teaching at the school were not met at the inspection in November 2017 because teachers did not always have the subject knowledge or did not plan learning effectively to meet the needs of the pupils. The work in books showed that there was insufficient challenge, pupils were not always given the chance to practise the skills learned and resources did not always capture pupils' interest. Consequently, pupils did not make good progress.
- There have been more staff changes since the previous inspection. This continues the trend seen in recent years. The new headteacher highlighted the difficulties faced by the school in the recruitment and retention of experienced staff. She acknowledges that the lack of continuity continues to impact on the quality of teaching, consequently impeding pupils' progress in some areas.
- Teachers and teaching assistants do not consistently follow the long-, medium- and short-term curriculum plans. As a result, learning activities are not always based on what pupils know and can do. Some activities that teachers plan do not meet pupils' needs because they are too easy. The most able pupils, in particular, often undertake work that does not allow them to make the progress that they should.
- The quality of teaching is too variable. Some teachers are not sufficiently well trained and lack the skills to deliver the school's curriculum plans. They lack the subject expertise to skilfully guide pupils through certain concepts. As a result, some pupils' misconceptions are not addressed, and pupils continue to make the same mistakes, hampering further progress. A book scrutiny confirmed that pupils' work includes repeated mistakes that go unchecked. The new headteacher's early assessments of teaching and learning confirm the weaknesses.
- Evidence in pupils' books confirms that most-able and lower-ability pupils do not make good progress over time. Work for some pupils lacks sufficient challenge and, for other pupils, there are limited opportunities to extend and practise their skills. This was particularly evident for pupils in Year 3 and Year 4.

- In mathematics, especially in the lower year groups, pupils have limited opportunities to apply their mathematical understanding to real-world problem-solving. In science, pupils' books show insufficient investigative work. Consequently, pupils do not develop the relevant skills for their age.
- Assessment of pupils' work is not always systematic or used in a consistent manner to plan teaching so that pupils can progress well. Teachers are not sufficiently aware of gaps in pupils' learning and are unable to provide additional support to help them catch up. Too many pupils, particularly in Year 3 and Year 4, are working below age-related expectations.
- Teachers do not consistently use the time in lessons effectively or make the most of resources to enthuse pupils and deepen their knowledge and understanding. In the combined Year 1 and Year 2 class, too much time is lost during learning or when moving from one activity to another because teachers are constantly having to remind pupils to stay on task.
- Leaders, especially the key stage 1 coordinator, have ensured that phonics assessment is now systematic and is used to inform teaching and learning strategies appropriately. There are now different groups, based on pupils' prior knowledge, and this is leading to improvements in pupils' reading ages, albeit from a very low starting point.
- Staff have received phonics training and there are early indications that many pupils are making accelerated progress from their baseline assessments.
- The standards achieved in the Year 5 and Year 6 combined class, as mentioned in the previous inspection report, are noticeably higher than other areas. Pupils make better progress because teachers use questioning well and plan practical activities that help pupils learn by making them think.
- The new headteacher is overhauling the processes linked to marking, assessment, teaching and learning. She feels that 'the systems for measuring the progress of each child will be far better, and will be able to be used to identify the help and support they need.'
- Leaders have not ensured that the requirements contained in the paragraphs for this independent school standard are met.

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

Paragraph 5, 5(a), 5(b), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i)

- The requirements contained in the paragraphs for this independent school standard were not met at the November 2017 inspection because leaders did not promote fundamental British values sufficiently well. Additionally, pupils did not have a full understanding of the protected characteristics, or of other faiths, beliefs and cultures different to their own.
- Leaders have organised visits to other places of worship, and pupils have opportunities for reflection in assemblies to consider the importance of literature and beliefs from other cultures. Pupils explained how these experiences help prepare them for life 'when they grow up'.
- Pupils engage in charitable work outside of the immediate school community. Recent elections to the school council have taken place and pupils are beginning to use their

'voice' to suggest ways in which the school might be improved. Pupils told inspectors that they feel safe at school.

