

# Yeshivah Ohr Torah School

28 Broom Lane, Salford, Lancashire M7 4FX

## Inspection dates

10–12 July 2018

|  |                   |
|--|-------------------|
| <b>Overall effectiveness</b>                 | <b>Inadequate</b> |
| Effectiveness of leadership and management   | <b>Inadequate</b> |
| Quality of teaching, learning and assessment | <b>Inadequate</b> |
| Personal development, behaviour and welfare  | <b>Inadequate</b> |
| Outcomes for pupils                          | <b>Inadequate</b> |
| Overall effectiveness at previous inspection | Good              |

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership and management are inadequate. Leaders and trustees have not ensured that all the independent school standards are met.
- Inspectors were unable to speak with pupils because their parents had withdrawn consent. This meant that the school was unable to provide all the evidence needed about leadership and management; teaching, learning and assessment; and pupils' behaviour, outcomes, personal development and welfare.
- Pupils follow a curriculum based on kodesh (religious) studies. Opportunities for pupils to study chol (secular) subjects are infrequent. As a result, pupils' knowledge, understanding and skills in chol learning are limited.
- Safeguarding is not effective. Leaders have not carried out the required checks to reassure themselves of the suitability of all trustees.
- Inspectors were unable to confirm with pupils that they are well cared for and safe in school.
- Leaders and teachers do not encourage respect for all the groups protected under the Equality Act 2010. In addition, pupils do not learn enough about people from different faiths and cultures.
- Opportunities for pupils to develop their English and mathematical skills are poor. The school does not provide lessons in English. Pupils have limited opportunities to practise their speaking, reading and writing skills in English. Moreover, little time is given to the teaching of mathematics. This means that pupils are not well enough prepared for life in modern Britain.
- Pupils are ill-prepared for their next steps. There is no careers programme and pupils do not work towards recognised relevant qualifications.

### The school has the following strengths

- The proprietor and other leaders ensure that the school's ethos reflects the principles of the local ultra-orthodox Hasidic Jewish community.
- Pupils take responsibility for planning and organising trips, visits and performances. This helps pupils to develop relevant skills and interests to stand them in good stead for adult life.
- Staff monitor pupils' attainment and progress in kodesh learning. Timely support helps pupils who fall behind to catch up. Pupils make progress in line with the school's own expectations.
- Parents and carers are happy with the education provided and strongly support the school.

