

# Camp Hill Education

The Bordesley Centre, Stratford Road, Birmingham B11 1AR

## Inspection dates

11 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

*Paragraphs 2(1)(b)(ii), 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)(i), 3(b), 3(e), 3(h) and 3(i)*

- Leaders have taken account of fundamental British values in their proposed policies and plans. There is a clear strategy for promoting values through assemblies and different aspects of the curriculum.
- The schemes of work that are currently in place and the school's timetable are likely to give pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum and support proposed by the school also intends to develop pupils' self-motivation and help them re-engage with learning. However, the curriculum does not fully take into account the needs and aptitudes of the pupils that the school proposes to admit.
- The schemes of work and curriculum are likely to ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- The school's personal, social, health and economic (PSHE) education reflects the school's ethos and encourages respect for people. Leaders are able to set out a clear vision for how they want to improve pupils' lives. The leaders' aims and values state: 'We will strive to always encourage children to think, communicate, collaborate and take decisions, to develop and promote a set of fundamental British values along with understanding and appreciation of cultural diversity.'
- Leaders have considered the government's most recent guidance on careers education. Leaders have resources in place to ensure that careers advice is impartial and encourages pupils to consider their skills and the kind of careers they may wish to undertake.
- Leaders have held teaching responsibilities in other schools and demonstrate good knowledge and understanding of subject matter.

- Strategies and arrangements for managing behaviour are appropriate. However, leaders acknowledge that further consideration will need to be given to the management of exclusions and the system for offering any rewards to pupils.
- Leaders have ensured that these standards are likely to be met.

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(g), 2(2)(h), 3, 3(a), 3(c), 3(d), 3(f), 3(g), 3(j) and 4*

- Leaders have devised a range of schemes of work and plans to support learning. However, the majority of these plans are currently focused on GCSE accreditation. As such, the plans outline learning over two or three years with a view to pupils sitting examinations at the end of key stage 4. While these plans will support those pupils that are at age-related expectations, they will not offer an adequate curriculum to any pupils who have gaps in their learning or those who are working at lower levels. Leaders propose to admit pupils who may well have significant gaps in their learning or may find mainstream education difficult to access. Curriculum plans therefore do not fully reflect the needs and aptitudes of the pupils that the school plans to teach.
- The school proposes to teach pupils aged 16 to 19 years. Leaders have not developed programmes of study to support this age group. Leaders have not yet taken account of the government's 16 to 19 study programme guidance.
- Given the shortcomings in the school's curriculum plans, it is not yet clear how all pupils will be given the opportunity to learn and make progress. Lesson plans do not yet reflect the needs and prior attainment of pupils.
- The quality of resources currently available is limited. While the area designated for day-to-day teaching is appropriate, the resources for teaching physical education, and those for outdoor play, were found to be in a poor condition at the time of the inspection.
- Leaders have established a framework for assessment and performance for pupils that study for GCSEs. However, the framework does not take sufficient account of the needs and aptitudes of pupils who may not be ready to study GCSEs and require support to address gaps in their learning and basic skills.
- Leaders have not ensured that these standards are likely to be met.

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

### *Paragraph 5*

- Leaders have devised assembly plans that clearly set out the promotion of fundamental British values. Leaders demonstrate a strong understanding of these values. They are able to explain how and why they have relevance and importance to the community that they propose to serve.
- Policies and plans include references to the protected characteristics set out in the Equality Act 2010. Leaders demonstrate a good understanding of the protected

characteristics and how they plan to ensure that they are understood and respected by pupils.

- Leaders demonstrate a good understanding of the importance of offering pupils a balanced presentation of opposing views.
- Leaders have ensured that these standards are likely to be met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7, 7(a), 9, 9(a), 9(b), 9(c), 10 and 12*

- Leaders have devised a safeguarding policy. The policy is available for prospective parents and carers. One of the school's directors is the proposed designated safeguarding lead (DSL). The DSL demonstrates a good understanding of how to manage a concern about a child and the importance of working with other agencies. The DSL has attended relevant training and has a good working knowledge of child protection issues and risk factors.
- The school's behaviour policy is appropriate and sets out how any sanctions will be recorded.
- The school's anti-bullying policy states that: 'Bullying is a form of antisocial behaviour that has no place in our school.' The policy sets out the school's expectations of all stakeholders and explains that everyone must work together against bullying. The policy is appropriate.
- The school will let a number of rooms within an existing complex of buildings. It is primarily the landlord's responsibility to ensure full compliance with the Regulatory Reform (Fire Safety) Order 2005. The building has appropriate fire routes and exits, a fire risk assessment has been undertaken and firefighting equipment is regularly serviced and checked. Leaders have undertaken fire marshal training.
- Leaders have ensured that these standards are likely to be met.

