

Rudolf Steiner School

Langley Hill, Kings Langley, Hertfordshire WD4 9HG

Inspection dates

6–9 November 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Sixth form provision	Insufficient evidence
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor (the board of trustees) has not ensured that all of the independent school standards are met.
- Following the 2016 standard inspection, safeguarding was judged to be ineffective at three of the four subsequent progress monitoring inspections. Arrangements to keep pupils safe are still not effective.
- Trustees have not held leaders to account sufficiently for pupils' safety, well-being and academic performance.
- Constant changes to leadership and governance since the 2016 inspection have impeded school improvement.
- Historical parental complaints remain unresolved.
- During the previous academic year, pupils of all ages did not make consistently good progress across a range of subjects.
- In the kindergarten, older pupils are not challenged enough to reach higher standards of work.
- Assessment of pupils' needs and achievements do not feed through to teachers' planning and delivery of the curriculum sufficiently to enable pupils to make good progress.

The school has the following strengths

- The kindergarten provides strong support for pupils' personal development, behaviour and welfare.
- Staff provided strong support for pupils and their families when the decision was taken by the trustees to close the provision for pupils in the lower and upper 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 full report.

Full report

What does the school need to do to improve further?

- Assess and address the risks to the safety of pupils, staff and others using the site, as a matter of urgency.
- Make sure that trustees hold leaders rigorously to account for pupils' safety, well-being and academic performance.
- Determine, as soon as possible, the lessons to be learned and the actions to take following the findings of the historical complaints.
- Make sure that assessments are regular, precise, accurate and lead to high expectations so that, over time, the teaching meets pupils' individual needs and enables them to make consistently good progress across the curriculum.
- Improve the quality of the premises and accommodation by providing hot water in the medical room, outside lighting to all areas accessed by pupils, staff and others using the site, and label drinking water as such.
- Leaders must ensure that all of the independent school standards are met, as set out in the annex to this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the previous standard inspection, in December 2016, the independent school standards have not been met consistently, including those for safeguarding pupils.
- The effectiveness of leadership and governance is hampered by continual change in personnel. Each time there is a change in leadership of the school or board of trustees, progress towards much needed improvements slows. Good intentions have not had enough impact on improving and sustaining the quality of education or the effectiveness of safeguarding arrangements.
- Since the 2016 inspection, there have been five different leaders of the school and five different chairs of the board of trustees. Since the fourth progress monitoring inspection, there is a new board of trustees and all bar two of the trustees are different from those on the previous board. The chair of the board has changed twice since the new board was elected in June 2018. This significant turnover has weakened leaders' capacity to complete essential school improvement work quickly.
- The safety of staff and pupils, as well as others occupying or using the site, is compromised because of inappropriate decisions about access to the site and insufficient attention to potential hazards around the school grounds.
- There is no written risk assessment policy. Risk assessments undertaken are often not fit for purpose. Some known risks are not formally assessed, such as those for pupils' health and safety.
- The independent school standards are not met for the suitability of accommodation for the short-term care of sick and injured pupils, the labelling of drinking water and for external lighting.
- As was the case at the fourth progress monitoring inspection in May 2018, despite good intentions, the determination of trustees and senior leaders to see the investigation of historical complaints through to resolution has not been realised. The independent inquiry commissioned by the school is almost complete, but the complaints have now remained unresolved for well over two years. There has been some momentum recently towards resolution for the complainants, but the process has taken far too long. Actions have been taken on some, but not all, of the lessons learned from the complaints, and a full analysis and any decisions to take as a result of the independent inquiry have not yet happened.
- During the academic year 2017/18, there were 10 complaints through the school's formal procedures. The complaints sampled during this inspection were addressed according to the school's procedures.
- The strategic use of assessment has improved since the standard inspection in 2016.
 - For pupils in the kindergarten, achievements are now more closely checked from starting points to current knowledge, skills and understanding but there is no overview or analysis of how well the pupils achieve.
 - For pupils in classes one to eight, leaders have developed a system that now informs and evaluates how well pupils achieve in literacy and mathematics.
 - For GCSE and A-level studies, achievements are targeted and checked systematically

for each subject, but some evaluations of attainment are overinflated because leaders have not collated the results in the same way as those done nationally.