### Compliance with regulatory requirements

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

## Full report

### What does the school need to do to improve further?

- Improve leadership and management so that pupils are well prepared for life in modern Britain by ensuring that:
  - respect for all groups of people is actively promoted, paying particular regard to all those with protected characteristics set out in the Equality Act 2010
  - pupils have equality of opportunity
  - pupils appreciate and respect cultures that are different from their own
  - pupils gain an understanding, respect and tolerance of those with different faiths and beliefs
  - pupils gain suitable, relevant qualifications
  - impartial careers information, advice and guidance is given to pupils.
- Ensure that leaders and teachers implement a curriculum which enables pupils to acquire knowledge, skills and understanding in all aspects of their education, including humanities, scientific, technical, physical and artistic learning, by:
  - developing and implementing schemes of work and assessment programmes in all secular subjects
  - providing pupils with more opportunities for physical education (PE) and practical experience, including in technology
  - offering extra-curricular and enrichment activities to enhance the curriculum offered
  - checking that teaching is effective and leading to good progress.
- Ensure that pupils' achievement in English and mathematics increases to be broadly in line with that of pupils nationally by:
  - providing a curriculum which includes English and mathematics for all pupils
  - developing and implementing schemes of work and assessment systems for English and mathematics
  - offering sufficient, effective teaching
  - tracking pupils' progress in English and mathematics from their starting points to ensure that pupils' make good progress.
- Leaders must ensure that appropriate checks are carried out on the suitability of all trustees to lead and manage the school.
- Leaders must work closely with parents to alleviate any concerns they might have about inspection practice so that the school is able to provide inspectors with all the information they require.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are inadequate because the proprietor and leaders have not ensured that all of the independent school standards are met.
- Leaders have not encouraged pupils' respect for all other people, particularly some of those who have protected characteristics under the Equality Act 2010, such as in relation to their sexual orientation or gender reassignment. Other aspects of pupils' spiritual, moral, social and cultural development are also weak. Leaders do not promote pupils' understanding and respect for other faiths and beliefs. Inspectors were unable to obtain views from pupils about the school's work to promote respect for those with protected characteristics.
- The school does not provide comprehensive, impartial careers education, information, advice and guidance to all pupils. Leaders told inspectors that the staff will answer any questions that pupils have and provide references for the colleges to which pupils apply. However, there is no planned careers programme in place for pupils. Inspectors were unable to obtain pupils' views about the quality of the careers information they receive.
- Leaders provided inspectors with relevant information in connection with the inspection. However, because inspectors were unable to speak with pupils, and there is no evidence that the school had taken steps to make this possible, the school does not meet the independent school standard about the provision of information required for the purposes of inspection.
- The school's curriculum is solely based on kodesh studies. Other subjects are only taught when they are relevant to pupils' kodesh studies. These opportunities are sporadic and limited. Consequently, pupils do not acquire the broad range of skills, knowledge and understanding required in secular subjects.
- The school provides few extra-curricular activities for pupils. The headteacher encourages families to organise activities out of school for pupils to develop their interests and talents, such as learning to play a musical instrument.
- The headteacher encourages pupils to plan and organise enrichment activities, for example hiking trips and performances. These help pupils to work collaboratively and develop a range of different useful skills, such as making bookings.
- The school has offered solely a kodesh curriculum for the past two academic years, following consultation with parents. Since this change was implemented, the school's approach to providing English and mathematics teaching for pupils is an offer of 'flexi-schooling'. Parents can choose to withdraw their children from kodesh studies to access tutoring in English and/or mathematics. The school does not monitor the effectiveness of this provision.
- Leaders keep a close eye on the progress made by pupils in their kodesh studies, as well as aspects of their personal development, behaviour and welfare. The headteacher visits classrooms routinely through the school day and holds quarterly meetings with teaching staff to review pupils' progress.
- Following meetings to discuss pupils' progress, leaders make sure that additional support is put in place for any pupil identified as at risk of falling behind in their kodesh studies to

help them to catch up.

- The headteacher spends much of his time in lessons supervising the activities taking place. He has a comprehensive overview of the quality of teaching in kodesh studies. The headteacher provides advice and guidance to staff at all stages of their careers. He encourages teachers to attend courses and conferences locally, nationally and internationally to develop their knowledge.
- There is insufficient suitable outdoor space for pupils to play outside and take part in PE and sports. Leaders provide occasional opportunities for pupils to enjoy physical activity through trips to the trampoline park and swimming pool. In addition, pupils are encouraged to walk or cycle to school.
- Parents are highly supportive of the school and happy with the education their children receive.

## **Governance**

- Trustees have not ensured that all the independent school standards are met.
- The number of pupils on roll is well above the capacity agreed by the Department for Education (DfE). The school is registered for up to 39 pupils. Currently, 59 pupils are on roll. The trustees have not sought approval from the DfE for this increase.
- The school's approved age range is for pupils aged from 11 to 16. This academic year, a group of 18 former pupils aged 16 and 17 attend daily prayers three times a day at the school as well as afternoon lessons. The status of this group is ambiguous.
- The registered proprietor changed prior to the previous inspection. Two of the trustees from the previous proprietorial body, Belz Communities, are trustees of the current body, including the chair. Inspectors could find no record that trustees have informed the DfE of this change.
- Trustees state that the school's curriculum was revised in response to parental preferences for the education of their children. The school has not taught English and mathematics for the past two academic years following leaders' consultation with parents. Trustees have taken some steps to review the school's curriculum recently, so that chol subjects will be taught. Nevertheless, these plans are at a very early stage.
- Trustees have not ensured that they have all had the required suitability checks and that these are recorded on the school's single central record.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school's safeguarding policy meets requirements and is available to parents on request. All staff have attended training, so they understand their roles and responsibilities. The designated safeguarding lead makes sure that he keeps up to date with regard to statutory guidance and local issues. The school keeps records of any reported concerns and makes sure that these are followed up. The school liaises with external agencies as appropriate. Leaders direct pupils and their families who are struggling to cope, for example financially, to organisations who can provide additional help as required.