- Older pupils have had opportunities to visit the Houses of Parliament and can talk about the importance of democracy, rights, the rule of law and respecting and tolerating those with other beliefs and lifestyles.
- Older pupils show an understanding of protected characteristics and the importance of the rule of law, rights and freedoms and the ways in which these may be limited. The pupils have completed work on these issues within their citizenship books. This work explicitly states the need to respect all, including those with protected characteristics.
- Fundamental British values and work on different cultures and faiths are threaded through other aspects of the curriculum.
- The teaching of PSHE and fundamental British values is not as well developed in key stage 1, and the headteacher acknowledges that there is more work required in this area.
- The headteacher said that all inappropriate material had been removed from the school library. In the school library, all books are now organised into different sections, including fiction, non-fiction, traditional stories, science, history, poetry, topic books and dictionaries. There is a separate shelf with a group of books based on Islamic education. Most of these are textbooks designed for classroom use. From a sample of books, no inappropriate material was found linked to radical views or in relation to the undermining of fundamental British values or protected characteristics.
- Leaders have ensured that the requirements contained in the paragraphs for this independent school standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The requirements contained in the paragraphs for this independent school standard were not met at the November 2017 inspection because the school's practice to safeguard pupils was not aligned with its policies for first aid, health and safety, risk assessments and fire safety. Also, the school's child protection policy did not reflect the latest statutory guidance, and staff had not received training linked to their responsibilities under the 'Prevent' duty.
- On this progress monitoring inspection, inspectors again found that standards linked to the welfare and safety of pupils are not met.
- The arrangements for the safe recruitment and vetting of staff are not rigorously carried out and are not checked robustly enough. Inspectors found that one voluntary member of staff had not had the necessary checks completed as set out in the school's policy. The checks that had been completed did not feature in the single central record. This means that the proprietor is not taking account of the 2016 statutory guidance 'Keeping Children Safe in Education'.
- Staff have not received the training linked to their responsibilities under the 'Prevent' duty. This has been the case in the last two inspections, and shows an unacceptable delay. Leaders reported that, although this was booked, it was subsequently cancelled by the provider.

- There are also elements linked to both health and safety and fire safety that are not met. This further highlights that leaders have not taken the required actions to mitigate risks to pupils' safety.
- Leaders have not ensured that the requirements contained in the paragraphs for this independent school standard are met.

Paragraph 11

- This independent school standard was not met at the November 2017 inspection because pupils did not have the necessary resources to be hygienic when using the toilets, and girls had discarded food out of their toilet windows and the debris was rotting in the security bars.
- While these particular issues have been rectified, leaders still do not ensure that the health and safety policy is implemented effectively. There are too many aspects linked to health and safety that are non-compliant.
- Leaders have not ensured that there is a valid electrical installation condition report verifying that the electrical wiring on the premises is fit for purpose.
- Leaders report that they are in the process of obtaining a gas safety certificate to verify that all necessary safety checks have been completed on gas equipment. However, the certificate has not yet been obtained.
- Leaders have not carried out or commissioned any checks on the quality of water, or taken any actions to mitigate the risk of diseases such as legionella.
- There is no asbestos register in place to identify any asbestos-containing materials. The lack of these necessary checks compromises the safety of pupils and staff.
- Leaders have not ensured that this independent school standard is met.

Paragraph 12

- This independent school standard was not met at the November 2017 inspection because, while carrying out refurbishments to the school, leaders had removed fire signage, and fire exit routes were not clear. Additionally, the school only had one fire marshal, not all staff were familiar with the fire assembly points and three doors did not comply with fire regulations.
- In a recent health and safety action plan, dated 23 February 2018, leaders were informed of the need to keep fire exit routes and doors clear at all times to facilitate speedy escape in the event of a fire or an emergency. On his visit, the officer had noted that the side alley external exit had been obstructed by discarded lengths of wood leaning against the premises. In a school fire evacuation drill that took place on 10 January 2018, it was further noted that the external exit had been obstructed by mops left behind the fire exit. The same exit was obstructed by a mop and a bucket when inspectors carried out a tour of the premises during this monitoring inspection, again preventing full opening of the fire exit door.
- In the fire risk assessment carried out on 6 September 2017, the fire officer listed as a high priority for management the need to ensure that the three fire doors on the first floor corridor were kept closed to prevent fire or smoke spreading in the event of a fire. Throughout the inspection, these doors were routinely wedged open.
- As at the time of the previous inspection, the school still has only one fire marshal and

there are times when this person is off-site. This remains an unsuitable arrangement.