- Across the full age range, the curriculum offers appropriate opportunities for pupils to know and understand the different cultures, beliefs, religions and lifestyles within modern British society. Pupils learn about right from wrong, the consequences of breaking rules and how important it is to get along with one another, even if their experiences and circumstances are different.
- Staff and parents who spoke to inspectors, those who completed Ofsted's Parent View questionnaire and/or those who provided comments, were overwhelmingly positive about the school's leadership. Staff are passionate about the school's work and the part they play in it.
- Parents are particularly positive about the communication with staff, the knowledge of staff about the children, and how well their children have settled this term.

Governance

- The new board of trustees is ambitious for the school and enthusiastic about the part it plays in the work that needs to be done. The trustees' capacity in making improvements, in the same way as for previous boards, is unproven because of the short time of their tenure.
- Since the 2016 inspection, trustees have not challenged leaders sufficiently for the quality of education and pupils' welfare, health and safety. The current board has an overgenerous view of the quality of the school's provision.
- There is no trustee responsible for overseeing safeguarding.
- The trustees have not made sure that staff and parents are well-informed about the school's current position or about the timeline for decisions about the school's future.
 - Some staff and parents have inaccurate information about the school's 'closure'. Their view is that the school is closed and that the school is separate to the kindergarten. This is not the case.
 - Parents do not have the details they need to make informed decisions about their children's education beyond the end of this term.
 - Decisions have not been reached about the school's future to operate from January 2019: in its current form (kindergarten); to become a new school with a new registration and/or a new proprietor; to have a separately registered kindergarten; or to offer a separately-registered early years provision.
 - Some parents believe the decision for the future of the school to be imminent or simply a matter of procedural approval. This is not accurate.

Safeguarding

- The arrangements for safeguarding are not effective.
- Safeguarding was ineffective at the standard inspection in 2016 and judged ineffective at three of the four subsequent progress monitoring inspections.

- The culture for safeguarding pupils is poor.
- Until recently, leaders have put pupils at risk by not ensuring the suitability of the staff employed.
- Currently, the risks associated with the welfare, health and safety of pupils, staff and others have not been adequately assessed or addressed.
- The arrangements to ensure the safety of all within the school site has not been thought through well enough. The arrangements are not suitable and pose significant risks to staff and pupils.
- Following the decision to reopen the school to pupils in the kindergarten, a clear, well-considered and well-communicated procedure for handing children in to the care of staff was implemented. Parents are very clear about their responsibilities and adhere to the rules.
- There is a suitable, recently reviewed, policy for child protection and safeguarding. The policy is published on the school's website, together with a useful range of other policies relating to pupils' welfare, health and safety.
- In response to the findings at the fourth monitoring inspection in May 2018, the principal (the interim principal at that time) took immediate, decisive action to correct the mistakes made in ensuring the suitability of staff for the posts to which they were appointed.
- Since the fourth progress monitoring inspection in May 2018, the arrangements for recruiting staff, and for checking and recording their suitability for working with children, are appropriate and applied consistently.

The school's progress towards meeting standards that were not met at the previous inspection (the fourth progress monitoring inspection, May 2018)

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(c)

- This independent school standard relates to the quality of teaching at the school.
- Not all of the requirements of this independent school standard were met at the standard inspection in December 2016 and this remained the case at the subsequent four progress monitoring inspections.
- The standard remains unmet because teachers do not plan learning or teach sufficiently well to make sure that pupils achieve good progress over time.
- The impact of leaders' work to improve teaching and pupils' learning has been too slow over the past academic year. At the fourth progress monitoring inspection in May 2018, senior staff acknowledged that more needed to be done so that pupils achieve well across all classes and subjects.
- As reported below in the section for the quality of teaching, learning and assessment, improvements from May 2018 to the end of the summer term 2018 were not given the anticipated attention because of other priorities, relating to the decision to voluntarily close the school to all pupils at the end of the summer term 2018.
- This independent school standard remains not met.

