

Act Fast

Kieradan Park, North Moor Lane, Messingham, Scunthorpe, North Lincolnshire DN17 3PS

Inspection date

9 May 2018

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- The proprietor does not have a full curriculum in place that is appropriate to meet the needs of the pupils who may attend the school. Some aspects of the curriculum are ready, for example mathematics and English, where plans are in place and appropriate for functional skills qualifications. This is not consistent across the wider curriculum.
- The proprietor does not have a scheme of work in place to teach pupils about personal, social, health and economic education. There are plans to provide services, such as a school nurse to cover topics such as sexual health, drugs and alcohol. These plans are not fully ready.
- The proprietor does not have a scheme of work, which will ensure that pupils will receive appropriate careers education. There are plans to develop links with other providers to purchase the services of a careers adviser; however, this is in its early stages.
- It is not possible to say that these standards are likely to be met, as documentation is incomplete.
- Therefore, these standards are unlikely to be met.

Paragraph 3, 3(a), 3(b), 3(d), 3(e), 3(f), 3(g), 3(i), 3(j)

- Schemes of work are not ready and therefore it is not possible to say that these standards are likely to be met. For example, it is not possible to say that teaching will enable pupils to acquire new knowledge and make good progress. Some resources are available for teaching some subjects, but the proprietor has not finalised the curriculum and therefore cannot say whether all of the necessary resources are available.
- Based on the evidence gathered during this inspection, these standards are unlikely to be met.

Paragraph 3(c), 3(h)

- The proprietor has appropriate structures in place to ensure that teachers plan lessons well and incorporate effective teaching methods, ensuring that teachers use class time appropriately.
- The behaviour policy is in place and encourages pupils to act responsibly. The policy is based on rewards and motivation, which are used by staff to effectively manage behaviour.
- These standards are likely to be met.

Paragraph 4

- The school's aims are presented in the pupil handbook; however, there is still work to do to ensure that the curriculum and assessment system match these aims. It is not clear how teachers will assess pupils in the wider curriculum and not clear how this information will be used to inform teachers' planning. There is an assessment framework for English, mathematics, forest school and motor vehicle maintenance. Leaders agree that they have further work to do to ensure that assessment across the curriculum is in place.
- These standards are unlikely to be met.

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

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

- The proprietor and school leaders are able to articulate what they want pupils to learn and are able to give examples of how they work with pupils in the alternative education provision that currently operates from the school site. However, there is no firm plan to ensure that all aspects of spiritual, moral, social and cultural development are embedded across the curriculum. For example, leaders do not have a scheme of work for personal, social, health and economic education.
- Leaders are very aware of some of the problems facing the local area and are passionate about teaching pupils the dangers associated with issues such as right-wing extremism and drug abuse. At the time of this inspection, there were no clear plans in place for teaching this.
- Based on the evidence presented during this inspection, these standards are unlikely to be met.

Part 3. Welfare, health and safety of pupils

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

- At the time of this inspection, the proprietors had not completed training for their roles as designated safeguarding lead and deputy designated safeguarding lead. Consequently, the proprietor does not have a comprehensive knowledge of child protection, particularly in making referrals for concerns.

- Training provided to staff as part of the alternative education provision is comprehensive in covering child protection, but does not provide staff with sufficient information about reporting and recording safeguarding concerns.
- Leaders have purchased a system to enable them to report and log all safeguarding concerns. This is not yet operational and staff have not received training on how to use it.
- At the start of the inspection, leaders had not made appropriate checks on staff. This was rectified by the end of the inspection.
- Safer recruitment practices have not been followed. For example, the proprietor did not ensure that appropriate checks had taken place prior to employment, and for some staff members, their employment history has not been fully checked. In addition, the proprietor has not insisted on two references. Following safer recruitment training, the proprietor has improved the recruitment process by implementing a comprehensive application form, which covers safer recruitment. This had not been used up to the date of the inspection.
- The school does have a safeguarding policy, which is up to date and in line with the latest government guidance. However, some leaders, due to their lack of training, are not in a position to ensure that all aspects of the policy are applied.
- These standards are unlikely to be met.

Paragraph 9, 10

- The proprietor has ensured that an appropriate behaviour policy is in place, with accompanying paperwork to ensure that the policy is implemented effectively and that a record is kept of any incidents of misbehaviour.
- An anti-bullying policy is in place, also with appropriate paperwork to ensure that reported incidents of bullying are logged and appropriate action is taken to ensure that bullying stops.
- These standards are likely to be met.

