

Orion Training and Development Ltd

Dudley Road, Winson Green, Birmingham, West Midlands B18 7QH

Inspection dates

23 July 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)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i), 3(e), 3(g), 3(i), 3(j) and 4

- Schemes of work for English and mathematics are suitably differentiated and offer accreditation opportunities for pupils ranging from entry level to GCSE. The way British values are to be promoted is threaded through the schemes of work.
- The personal, social, health and economic (PSHE) education scheme of work is suited to the needs of the pupils likely to be attending the school. It takes into account all of the protected characteristics set out in the 2010 Equality Act. Activities have been planned thoughtfully to enable pupils to engage in discussions and develop their tolerance and understanding of protected groups.
- Leaders have established a framework for assessing pupils' work. They plan to carry out assessments to check pupils' abilities on entry to the school as well as termly monitoring of the progress that pupils are making. Their framework for assessment allows leaders to monitor pupils' progress in their social and emotional development.
- 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)(a), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 3, 3(a), 3(b), 3(c), 3(d), 3(f) and 3(h)

- While there is a written curriculum policy in place, it is not up to date or personalised to either the school or the pupils it plans to serve. For example, it refers to year groups outside the school's proposed remit.
- Schemes of work other than English and mathematics are not suitably differentiated and are only for Years 9, 10 and 11. Courses are only available at GCSE standard. Given that the school plans to admit pupils who have learning difficulties up to the age of 18, these schemes of work do not adequately meet pupils' needs.

- The curriculum does not provide enough opportunities for pupils in human and social education. There is a cursory reference to history within the physical education (PE) scheme of work but is not planned in a meaningful and cohesive way.
- There are currently few resources to support the delivery of curriculum subjects apart from motor vehicle studies. Few classroom resources are available beyond wall displays.
- The school's careers policy lacks detail and does not show how pupils will be supported with impartial careers advice. The associated scheme of work is only for Year 9 pupils and does not meet the needs of other year groups.
- Leaders have not ensured that these standards are likely to be met.

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

Paragraphs 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(vi) and 5(b)(vii)

- Leaders have ensured that there is a strong emphasis on the promotion of British values, through the schemes of work and displays around the school building. Pupils are encouraged to 'have their say' through well-planned activities.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 5, 5(b)(v), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders have not articulated how they will develop pupils' spiritual, moral, social and cultural understanding. While pupils' moral and social development is appropriately addressed in schemes and plans, there is no information about how pupils' spiritual and cultural development will be enhanced.
- Leaders have not made clear how they will ensure that partisan political views are not promoted in lessons and wider activities.
- Leaders have not ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7(b)

- Leaders have devised a suitable safeguarding policy that takes into account current guidance issued by the Secretary of State.
- This standard is likely to be met.

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- Leaders have not ensured that the welfare, health and safety of pupils are suitably addressed and managed in the school. The inspector identified several risks in and around the premises which are likely to have an adverse effect on pupils' welfare, health and safety. As a result, pupils are unlikely to be adequately safeguarded.
- The designated safeguarding leader has a good knowledge of local safeguarding arrangements and has completed relevant training relating to child protection. The PSHE education scheme of work covers a number of safeguarding themes, including 'Prevent', online safety and female genital mutilation. However, leaders have not considered risks in and around the school building.

- The school's health and safety policy lacks detail about some aspects of the school's work. For example, it does not refer to off-site visits, or risks when working at height. While the policy states that all hazardous materials are stored following COSHH regulations, the inspector found hazardous substances which had not been stored securely and were easily accessed. Not all COSHH information sheets were completed fully.
- The school's first-aid policy lacks detail. It does not state who the responsible first aiders are, and names displayed on signage around the school were not consistent. First-aid kits have not been checked and so have not been replenished. At the time of the inspection, the first-aid room could not be accessed without a code, potentially delaying emergency treatment.
- While a fire risk assessment of the property was completed in January 2017, leaders have not used this information to devise a subsequent action plan to address the identified risks. Leaders have, however, ensured weekly fire alarm tests, regular drills and checks on fire equipment. They have not ensured that portable appliances are checked on a regular basis.
- Leaders have not given sufficient thought to the location of the fire assembly point which is currently next to the entrance to the premises, thereby impeding access by the emergency services.
- Leaders do not have a risk assessment policy. They have failed to adequately and proactively assess the risks of the building, instead relying on a checklist of hazards they draw up and address on a termly basis. Leaders plan to deliver the PE curriculum through an off-site activity but have not assessed the risks of using a leisure centre which is open to the public. Risk assessments on equipment in the motor vehicle workshop have not been reviewed for five years.
- Leaders have developed a suitable template on which to record pupil admissions, but their plans for attendance recording do not use the required Department for Education codes.
- The behaviour policy has not been personalised to the school setting as it refers to 'departmental referrals', and an 'alternative study room', neither of which are in existence. The policy refers to 'positive handling' but staff have not yet received training in this approach.
- The school's anti-bullying policy appears to have been taken from another setting as the stated values do not match the school's. There is no reference to the steps leaders plan to take to prevent bullying occurring.
- Leaders have not ensured that these standards are likely to be met.