Part 3. Welfare, health and safety of pupils

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

- This independent school standard relates to the safeguarding of pupils at the school.
- This standard was not met at the standard inspection in December 2016 and remained unmet at three of the four progress monitoring inspections because arrangements to safeguard pupils were ineffective.
- It remains the case that the culture of safeguarding is poor and not well understood. Senior staff and the trustees have not made sure that risks are adequately assessed and acted upon (as explained above in this report in the section for safeguarding).
- This independent school standard remains not met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(ii), 18(c)(iv), 18(2)(d), 18(3)

- This standard was not met at the standard inspection in December 2016 or at the fourth progress monitoring inspection in May 2018 because some staff had started working at the school without all of the suitability checks completed.
- Since the fourth progress monitoring inspection in May 2018, leaders have addressed inadequacies associated with recruitment (as explained above in this report in the section for safeguarding).
- This independent school standard is now met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The requirements of this independent school standard were not met at the standard inspection in December 2016 or at the first and fourth progress monitoring inspections in May 2017 and May 2018 respectively, because historical and current complaints had not been addressed appropriately.
- The standard remains not met because, as was the case at the fourth progress monitoring inspection in May 2018, historical complaints have not been resolved and have now remained unresolved for well over two years.
- At the fourth progress monitoring inspection in May 2018, a complaint that was current at that time had not been addressed effectively. Complaints sampled from those received since May 2018 have been addressed appropriately and according to the school's complaints policy.
- This independent school standard remains not met.

Part 8. Quality of leadership in and management of schools

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

- This independent school standard was not met at the standard inspection in December 2016 and subsequently at each of the four progress monitoring inspections. Reasons for not meeting the standards include, but are not limited to, the failure to ensure that the independent school standards are met consistently.

- Currently, more independent school standards are not met than was the case at the third and fourth progress monitoring inspections in February 2018 and May 2018 respectively, especially those relating to safeguarding the welfare, health and safety of pupils.
- As reported at the fourth progress monitoring inspection in May 2018, it remains the case that leaders have failed to sustain improvements; a suitably strong culture for safeguarding pupils has not been established; and mistakes continue to be made.
- This independent school standard remains not met.

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided

- 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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

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.

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.

The school now meets the following requirements

- 18(2) The standard in this paragraph is met if–
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act
 - 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 such 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

- 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person–
- 18(2)(c)(ii) the person’s medical fitness
- 18(2)(c)(iv) where appropriate, the person’s qualifications
- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment; and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment remains the same as at the time of the fourth progress monitoring inspection in May 2018. Leaders did not give their anticipated attention to making improvements from May 2018 to the end of the summer term 2018 because of other priorities, relating to all pupils leaving the school at the end of the term.
- There has been steady improvement since the 2016 standard inspection, but the turnover of staff, particularly during the past academic year, has impeded the improvements.
- Improvements in managing pupils’ behaviour in the lower and upper school have made sure that learning proceeded without undue interruption.
- As found at the fourth monitoring inspection in May 2018, teaching over time has not made sure that pupils made consistently good progress. Teachers were making better use of assessments of pupils’ prior knowledge and skills to plan learning but not well enough to meet pupils’ different needs.
- Some of the weak teaching in the lower and upper school was addressed effectively through training and mentoring. As the previous academic year progressed, more teachers became more knowledgeable about the subjects they taught and how to teach them.
- Improvements are most evident for pupils who were in the upper school, for pupils in the lower and upper school who were underachieving and/or the most able, and for those identified as having special educational needs and/or disabilities (SEND).
- The special educational needs coordinator and the learning support assistants have developed a detailed knowledge of pupils’ learning and emotional needs. The information has been used appropriately to plan and deliver additional support for past and current pupils.
- In the kindergarten:

- there is a good range of resources to support the early learning goals, particularly for physical development and for pupils to be creative and imaginative
- learning is organised systematically, and pupils benefit from the well-established routines
- staff and pupils enjoy working together and there is a positive, productive learning ethos
- staff manage pupils’ behaviour appropriately through gentle encouragement and clear guidelines
- checking on pupils’ learning over time is at an early stage of development
- leaders acknowledge that meeting the needs of older pupils, so that they are challenged beyond the goals set for younger pupils, is currently an area for improvement.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare requires improvement.
- Following the decision in June 2018 to close the school, intended at that time to be for all pupils (including the kindergarten), the principal, who was interim principal at that time, took decisive action to make sure that the transition to other provisions was as smooth as possible. Communication between the school and the receiving local authorities worked well to share information. Pupils’ new schools received detailed information about their achievements, academic and emotional needs, and the curriculum studied.
- At each of the four progress monitoring inspections, pupils of all ages spoke knowledgeably and confidently about how to use modern technology safely and what to do if they are worried about their own well-being or that of others. Pupils were always very positive about the lasting friendships that they make with one another.
- In the kindergarten
 - new pupils settle quickly
 - pupils are confident learners who play together well and cooperate with one another
 - pupils get plenty of fresh air and good opportunities for physical development, with ample outside space to run around, climb, dig and play games with large and small equipment
 - parents are very appreciative of the communication with staff about how well their children are doing and what they are learning.

Behaviour

- The behaviour of pupils requires improvement.
- There has been steady improvement in the attendance for pupils of all ages since the time of the 2016 inspection because of the determined and consistent approach by staff

to hold pupils and their parents to account for non-attendance. Overall, pupils' attendance for the past academic year was in line with the national average. Even so, this masks higher-than-average rates of persistent non-attendance and days of non-attendance that the school did not authorise.

- At each of the four progress monitoring inspections, pupils behaved appropriately. Over time, low-level disruption was minimal and addressed quickly by staff so that learning proceeded in an orderly and respectful manner.
- In the kindergarten:
 - pupils respond well to the established routines, such as moving from one activity to the next in an orderly, yet enthusiastic way
 - pupils are fiercely independent when putting on and taking off their hats, coats, trousers, and wellington boots.

Outcomes for pupils

Requires improvement

- Almost all the pupils left the school at the end of the summer term 2018. Information about the attainment and progress over the past academic year is no longer available for almost all pupils.
- At the time of the fourth progress monitoring inspection in May 2018, evidence showed that:
 - teachers did not plan learning or teach sufficiently well to make sure that pupils made good progress over time
 - progress for the most able pupils was weaker than for other groups over the past academic year, as was the case at the 2016 standard inspection.
- In 2018, nine of the 14 A-level students reached their target grades. Ten students gained three A levels. Success rates were not available.
- In 2018, of the 32 pupils taking GCSEs 78% achieved at least five A* to C grades. Most pupils studied for seven or eight subjects. Success rates were not available.
- In the upper school, pupils made better progress in examination subjects such as science, English and mathematics, which are among the subjects that are taught best.
- In the kindergarten
 - pupils sustain attention to tasks for long periods
 - pupils develop strong subject knowledge and wide vocabulary about the things that they experience regularly such as making bread
 - pupils move through the early learning goals, but evidence does not show strong progress from their individual starting points
 - pupils who are currently learning in the early years foundation stage are making better progress than those pupils who have already reached primary age.

Sixth form provision

**Insufficient evidence -
amnesty granted**

- Evidence gathered for students in the sixth form until the end of the summer term 2018 has been used in the sections above as appropriate.
- There are currently no students in the sixth form.