#### *Paragraphs 7, 7(b), 11, 13, 14, 15, 16, 16(a) and 16(b)*

- The school's safeguarding policy does not take account of all of the guidance issued by the Secretary of State. There is no reference to the school's arrangements for safeguarding peer-on-peer abuse or sexting.
- The school does have a written health and safety policy but this does not take sufficient account of the proposed building and other areas that pupils may visit. For example, the policy does not take account of the risks associated with shared usage; i.e. many different organisations use the centre. Leaders have not considered how this may impact on the day-to-day running of the school.
- Leaders have established procedures for administering first aid but acknowledge that they have not all attended training. The first aid procedures cannot be implemented effectively without a higher level of first aid training.

- Leaders have not established a formal policy for supervision and the appropriate deployment of staff. At this stage, it is not clear how many staff will be required, what shift patterns they will work and how pupils will be supervised throughout the school day.
- The school has not yet devised a framework for registering the pupils who are admitted to the school. Leaders have not established registers for recording the daily attendance of pupils.
- Although the centre has a comprehensive risk assessment, this has not been adapted to take account of the presence of a school and pupils. The risk assessment does not yet detail actions that may need to be taken to reduce any potential risks for pupils.
- Leaders have not ensured that these standards are likely to be met.

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

*Paragraphs 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(3), 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) and 21(3)(b)*

- The Proprietor has devised a single central record to record checks staff's suitability to work with children and young people.
- Checks have been undertaken for both of the staff named as directors. This includes a check under section 128 of the 2008 Act.
- Leaders have ensured that these standards are likely to be met.

*Paragraphs 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 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), 21(1), 21(2), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c) and 21(6)*

- The school does propose to make use of supply staff. The proprietor has not yet established arrangements for how these checks will be made, who will satisfy themselves that checks are adequate or how they will be recorded.
- Suitability checks have not yet been completed for the proprietor. Leaders stated that a request has been made to the department for education for an enhanced Disclosure and Barring Service check but this has not yet been returned. Checks relating to the proprietors identity, including their right to work in the United Kingdom, further checks as appropriate subject to their having lived or worked outside the United Kingdom and a check under section 128 of the 2008 Act have not been verified or recorded in the single central record.
- Leaders have not ensured that these standards are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(2), 26, 27(b), 28(1)(a), 28(1)(b), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)*

- The leaders have ensured that there are suitable toilet and washing facilities for the sole use of pupils. The school also has changing accommodation and a shower.
- The acoustic conditions of the rooms that the school proposes to use are suitable for the activities that will take place.
- The premises have appropriate external lighting.
- There are suitable drinking facilities, toilet areas have hot and cold water available and the hot water does not pose a scalding risk. These facilities are readily accessible at all times.
- Leaders have ensured that these standards are likely to be met.

*Paragraphs 24(1), 24(1)(a), 24(1)(b), 25, 27, 27(a), 28(1), 28(1)(c), 29(1), 29(1)(a) and 29(1)(b)*

- Leaders have identified an area for the medical and therapy needs of pupils. However, the area is open plan with no level of privacy. It is therefore not yet suitable should a pupil require first aid treatment or any necessary level of privacy.
- Cold water supplies that are suitable for drinking have not been labelled as such.
- The school premises and available outdoor space are not maintained to an acceptable standard. Some common areas at the entrance to the main building have old resources and sofas in them. The entrance to the proposed venue for sports activities is quite dark and has broken materials in it. Mains service cupboards for electricity are easily accessible. Externally, there are some storage areas that were unlocked at the time of the inspection. The accommodation and facilities are therefore not yet at a standard at which pupils' health, safety and welfare could reasonably be ensured.
- Given the condition of the outdoor space, the area is currently not suitable for pupils to play in. The centre has some barbed wire along a perimeter fence at the rear of one of the buildings, which is unsafe. Some of the wire is trailing and at head height. Inspectors spoke to the executive director of the centre who stated that the inspection findings relating to the premises would be addressed immediately.
- Some internal lighting is not in full working order.
- Leaders have not ensured that these standards are likely to be met.

## Part 6. Provision of information

*Paragraphs 32(1)(g), 32(2)(d), 32(3)(c) and 32(3)(f)*

- Leaders have devised a statement that sets out the school's ethos and aims.

- The curriculum policy and complaints policy are available for prospective parents.
- Leaders have ensured that these standards are likely to be met.

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(3), 32(3)(a), 32(3)(b), 32(3)(d) and 32(3)(e)*

- Leaders plan to produce a handbook for parents that will include the majority of the information required under part 6 of the independent school standards. As this document is not yet available, several paragraphs are unmet. The school does not currently have a website. The following standards and information are currently not available for parents: the school's address, telephone number and name of headteacher; the proprietor's details for correspondence; particulars of the school's arrangements for pupils who speak English as an additional language; and an appropriate health and safety policy.
- Leaders have not ensured that these standards are likely to be met.