- Leaders have carried out checks on staff to ensure that they are suitable to work with children. However, they have not ensured that the required checks have been carried out for all trustees.
- Inspectors were unable to speak with pupils about whether they have been taught about risks and how to keep themselves safe. Inspectors were unable to confirm whether pupils feel safe in school.

## Quality of teaching, learning and assessment

## Inadequate

- Inspectors were unable to talk with pupils formally or informally about teaching, learning and assessment. This meant that inspectors could not reassure themselves about the typicality of what they observed in school, during the inspection, over time.
- During the inspection, inspectors observed pupils' positive attitudes to learning. Pupils listened attentively to their teachers, took pride in their work and joined in enthusiastically during lessons.
- Inspectors' observations indicated that teachers set high standards for pupils' behaviour in class, so no learning time is wasted. Pupils work well with their classmates. They share their ideas, challenge each other's interpretations and consider each other's point of view.
- Teachers use tests at the end of each unit of work in kodesh studies to check pupils' knowledge and understanding. Moreover, at frequent intervals across the year, teachers check that pupils have retained the knowledge they have acquired over time. This helps teachers to evaluate whether pupils are achieving in line with the school's own expectations.
- Teachers use the information they gather about pupils' performance to inform their regular discussions with the headteacher. Teachers monitor pupils' performance in relation to religious studies, personal development, behaviour and attendance. Any pupil at risk of falling behind is quickly identified and suitable support is put in place by the one-to-one teaching staff. This personalised support helps these pupils catch up in their kodesh studies.
- The school does not teach English as part of its curriculum. Leaders told inspectors that any pupil who joins the school with literacy skills below those expected by the school is offered one-to-one teaching to improve his skills, if his parent requests this. Inspectors were unable to confirm that this is what happens routinely or the effectiveness of any such additional teaching.
- Pupils learn about some aspects of secular subjects, such as history and geography, when these are relevant to their religious studies. Teachers have no schemes of work to follow. Pupils' learning in these subjects is not assessed formally and there are limited classroom resources. Consequently, pupils do not appear to do as well as their peers nationally in these subjects.
- Teachers mark pupils' work in line with the school's expectations. Teachers told inspectors that their written feedback provides positive encouragement to the pupils.
- Inspectors observed positive relationships between adults and pupils. Pupils are keen to ask and answer questions. However, inspectors are not able to confirm that what they observed during the inspection is typical.

- Parents are overwhelmingly positive about the quality of teaching at the school and its impact on their children's learning. A very small number of parents felt that the school's arrangements for homework are not as good as they could be.
- The school provides detailed reports about pupils' progress for parents twice yearly. Parents feel well informed about how well their children are getting on in school.