School details

Unique reference number	117631
DfE registration number	919/6109
Inspection number	10078693

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	3 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	15
Of which, number on roll in sixth form	none
Number of part-time pupils	1
Proprietor	Rudolf Steiner School Kings Langley Limited
Chair	Paul Kiss
Headteacher	Stacey Hunter (Principal and General Manager)
Annual fees (day pupils)	£5,577 to £9,857
Telephone number	01923 262505
Website	www.rsskl.org
Email address	reception@rsskl.org
Date of previous inspection	13–16 December 2016

Information about this school

- The school is currently appealing against the Department for Education's (DfE) regulatory actions to:
 - impose a relevant restriction to cease to admit any new pupils to the school (in the letter from the DfE dated 09/03/2017)

- de-register the school (in a letter from the DfE dated 25/07/2017).
- In June 2018, the board of trustees decided to close the school to all pupils.
- In August 2018, the board of trustees decided to reopen admissions to the kindergarten and to pursue the appeal against the DfE’s regulatory actions.
- Since the end of the summer term 2018, almost all the staff and pupils have left the school. There were 330 pupils at the school at the fourth progress monitoring inspection in May 2018.
- Currently, there are 15 pupils in the kindergarten, of whom 12 are children in the early years foundation stage. The kindergarten caters for pupils between the ages of three to six years. There are no pupils in the lower or upper school.
- The trustees have stated their intention to the DfE not to admit pupils to the lower and upper school.
- The trustees are currently pursuing a range of options for the future of the school from January 2019.
- A new principal (previously the assistant principal and subsequently the interim principal), was appointed at the end of the summer term 2018. The previous interim principal left the school in June 2018. The principal-designate, appointed prior to the fourth progress monitoring inspection in May 2018, did not take up the substantive post.
- Since the fourth progress monitoring inspection in May 2018, there have been two changes to the chair of the proprietorial body (the board of trustees). On both occasions the DfE has been informed of the changes, as required. The DfE is waiting for the required paperwork to be forwarded to them so that the suitability checks can be completed.
- The school opened in 1949 and is registered with the DfE as a day school for a maximum of 419 boys and girls between the ages of three and 18 years. The school was originally registered to admit boarders. The school no longer offers boarding provision.
- The school follows the philosophy and curriculum developed through the works of Rudolf Steiner.
- Governance is provided through a board of trustees. Development of the curriculum is overseen by a staff college.
- The school has an exemption from the learning and development requirements of the early years foundation stage.
- The school does not use supply staff.
- The school does not use alternative provision.
- Inspectors were made aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors’ judgements.

The school’s inspection history:

- In November 2006, Ofsted conducted a standard inspection of the school. At that time:
 - all of the independent school standards were met

- the requirements of the Disability Discrimination Act (DDA 2002) were not met.
- In May 2009, Ofsted conducted a light touch standard inspection of the school and an inspection of the boarding provision. At that time:
 - the school provided a satisfactory quality of education and the quality of boarding was judged satisfactory
 - one of the independent school standards was not met
 - one of the requirements of the early years foundation stage was not met
 - four of the national minimum standards for boarding schools were not met.
- In December 2011, the School Inspection Service conducted a standard inspection of the school. At that time:
 - all of the independent school standards were met.
- In March 2015, the School Inspection Service conducted a standard inspection of the school. At that time:
 - not all of the independent school standards were met. Following the inspection, the school submitted an action plan, which was rejected by the DfE.
- In November 2015, the School Inspection Service conducted a progress monitoring inspection. At that time:
 - not all of the independent school standards were met.
- In March 2016, the School Inspection Service conducted an emergency inspection, following concerns about the school's arrangements to safeguard pupils. At that time:
 - not all of the independent school standards were met. Following the inspection, the school submitted an action plan, which was rejected by the DfE.
- In June 2016, the School Inspection Service conducted a progress monitoring inspection. At that time:
 - all of the independent school standards were met
 - a parental complaint followed the publication of the report and the DfE commissioned Ofsted to complete the progress monitoring inspection.
- In November 2016, Ofsted conducted a progress monitoring inspection, unannounced. At that time:
 - six of the independent school standards were not met
 - the requirements of Schedule 10 of the Equality Act 2010 were not met.
- In December 2016, Ofsted conducted a standard inspection, unannounced. At that time:
 - the school's overall effectiveness was judged inadequate
 - the school's safeguarding arrangements were judged ineffective
 - 13 of the independent school standards were not met
 - the requirements of the statutory safeguarding and welfare requirements of the early years foundation stage were not met.
- In May 2017, Ofsted conducted the first progress monitoring inspection since the