## Part 7. Manner in which complaints are handled

### *Paragraph 33*

- The school's complaints policy includes all of the relevant requirements of the standard. These include: a clear timescale; opportunities for a complaint to be heard informally and formally; provision for a hearing before a panel; and arrangements for the recording of complaints and any resulting actions.
- Leaders have ensured that these standards are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders are able to explain a clear vision for their proposed school. They wish to offer learning opportunities to pupils who may be experiencing difficulties accessing mainstream education.
- Leaders have invested time sourcing a wide range of resources to support learning. They recognise that the resources do not yet adequately take account of the aptitudes and needs of the pupils they propose to admit.
- Leaders are positive, receptive and anxious to address any shortcomings. They have skills and experience that will support them to operate a prospective school. However, at this stage there are a number of unmet standards. Leaders are not yet familiar enough with the independent school standards to ensure that they are likely to be met.

- Shortcomings in relation to the school's proposed premises and some aspects of health and safety currently undermine the extent to which leaders can demonstrate that they are able to actively promote the well-being of pupils.
- Leaders have not ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have not yet written an accessibility plan. The school's main classroom is situated at the bottom of a staircase. Consideration has not yet been given to how this can be fully accessible. There is no action plan that sets out how the school intends to increase access to the school's curriculum for disabled pupils, or how it intends to improve the delivery of written information.

### **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	145504
DfE registration number	330/6040
Inspection number	10052118

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	Mr Irfan Ahmed
Headteacher	Mr Azharul Islam
Annual fees (day pupils)	£25,000
Telephone number	07990 840895
Website	The school does not have a website
Email address	camphilleducation@gmail.com
Date of previous standard inspection	Not previously inspected



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11–18	11–18
Number of pupils on the school roll	Not applicable	30	0

- The inspection team does not recommend a number on roll at this stage, as the school is unlikely to meet standards.

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	30
Number of part-time pupils	Not applicable	0
Number of pupils who have special educational needs (SEN) and/or disabilities	Not applicable	30
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	0
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	Not applicable	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not yet open	3
Number of part-time teaching staff	Not yet open	0
Number of staff in the welfare provision	Not yet open	0

## Information about this proposed school

- The proposed school is located within 'The Bordesley Centre'. The centre is operated by the Muath Trust. The centre is based in a grade 2 listed building, which was renovated in 2005. The school plans to operate from a basement classroom and youth centre.
- The school does not intend to make use of any off-site alternative provision.
- The school plans to admit up to 30 pupils who may be experiencing difficulties accessing mainstream education as a result of exclusion.

## Information about this inspection

- This is the school's first pre-registration inspection.
- Inspectors carried out a range of activities to establish the extent to which the school is likely to meet the independent school standards. Activities included: meeting with the proprietor and two directors; reviewing policies, schemes of work and plans; and a tour of the premises including outdoor space, the centre's canteen and sports hall.
- Inspectors reviewed the school's information relating to safeguarding including: the single central record; safeguarding policy; health and safety policy; and fire safety and training.
- Inspectors spoke with centre staff including the venue manager and executive director.

## Inspection team

Jonathan Keay, lead inspector	Her Majesty's Inspector
Mel Ford	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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 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 [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 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 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.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 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].
- 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.

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

- 19(2) The standard in this paragraph is met if-
  - 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received-
  - 19(2)(a)(i) written notification from the employment business in relation to that person-
  - 19(2)(a)(i)(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;
  - 19(2)(a)(i)(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and
  - 19(2)(a)(i)(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
  - 19(2)(a)(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;
  - 19(2)(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
  - 19(2)(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);

- 19(2)(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide–
- 19(2)(d)(i) the notification referred to in paragraph (a)(i); and
- 19(2)(d)(ii) a copy of any enhanced criminal record certificate which the employment business obtains,
- 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.
- 20(6) The standard in this paragraph is met in relation to an individual (“MB”), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-
  - 20(6)(a) MB-
    - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
    - 20(6)(a)(ii) does not carry out work, or intend 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;
  - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB-
    - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
    - 20(6)(b)(ii) checks confirming MB’s identity and MB’s right to work in the United Kingdom; and
    - 20(6)(b)(iii) where, by reason of MB’s living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB’s suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
  - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 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(5) The information referred to in this sub-paragraph is, in relation to supply staff-
  - 21(5)(a) whether written notification has been received from the employment business that-
  - 21(5)(a)(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and
  - 21(5)(a)(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,
  - 21(5)(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and
  - 21(5)(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.
- 21(6) The information referred to in this sub-paragraph is, in relation 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 5. Premises of and accommodation at schools**

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 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.
- 27 The standard in this paragraph is met if the proprietor ensures that-
  - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein;
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
  - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such;
- 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[14], the Secretary of State or an independent inspectorate[15];
  - 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(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
  - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
- 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(2)(b) either-
    - 32(2)(b)(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
    - 32(2)(b)(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
  - 32(2)(c) where there is a governing body, the name and address for correspondence of its Chair; and
- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
  - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
  - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
  - 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
© Crown copyright 2018