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

Paragraphs 17, 18(1), 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), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 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(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v),

21(3)(a)(vi), 21(3)(a)(vii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b) and 21(8)

- Aspects of the single central record and subsequent scrutiny of staff personnel files show that suitable checks have been carried out on the proprietary body, governors and members of staff.
- Section 128 checks, barred list checks and checks on prohibition orders have been carried out on behalf of the school by another registered school.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 21(1), 21(3)(a)(iv) and 21(3)(a)(viii)

- Some of the information held on the single central record has not been recorded accurately following the transfer of staff from the employment of the previous employers, 'Platinum', to Orion. Employment starting dates, qualifications and dates of Disclosure and Barring Service checks have not been recorded accurately.
- Leaders have not ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

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

- Leaders have ensured that there is suitable medical accommodation available for pupils' use. Hot and cold running water is accessible.
- Lighting and acoustics are adequate, although the inspector noted that several light bulbs needed replacing as they were not working.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 23(1), 23(1)(a), 23(1)(c), 25, 27, 27(b), 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)

- Leaders have not ensured that the premises and accommodation for pupils are suitable for pupils. The inspector identified a number of health and safety risks across the site. Tools and equipment used for vehicle maintenance are not stored securely and can be accessed directly from a classroom via a door that does not lock.
- Several coat pegs and benches around the building have not been suitably secured to the wall and floor and as a result have the potential to topple onto pupils and injure them.
- The outside area is unsuitable for recreation or PE as it is a car park. Part of the site has a dilapidated store which houses materials and detritus which constitute a fire hazard.
- There is no external lighting to the building.
- There is no drinking water labelled throughout the building.
- Currently, toilet facilities are not used solely by pupils.
- There are no shower facilities in the school. Leaders plan to use local community leisure facilities for the provision of PE but have not yet investigated this or considered the additional risks to pupils.
- Leaders have not ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2)(a) and 32(2)(d)

- The school does not have a website so provides information to parents and carers via a prospectus. Some of the required information is available in the prospectus, including a statement of the school's aims and core values.
- Leaders have ensured that these standards are likely to be met.

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

- The school's prospectus does not provide information about, and the contact details of, the proprietary body. There is no information about admissions, pupils' behaviour and exclusions. While information about the curriculum is provided, it does not reflect the school's offer. There is no information in the prospectus which explains how pupils who have special educational needs (SEN) and/or disabilities and pupils who speak English as an additional language will be supported.
- The prospectus does not explain how parents will be able to request a copy of the school's safeguarding policy. In addition, parents are not provided with any information about health and safety, behaviour and bullying. Leaders have not ensured that parents will know how to make a complaint about the school, should they wish to.
- Leaders have not ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33(a), 33(c), 33(d), 33(e) and 33(j)

- The school's complaints policy, which is in writing, explains that all complaints will be dealt with within a specified timescale, beginning with an informal resolution. It sets out clearly the steps that need to be taken if the complainant is dissatisfied with the way in which the complaint is handled.
- Leaders have ensured that these standards are likely to be met.

Paragraphs 33, 33(b), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j)(i), 33(j)(ii) and 33(k)

- The complaints policy does not fully meet the requirements set out in the independent school standards. For example, it does not clearly state the different people who will carry out investigations and appeals, because the policy only refers to the chief executive officer. There is no established panel to hear complaints. Leaders have not stated the next steps they will take as a result of any complaint.
- Leaders have not 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)

- The proprietor and leaders have not demonstrated that they have the skills and knowledge so that all the independent school standards are met consistently. They have relied too heavily on taking policy documents from other establishments which

they have adopted without any meaningful review or personalisation to their own school.