- The fire officer listed in his report that leaders needed to remove posters and pupils' artwork that was hanging in stairways and corridors, to ensure that coats and bags in the first floor corridor were stored correctly and to make sure that three doors are fully compliant with fire regulations. Leaders have acted upon these findings to ensure compliance.
- Fire signage has been replaced and fire exit routes are now posted on fire exit doors. Staff are aware of the fire assembly points.
- Leaders have not ensured that this independent school standard is met.

Paragraph 13

- This independent school standard was not met at the November 2017 inspection because the school's first aid policy did not match practice within the school. Pupils with specific medical needs did not have their prescribed medication stored appropriately and leaders were unable to produce individual medical care plans.
- Leaders have ensured that current first aid practice now mirrors what is written in the policy. Individual medical care plans are now in place, properly completed, signed by parents and carers and used to administer medicines, which are stored correctly.
- Leaders have ensured that this independent school standard is now met.

Paragraph 15

- This independent school standard was not met at the November 2017 inspection because leaders did not keep attendance registers and an admissions register in line with the Education (Pupil Registration) (England) Regulations 2006. Also, the follow-up when pupils left the school or stopped attending was not sufficiently rigorous.
- Attendance registers are now kept in accordance with the regulations. Staff record pupils' attendance accurately using the correct codes in the registers, and no gaps were seen. The names of pupils, addresses and emergency contact details are written in the front of the registers. Registers are updated accurately.
- The school's admissions register now aligns with the information found in the school's attendance registers. Registers include all of the required information, including a unique admission number, personal details, first and last dates of attendance, previous school attended and details of leaving. Inspectors saw evidence of how the leaders notify the local authority when pupils either leave or do not attend the school.
- Leaders have ensured that this independent school standard is now met.

Paragraph 16, 16(a), 16(b)

- This independent school standard was not met at the November 2017 inspection because risk assessments were not in place for the renovations that were taking place or for the appropriate storage of controlled substances hazardous to health. Additionally, where risk assessments were in place, staff were not completing these well enough. The proprietor did not ensure that risks were mitigated sufficiently for standards to be met.
- Risk assessments now take account of the potential risks to pupils' safety. Cleaners' materials are now stored in a locked cupboard, and substances hazardous to health have their own separately marked, locked storage area.

- Risk assessments for pupils' trips and visits have been updated to better reflect the potential risks and the actions required to mitigate risk. The 'walking route' general risk assessment form has been amended subsequent to the previous inspection. It now includes references to potential road traffic hazards and indicates appropriate steps those supervising should take in order to minimise the risks. A recent risk assessment for a school trip includes appropriate references to supervision at stop-off points on the journey and at the venue.
- Inspectors were unable to check whether staff followed all of the actions in the risk assessment when staff took pupils to the park as trips were cancelled on both days owing to the extreme weather conditions.
- Leaders have ensured that this independent school standard is now met.

Part 4. Suitability of staff, supply staff and proprietors

Paragraph 18(2), 18(2)(c), 2(2)(c)(i)