December 2016 standard inspection, unannounced. At that time:

- six of the independent school standards were not met.

■ In November 2017, Ofsted conducted the second progress monitoring inspection since the December 2016 standard inspection, unannounced. At that time:

- two of the independent school standards were not met.

■ In February 2018, Ofsted conducted the third progress monitoring inspection since the December 2016 standard inspection, unannounced. At that time:

- three of the independent school standards were not met.

■ In May 2018, Ofsted conducted the fourth progress monitoring inspection since the December 2016 standard inspection, unannounced. At that time:

- five of the independent school standards were not met.

■ In July 2018, following the school's correspondence with the DfE stating the intention to close the school, Ofsted conducted an emergency inspection. The purpose of that inspection was to:

- check the school's compliance with the independent school standard (Part 3, paragraph 15) relating to the school's registers for admissions and attendance
- take copies of the attendance and admissions registers
- check the safeguarding requirements of the early years foundation stage.

Information about this inspection

- The DfE commissioned Ofsted to consider, as part of this standard inspection, the school's progress in meeting independent school standards that were judged to be unmet at the previous inspection. This standard inspection includes the fifth consecutive progress monitoring inspection of the school since the previous standard inspection in December 2016.
- The timing of this standard inspection is to give the DfE an up-to-date evaluation of the school's position prior to the scheduled appeal by the school against the DfE's regulatory actions.
- This inspection was unannounced.
- There is no separate section or judgement for the quality of the early years provision because most of the current pupils are within that age range. Where evidence relates to the three pupils who are beyond the early years foundation stage or to past pupils in the lower and upper school, this is made clear in each section of the report.
- There is no separate section or judgement for the quality of the sixth form because there are no current students on roll. Evidence about past students is added to the relevant aspects in this report.
- Inspectors considered the views of:
 - 15 parents who registered their views on Parent View, of whom 13 wrote comments
 - 10 parents who spoke with inspectors
 - one parent who wrote to the inspectors
 - one ex-pupil who wrote to the inspectors
 - current pupils who spoke with inspectors informally
 - 10 members of staff who completed a paper version of Ofsted's questionnaire and made written comments (none registered their views on Ofsted's electronic survey)
 - 14 members of staff who met formally with inspectors.
- Inspectors held meetings with:
 - the principal and senior leaders
 - the chair of trustees and four other members of the board
 - three learning support assistants
 - the site manager
 - the business manager
 - two groups of staff.
- Telephone discussions were held with two representatives of Hertfordshire local authority.
- Inspectors observed teaching in the kindergarten and one of the sessions was observed jointly with the principal.
- Inspectors toured the site.
- Inspectors considered a range of information about safeguarding pupils, including:

- the 'Safeguarding and Child Protection Policy'
- the single central record of employment checks.
- Inspectors examined a range of documents, including:
 - assessment information
 - the school's records of parental complaints
 - reports from the independent inquiry.
- Inspectors scrutinised the school's website.

Inspection team

Heather Yaxley, lead inspector	Her Majesty's Inspector
Philippa Darley	Her Majesty's Inspector
Wendy Varney	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 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.
- 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 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)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 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)(c) cold water supplies that are suitable for drinking are clearly marked as such.

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.

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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