Paragraph 11, 12, 13, 14

- There is an appropriate health and safety policy in place, which is implemented effectively. A policy and record system for administering medicine is in place, along with a lockable cabinet for the safe storage of medicines. The building is exceptionally well maintained.
- The proprietor ensures that all fire checks take place and the school complies with the Regulatory Reform (Fire Safety) Order 2005. For example, fire systems are regularly tested and fire drills take place frequently. Firefighting equipment is regularly serviced and fire exits are clearly signed and kept clear.
- The proprietor ensures that staff have appropriate first-aid training. A number of staff are trained and able to administer first aid. First-aid equipment is comprehensive. There is a written first-aid policy which details appropriate actions and procedures to be taken in the event of an emergency.
- The proprietor envisages that pupils will be supervised on a 1:4 ratio. Sufficient supervision will be in place at breaktime and lunchtime.

- These standards are likely to be met.

Paragraph 15

- The proprietor has an admissions register in place, but some aspects are incomplete. A package for monitoring attendance is currently being researched by school leaders, but no purchase has been made. Therefore it is not possible to say whether it will be maintained in accordance with legal requirements.
- This standard is unlikely to be met.

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

- An appropriate risk assessment policy is in place and a number of comprehensive risk assessments are already in place. For example, risks associated with the car park and some of the activities on offer are carefully considered.
- This standard is likely to be met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

- The proprietor has carried out the appropriate checks required on staff to ensure that staff are suitable to work with pupils.
- This standard is likely to be met.

Paragraph 18(3)

- At the start of the inspection, the proprietor had not ensured that all checks had taken place on staff prior to their appointment. By the end of the inspection, the proprietor had carried out prohibition-from-teaching checks and section 128 checks on all staff involved with management.
- This standard is unlikely to be met.

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6)

- The proprietor does not have a single central record in place. School leaders have a format in place to produce a single central record, but this was not ready at the time of the inspection.
- This standard is unlikely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)

- The proprietor has ensured that suitable toilet facilities are available for pupils. There are toilets available in the building and an external toilet block. Separate facilities are available for both boys and girls, and toilets are available for the sole use of pupils.

- Classroom accommodation is available for pupils to change into clothing appropriate for physical education.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2)

- A suitable, well-equipped medical room is available for the short-term treatment of ill or injured pupils. The room contains a shower and is close to the toilet facilities. This accommodation is in a room that is available solely for this purpose.

Paragraph 25, 26, 27, 27(a), 27(b)

- The building is exceptionally clean and well maintained. Classrooms are large and bright and well equipped with appropriate furniture, whiteboards, projectors and computers. Acoustics are appropriate.

Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Suitable drinking water is provided for pupils in a well-equipped kitchen–diner. This is readily accessible at all times. It is clearly labelled for drinking. Water which is not suitable for drinking is also clearly labelled. There is an adequate supply of hot and cold water in toilet facilities and the temperature of the water is set so that it does not pose a scalding risk.

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

- A real strength of the premises is the outdoor space and facilities for pupils to take part in physical education or socialise. There are outdoor picnic tables, a decked area and a very large green area which has a football net. To support the development of motocross skills, there are two large areas dedicated for this use.
- All of the standards in part 5 are likely to be met.

Part 6. Provision of information

Paragraph 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(i), 32(1)(j)

- The proprietor ensures that parents and carers are aware of school policies, including the safeguarding policy, by providing information on how to access them in the pupil handbook. This is a temporary measure until the website is complete and then policies will be made available online.
- The proprietor has a format ready for reporting to parents. This will inform parents of the progress that their child is making across the curriculum, improvements in behaviour and attendance.
- Leaders have a good understanding of the importance of the admission and attendance registers.
- Leaders have experience of reviewing education, health and care plans (EHCP) and have a format in place for this, should pupils who have EHCPs attend the school.
- These standards are likely to be met.

Paragraph 32(1), 32(1)(h)

- The proprietor has previously produced accounts for income and expenditure, but does not have a format in place for reporting to the local authority, in respect of pupils attending the school, paid for by the local authority.
- This standard is unlikely to be met.

Paragraph 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d)

- The appropriate contact details for the school and headteacher and registered office are available to parents in the pupil handbook. The proprietor intends for this information to be available on the website.
- These standards are likely to be met.