- The requirements contained in the paragraph for this independent school standard were not met at the November 2017 inspection because leaders had not sought or evaluated checks to establish each person's identity sufficiently well. Some of the references provided for staff did not match with the names or companies provided on the application forms.
- Leaders now carry out checks to establish each person's identity more rigorously. References seen refer specifically to the member of staff written about, with the details about names and companies matching up.
- The school carries out checks on volunteers to ensure that they are fit to work with pupils. These include identity checks, references and an enhanced disclosure and barring certificate (not including barred list information) for volunteers who have the opportunity to come into contact with pupils on a regular basis.
- A check of the staff list against the information on the single central register revealed that there was a volunteer for whom the enhanced disclosure and barring certificate had not been obtained, and so the information was not recorded on the register.
- The file for the volunteer showed that identity checks had been carried out, an application form to be a volunteer had been completed and references had been obtained. When asked to confirm that this member of staff was not included in the single central register, staff confirmed, 'No, sorry, she is not. We have missed that one.' Although not a requirement of the independent school standard for keeping the single central register, because volunteers are not members of staff, the oversight indicates insufficient rigour and confirms that the requirements of the government's statutory guidance for keeping children safe are not met.
- Leaders have ensured that this independent school standard is now met.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(a), 24(1)(b)

- The requirements contained in the paragraphs for this independent school standard were not met at the November 2017 inspection because school leaders had not provided a suitable space for the short-term medical care of pupils.

- The proprietor has now adapted a small room for the short-term medical care of pupils. The room has a washing facility and toilet facilities are nearby. The door that looks onto the street has been replaced so that members of the public can no longer see directly into the medical room.
- Leaders have ensured that this independent school standard is now met.

Paragraph 25

- This independent school standard was not met at the November 2017 inspection because leaders had not properly mitigated the risks associated with the renovations that were being carried out at the school. Pupils' health and safety were also compromised by insufficient attention to the cleanliness and use of the facilities.
- Leaders have not ensured that the standards linked to health and safety and fire safety are met. While they have decorated the girls' toilets and ensured that the boys' toilets have an adequate supply of toilet tissue, they have still not ensured that the school premises are maintained to the requisite standard. Leaders have not ensured that the standards for health and safety or fire safety are met and so have not taken all necessary actions to ensure the health, safety and welfare of pupils.
- Leaders have not ensured that this independent school standard is met.

Paragraph 28(1), 28(1)(b)

- This independent school standard was not met at the November 2017 inspection because the washing facilities in the boys' toilets did not have an adequate supply of hot and cold water. Leaders have now rectified this matter. Hot and cold water are readily available in the boys' and girls' toilets.
- Leaders have ensured that this independent school standard is now met.

Paragraph 29(1), 29(1)(a)

- This independent school standard was not met at the November 2017 inspection because the proprietor did not provide suitable outdoor space for pupils to have access to physical education (PE) outside, in line with the school's curriculum.
- Leaders have produced plans to show how they propose to improve the provision. These have not been implemented as yet. There has been no significant change since the previous inspection report.
- Leaders have not ensured that this independent school standard is met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(j), 32(4), 32(4)(b)

- The requirements contained in the paragraphs for this independent school standard were not met at the November 2017 inspection because the proprietor had not ensured that parents were aware of the restriction notice served on the school by the Secretary of State for Education, under section 116 of the Education Act, on 21 July 2017. The notice had not been posted on the school's website, meaning that some parents were not aware of its existence.
- The school's website is currently under development, so the notice is not available to parents via that medium. However, leaders have informed parents verbally of the restriction notice, and confirmed this in a letter sent to all parents. Inspectors spoke to

parents as they dropped off their children, and the majority were aware of the restriction notice that had been served on the school.

- Leaders have ensured that this independent school standard is now met.