## **Personal development, behaviour and welfare**

## **Inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- Inspectors spoke with leaders and staff, as well as considering the views of parents and observing pupils during the school day. However, inspectors were not able to speak with pupils to evaluate the effectiveness of the school's work with regard to their personal development and welfare.
- Inspectors' observations indicate that relationships between staff and pupils, and among pupils, are strong. Pupils are pleasant and polite to staff, visitors and each other. During the inspection, inspectors observed pupils working well together in the classroom, supporting each other's learning.
- Leaders are aware of the risks posed by the location of the school building on the site of a community centre. During the inspection, inspectors noted that leaders had made sure that all entrances were secure, and pupils are well supervised at breaktimes. Inspectors were unable to confirm that these arrangements are in place consistently.
- Leaders told inspectors that they encourage pupils to plan and organise trips, visits and performances. Boys organise overnight hiking trips and performances for the local community. These events give pupils an opportunity to demonstrate their talents and develop skills which will stand them in good stead for working life.
- The school offers no extra-curricular activities. The headteacher encourages pupils to develop their interests and talents outside school, such as learning to play a musical instrument.
- The recently appointed designated safeguarding lead has raised the profile of safeguarding across the school. He has put in place training for staff and pupils to raise awareness of the risks to pupils and what action should be taken to deal with them. Pupils have been taught about the risks of internet addiction. Inspectors were unable to speak with pupils to confirm whether they feel safe in school.
- The school's anti-bullying policy does not include all forms of prejudicial bullying, including homophobic bullying. Leaders assert that any rare incidents are dealt with swiftly and effectively. Inspectors were unable to speak with pupils to confirm whether the school's anti-bullying policy and procedures are effective.
- Pupils do not have access to PE and sport at school. Moreover, outdoor space is limited so there are few opportunities for pupils to take part in physical activity. Almost all pupils walk or cycle to and from school each day. Inspectors were unable to ascertain how well the school promotes healthy lifestyles for pupils. The school's own records show that support has been given where teachers have raised concerns about the mental health of

any of their pupils.

## Behaviour

- The behaviour of pupils is inadequate. Insufficient evidence was available to inspectors to confirm the standard of pupils' behaviour day to day.
- During the inspection, inspectors noted that pupils' conduct in classrooms and around school appeared to be exemplary. Checks on the school's incident and exclusion records and discussions with leaders indicated that there have been no serious behaviour issues in school reported or recorded this academic year. However, crucially, inspectors were not able to speak with pupils to gauge their views regarding behaviour.
- The school's attendance registers indicate that almost all pupils come to school on time every day. Teachers stated that parents are informed if their child is late to school and make pupils aware of the importance of good timekeeping. Pupils' attendance is reviewed at the quarterly meetings to discuss pupils' progress. Leaders make sure that action is taken where there are any concerns about a pupil's attendance or punctuality.

## Outcomes for pupils

### Inadequate

- Outcomes for pupils are inadequate because pupils do not attain any recognised qualifications at the end of Year 11. Pupils do not take any external examinations. The school's own measures of pupils' achievements only have value within their own religious community. Consequently, pupils' choice of how to progress to the next stage of their education is limited. Inspectors were unable to obtain any views from pupils about how this affects them.
- Leaders track pupils' attainment and progress in their religious studies, personal development, attendance and behaviour over each school year. Pupils make good progress in line with the school's own expectations.
- The lack of teaching for English and mathematics means that pupils' attainment lags well behind that of their peers nationally. The limited evidence available to inspectors to evaluate how well pupils perform in these subjects meant that inspectors could not confirm that pupils acquire the functional literacy and numeracy skills necessary to broaden their choice of options available when they leave the school.
- Pupils secure places at specialist colleges, in the United Kingdom and abroad, to continue their religious studies after they leave the school. Information from leaders and former pupils suggest that most pupils go on to secure employment after they have completed their religious studies. The vast majority find employment within the orthodox Jewish community. For example, several teachers working at the school are former pupils. Some pupils go on to gain recognised professional qualifications.
- Pupils routinely read religious texts in both Hebrew and Aramaic as part of their kodesh studies. Although the school does not teach Hebrew and Aramaic formally, inspectors' observations indicated that pupils appear to read these texts with increasing confidence, fluency and comprehension as they progress through the school. Older pupils use a range of information texts to support their studies.
- Pupils spend a relatively small amount of time studying secular subjects. This learning only takes place when it links to topics pupils are covering in their religious studies. This

means that learning is infrequent. The school has no schemes of work, assessments or resources to help teachers plan and deliver the secular curriculum or to evaluate pupils' learning and progress.



## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 130287   |
| DfE registration number | 355/6031 |
| Inspection number       | 10034024 |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Other independent school                                     |
| School category                     | Independent school   |
| Age range of pupils                 | 11 to 16   |
| Gender of pupils                    | Boys   |
| Number of pupils on the school roll | 59   |
| Number of part-time pupils          | None   |
| Proprietor                          | Ohr Torah Ltd  |
| Chair                               | Mr David Neuwirth  |
| Headteacher                         | Rabbi Y Wind   |
| Telephone number                    | 0161 792 1230  |
| Website                             | None   |
| Email address                       | <a href="mailto:ymleitner@gmail.com">ymleitner@gmail.com</a> |
| Date of previous inspection         | 25–27 March 2014   |

## Information about this school

- Yeshivah Ohr Torah provides a Jewish faith-based education for boys aged between 11 and 16 years. The school aims to 'enable our pupils to reach their maximum potential as productive members of society within the guidelines of traditional Jewish observance and family values'. The school is closely associated with the Hasidic community.
- The school is owned and maintained by a charitable trust. On the Department for Education's public record about schools, Get Information about Schools, the registered proprietor is named as Belz Communities. Prior to the previous inspection, Ohr Torah Ltd took over responsibility for the school. Ohr Torah Ltd is a registered charity. There are four trustees of this charity, including two who are also trustees of Belz Communities.
- The school does not charge compulsory fees.

- The school has exceeded the number of pupils agreed by the Department of Education. There are currently 59 pupils on roll. This is 20 pupils more than the number approved by the DfE.
- The school is registered for pupils between the ages of 11 and 16. A total of 18 pupils aged 16 and 17, who were formerly pupils at the school, join in with daily prayers and are present at lessons in the afternoons. The status of this group of pupils is ambiguous.
- Pupils study Jewish religious studies. No secular curriculum is taught. All lessons are taught in Yiddish.
- All pupils speak Yiddish. Some pupils speak English as their first language at home.
- None of the pupils on roll has an education, health and care plan.
- The school's previous standard inspection took place in March 2014.
- The school does not use any off-site educational provision for pupils.

## Information about this inspection

- This inspection was carried out with one day's notice. All pupils were away on trips organised by the school for most of the first two days of the planned inspection. Consequently, on-site inspection activity did not commence until 3pm on the second day of the planned inspection.
- Inspectors observed teaching and learning during pupils' kodesh work.
- Inspectors made a tour of the school's premises accompanied by leaders including the chair of the board of trustees.
- Inspectors visited classes across the school. Some of these visits were made jointly with senior leaders.
- Inspectors observed pupils' behaviour throughout the school day.
- Inspectors held discussions with the chair of the board of trustees, a trustee, the school administrator, the headteacher and teachers.
- Inspectors were unable to speak to pupils (or ask them any questions) during the inspection, as parents had refused consent. An inspector met with two previous pupils.
- Inspectors considered the 36 responses from the school's own parental survey which was distributed during the inspection. There were no responses to the Ofsted online survey (Parent View). Questionnaires returned by five members of staff were also considered.
- Inspectors scrutinised documentation, including records relating to safeguarding, behaviour, the curriculum and teaching, risk assessments, the maintenance of the premises and pupils' progress records.
- Inspectors scrutinised pupils' work in books. Pupils' written work was in Yiddish, so evaluation of pupils' learning and progress from these books was limited. Leaders provided one sample of a pupil's written work in English.

## Inspection team

Pippa Jackson Maitland, lead inspector

Her Majesty's Inspector

Mavis Smith

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if—
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work—
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; 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)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
  - 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;
  - 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(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(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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 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.

## **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
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
  - 9(b) the policy is implemented effectively; and
- 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.
- 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.

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

- 18(2) The standard in this paragraph is met if—
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
  - 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;
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is—
  - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—
    - 21(3)(a)(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;

## **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)(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.
- 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)(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
- 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)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
  - 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)(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 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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