- Although the proprietor and leaders can talk confidently about their commitment to the safeguarding and welfare of the pupils in their charge, they have not translated this commitment into their day-to-day practice. As a result, there are several health, safety and welfare concerns in and around the building which put pupils at risk.
- The school has a governing body, which currently consists of two members. Leaders plan to recruit additional members.
- Leaders have not ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have an accessibility policy and an associated action plan which explains how different protected groups will be supported, as well as any adjustments which they plan to make. However, as with many other documents, it is not personalised to the school or the specific needs of the pupils who are likely to attend the school, including those who have SEN and/or disabilities. As a result, some actions are not meaningful.
- Leaders have not ensured that 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	145466
DfE registration number	330/6037
Inspection number	10055390

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	Orion Training and Development Ltd
Chair	Marie Rooney
Headteacher	Murett Mendez
Annual fees (day pupils)	£11,400 to £14,250
Telephone number	0121 245 7200
Email address	info@oriontraininganddevelopment.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	20
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	15
Total hours of teaching provided per week	15

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	14–18	14–17
Number of pupils on the school roll	Not applicable	100	25

Reason for inspector's recommendations

- During the inspection, leaders changed their original proposal of 100 pupils to 40 as they stated that this was 'overambitious'. However, these figures have not been thought through sufficiently. Classrooms are small and there is not enough space to accommodate and support 40 pupils who have SEN and/or disabilities adequately. Leaders do not have a clear rationale for offering provision for students up to the age of 18.

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	100
Number of part-time pupils	Not applicable	30
Number of pupils with special educational needs and/or disabilities	Not applicable	100
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	5
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	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	7	10
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	0	5

Information about this proposed school

- The school is currently operating on a part-time basis as an alternative provision. Pupils remain on roll at their host school and attend Orion Training and Development to participate in motor vehicle mechanics courses or work experience activities.
- The school is located in a converted car showroom with a large workshop for motor vehicle maintenance, on the outskirts of Birmingham city centre. The premises comprise three classrooms, a large motor vehicle workshop with additional workspace, a dining area with an adjacent kitchen, a first-aid room and three small offices/administration areas.
- The proposed school intends to offer full-time provision for up to 40 pupils for pupils aged 14 to 18, who are likely to have SEN and/or disabilities linked to their social, emotional and mental health needs. During the inspection, leaders revised their original proposal of 100 pupils to 40. Some of these pupils may have an education, health and care plan, related to their learning difficulties.
- It is proposed that the local authority and other schools will place pupils at the school.
- The school does not have a religious character.
- The school intends to educate pupils to GCSE standard in the following subjects: English, mathematics, science, ICT, and citizenship as well as offering vocational studies in motor vehicle mechanics and plumbing and PSHE education.

Information about this inspection

- This was the proposed school's first pre-registration inspection, carried out at the request of the Department for Education under section 99 of the Education and Skills Act 2008.
- The inspector met with the proprietor, the head of school, who is also the designated safeguarding leader, the curriculum manager and the chair of the governing body to discuss their application for registration. The inspector conducted a tour of the premises including the motor vehicle workshops and outdoor space.
- The inspector reviewed a range of documentation including policies and schemes of work. She spoke to the proposed school's health and safety officer and looked at safeguarding documentation, including risk assessments. The school's single central record and personnel files were also examined.

Inspection team

Deb Jenkins, 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(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)(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)(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(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(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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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(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(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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

- 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.
- 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

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 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(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 28(1) The standard in this paragraph is met if the proprietor ensures that—
 - 28(1)(a) suitable drinking water facilities are provided;
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and
- 28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—

- 28(2)(a) they are readily accessible at all times when the premises are in use; and
- 28(2)(b) they are in a separate area from the toilet facilities.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
 - 29(1)(b) pupils to play outside.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(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(2) The information specified in this sub-paragraph is—
 - 32(2)(b) either—
 - 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)(c) particulars of the policy referred to in paragraph 2;
 - 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;
 - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and

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(b) is made available to parents of pupils;
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
 - 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)(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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