Paragraph 32(3)(a), 32(3)(b), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- Policies are in place and available to parents on request, as detailed in the pupil handbook.
- There is no performance data available as the school is not yet open. However, when there is, it is intended that this will also be available on the school website.
- This standard is likely to be met.

Paragraph 32(3), 32(3)(c)

- The curriculum policy is not fully developed. Therefore this standard is unlikely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33(a), 33(b), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i)

- The complaints policy contains information relating to how a parent can make a complaint on a formal or informal basis and details the progression from one step to another, if they remain dissatisfied.
- The policy states that where a panel is required to hear the complaint, there should be individuals who are not connected to the school as part of the panel. The policy also allows the complainant to be accompanied at a hearing, should the complaint reach that stage.
- The standards are likely to be met.

Paragraph 33, 33(c), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy does not give clear timescales for dealing with an informal complaint, but does so for a formal complaint.
- The complaints policy does not clearly state that the person being complained about will find out the outcome of the complaint or that the information will be retained in a written record that is kept available for inspection by the proprietor, headteacher, the Secretary of State or inspectors, or whether it was resolved during a formal procedure or panel hearing. The policy does not mention confidentiality.
- These standards are unlikely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and school leaders have a clear passion and commitment to improving the lives of young people who have faced difficulties in their education. The facilities they have and their plans for the curriculum they hope to develop are impressive.
- However, at the time of the inspection, curriculum plans and schemes of work were not ready to be inspected.
- The proprietor and school leaders have not had the safeguarding training they need to fulfil the role of designated safeguarding lead effectively. Consequently, their knowledge of some areas of safeguarding is weak.
- Leaders have not followed safer recruitment practices and do not have a single central record in place.
- There are too many standards which are unlikely to be met.
- Therefore these standards are unlikely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have developed an appropriate accessibility policy which includes a three-year action plan to increase accessibility to the facilities at the school and the curriculum for pupils who have a disability.
- This standard is likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	145462
DfE registration number	813/6006
Inspection number	10048815

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietor	Peter Sembiente
Chair	None currently in place
Principal	Peter Sembiente
Day fees	£116.50
Telephone number	01724 485 6868
Website	Under construction
Email address	peter@actfast-nl.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	n/a	11–18	11–16
Number of pupils on the school roll	n/a	36	36

Reason for inspector's recommendations

- School leaders do not currently have an appropriate curriculum in place for pupils aged 11–16, so a larger age range would be inappropriate at this time.

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	Up to 16
Number of part-time pupils	n/a	Up to 20
Number of pupils who have special educational needs and/or disabilities	n/a	Up to 36
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	n/a	Up to 20
Of which, number of pupils paid for by a local authority, with a statement of special educational needs or an education, health and care plan	n/a	Up to 20

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	6	8
Number of part-time teaching staff	3	3

Information about this proposed school

- Act Fast is situated on one site within a 20-acre, rural setting and intends to cater for pupils who are school refusers, at risk of permanent exclusion, have been permanently excluded or require sixth-day provision following an exclusion.
- The school will consider pupils who are referred from local authorities, schools or other referring agencies, such as social care.
- The school intends to cater for pupils with a variety of special educational needs, including specific learning difficulties, moderate learning difficulties, behavioural, emotional and social difficulty and autistic spectrum disorder.
- The school does not have a particular religious character.
- The school intends to provide pupils with activities relating to forest school work or developing motocross skills alongside academic work.

Information about this inspection

- This first pre-registration inspection was commissioned by the Department for Education, following the proprietor's application to open an independent school.
- The inspection was conducted with two days' notice.
- Act Fast currently operate an alternative education provision on this site.
- The inspector reviewed policies and documents associated with the independent school standards, met with the principal/proprietor, school development manager, director and other school staff. The school building was toured inside and out.

Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to 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; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and

- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 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(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 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(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) 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;
- 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils-
 - 5(d)(i) while they are in attendance at the school,
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

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

- 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[13].

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

- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a 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(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 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)(i) S's identity was checked;
 - 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)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 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.

- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 21(6) The information referred to in this sub-paragraph is, in relation to each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

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)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(c) particulars of the policy referred to in paragraph 2;

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(c) sets out clear timescales for the management of a complaint;
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
 - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and

- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

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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