Part 8. Quality of leadership in and management of schools

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

- The requirements contained in the paragraphs for this independent school standard were not met at the November 2017 inspection because leaders did not demonstrate the skills and knowledge required to fulfil their responsibilities effectively so that the independent school standards were met. As a result, many of the independent standards were not met. Importantly, the unmet standards included those related to safeguarding and promoting the welfare, health and safety of pupils.
- School leaders are still not able to demonstrate the capacity to ensure that the independent school standards are consistently met, including those relating to safeguarding pupils and their welfare, health and safety. Some standards not met at the November 2017 inspection are now met. However, the requirements of the Schedule 10 of the Equality Act 2010 are now not met.
- On 11 January 2018, the new headteacher started officially at the school. She has drawn up an action plan to highlight the improvements that she wants to make. She acknowledges that progress against these targets has been hampered by the bad decisions made in the past. For example, she accepts that current teaching and learning have been impacted upon adversely through poor recruitment.
- The new headteacher has an accurate view of the school's strengths and weaknesses. As she says: 'I am not going to pretend that I have waved a magic wand. There are still things wrong. We have constantly been making the same mistakes – that is really poor.' She acknowledged that, while most staff have always had the desire to improve, leaders and staff have lacked the skills and infrastructure to carry out improvements effectively.
- The curriculum offer is being reviewed by the new headteacher. She is drawing up plans and timetables so that practice in classes reflects school policy more accurately. She has made contact with other providers to create better links with other schools and increase opportunities for extra-curricular activities, PE outside and outdoor learning. These are all at an early stage of development and the headteacher acknowledges that current practice in the school does not ensure that all of the standards previously unmet are now met.
- The new headteacher is starting to collect evidence to monitor the quality of teaching, learning and assessment. She acknowledges that this has been limited, owing to the number of areas that she has had to focus upon and the short amount of time she has been at the school. She stated that she has only completed a few lesson observations, but has quickly realised that teaching and learning are not of the standard required to move the school forward. This is because some current staff require further professional development to drive and embed improvements. She accepts that the standards not met at the November 2017 inspection linked to the quality of teaching and learning remain unmet.
- One of the trustees is now involved far more on a day-to-day basis. He has taken over responsibility for matters related to safeguarding and health and safety. He is the new

designated safeguarding lead. He has drawn up action plans to ensure compliance with statutory guidance. However, many actions on the plans, especially those linked to health and safety, remain incomplete. As a result, standards remain unmet.

- Leaders have not ensured that this independent school standard is met.

Schedule 10 of the Equality Act 2010

- Leaders do not have an accessibility plan. As such, they do not ensure that the school meets the requirements of Schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection. See annex for full details.

School details

Unique reference number	131825
DfE registration number	821/6004
Inspection number	10047102

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	Other independent school
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Proprietor	Olive Tree Primary School Trust
Chair	Nurul Islam
Headteacher	Salma Ullah
Annual fees (day pupils)	£1,850–£2,000
Telephone number	01582 416 940
Website	No website at present
Email address	admin@olivetreeprimary.co.uk
Date of previous standard inspection	23–25 May 2017

Information about this school

- Olive Tree Primary School is a small Islamic day school for a maximum of 80 boys and girls aged five to 11 years.
- The school serves a community near the centre of Luton and shares its premises with a mosque.
- There are no pupils currently at the school who have an education, health and care plan or a statement of special educational needs and/or disabilities.
- The school does not use supply staff.
- The school does not use alternative provision.

- A new headteacher started officially at the school on 11 January 2018.
- The chair of governors remains the same as at the May 2017 inspection. There have been new members appointed to the governing body, and further appointments are imminent.
- Ofsted has conducted seven inspections and evaluations of three action plans. These are:
 - 7–9 November 2005, a standard inspection when the school was judged to be providing a sound education and independent school standards were not met
 - 13–15 May 2014, a standard inspection when the school’s overall effectiveness was judged inadequate and independent school standards were not met
 - 13 August 2014, an evaluation of the school’s action plan
 - 1 October 2014, a progress monitoring inspection when independent school standards were not met
 - 2 March 2015, an evaluation of the school’s action plan
 - 11 June 2015, a progress monitoring inspection when independent school standards were met
 - 11 October 2016, an unannounced emergency inspection was carried out and independent school standards that were considered at that time were not met
 - 19 December 2016, an evaluation of the school’s action plan for the unmet standards was deemed not acceptable
 - 23–25 May 2017, a standard inspection when the school’s overall effectiveness was judged inadequate and independent school standards were not met
 - 8–9 November 2017, a progress monitoring inspection when independent school standards were not met.
- Between the Ofsted inspections in November 2005 and May 2014, the school was inspected by the Bridge Schools Inspectorate (BSI). The BSI conducted two unannounced visits at the request of the Department for Education (DfE) in response to concerns, and a standard inspection on 9–12 July 2012. At the time of the standard inspection, the school’s quality of education was judged as satisfactory and independent school standards were not met.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This is the second monitoring inspection since the standard inspection in May 2017.
- In the standard inspection in May 2017, and in the subsequent monitoring inspection in November 2017, the school did not meet all of the independent school standards.
- The DfE issued a restriction notice on 21 July 2017. The school is currently appealing the decision made by the DfE.
- This progress monitoring inspection was conducted at no notice.
- Inspectors met with the headteacher, the business manager and the governor responsible for safeguarding and health and safety, and talked to other staff. They held two meetings with different governors, one including the chair of governors. Inspectors spoke formally with a group of pupils chosen by the inspectors.
- Inspectors visited classes, some accompanied by the headteacher, to observe pupils' learning in class. They scrutinised a range of documents, including school policies, information relating to safeguarding pupils, the single central register of employment checks, information linked to the planning of lessons and pupils' progress. They also looked at the work produced by pupils in books, and heard pupils read.
- The lead inspector held a telephone meeting with a representative of the local authority to discuss the outcomes of a recent safeguarding visit. Inspectors met with the school's designated safeguarding and child protection lead.
- There were no responses to Ofsted's online questionnaire, Parent View. Inspectors did speak to parents as they dropped off their children at the start of the day.

Inspection team

John Randall, lead inspector	Her Majesty's Inspector
Jason Howard	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, is drawn up and implemented effectively (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)).
- The proprietor must ensure that the teaching at the school:
 - 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;
 - involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 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;
 - demonstrates good knowledge and understanding of the subject matter being taught;
 - utilises effectively classroom resources of a good quality, quantity and range;
 - 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 (paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)).

Part 3. Welfare, health and safety of pupils

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b)).
- The proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).

Part 5. Premises of and accommodation at schools

- The proprietor must ensure 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 (paragraph 25).
- The proprietor must ensure that suitable outdoor space is provided in order to enable

physical education to be provided to pupils in accordance with the school curriculum (paragraph 29(1), 29(1)(a)).

Part 8. Quality of leadership in and management of schools

- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to the role, and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

In addition to the unmet independent school standards, the school does not meet the following associated requirement

- The proprietor must ensure that the school meets the requirements of Schedule 10 of the Equality Act 2010.

The school now meets the requirements contained in the paragraphs for the following independent school standards

Part 1. Quality of education provided

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively, to provide:
 - personal, social, health and economic education that encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
 - effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)).

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

- The proprietor must broaden the spiritual, moral, social and cultural development of pupils at the school by:
 - actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths
 - ensuring that principles are actively promoted which encourage respect for other people, paying particular regard to all the protected characteristics set out in the 2010 Act
 - ensuring that principles are actively promoted which encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

- precluding the promotion of partisan political views in the teaching of any subject in the school
- taking such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils while they are in attendance at the school, they are offered in a balanced presentation of opposing views (paragraph 5, 5(a), 5(b), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i)).

Part 3. Welfare, health and safety of pupils

- The proprietor must ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a), 16(b)).

Part 4. Suitability of staff, supply staff and proprietors

- The proprietor must carry out appropriate checks to confirm in respect of each member of staff at the school the person's identity and, in the light of the information from the checks, the proprietor considers that the person is suitable for the position to which the person is appointed (paragraph 18(2), 18(2)(c), 18(2)(c)(i)).

Part 5. Premises of and accommodation at schools

- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination, treatment of pupils and the short-term care of sick and injured persons, which includes a washing facility and is near to a toilet facility (paragraph 24(1), 24(1)(a), 24(1)(b)).
- The proprietor must ensure that toilets and urinals have an adequate supply of cold water and that washing facilities have an adequate supply of hot and cold water (paragraph 28(1), 28(1)(b)).

Part 6. Provision of information

- The proprietor must ensure that particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents. The relevant information specified in sub-paragraph (4) is about the decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act (paragraph 32(1), 32(1)(j), 32(4), 32(4)(b)).

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