

Rabia Girls' and Boys' School

12–16 Portland Road, Luton, Bedfordshire LU4 8AX

Inspection dates

6–7 November 2018

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the standard inspection in January 2018, the requirements in the paragraphs for the independent school standard relating to the curriculum were not met because the curriculum was too narrow. Some subjects were not taught because of a lack of teachers or resources. Some schemes of work were missing. Opportunities for aesthetic and creative areas of learning were too limited.
- Since the inspection in January 2018, leaders have revised the curriculum policy and started to broaden the range of subjects offered to pupils at key stage 4. Since September 2018, pupils in key stage 4 have been able to study history. However, it is too early to see the impact of leaders' work on improving the provision for pupils.
- Pupils' workbooks show that in nearly all lessons pupils complete the same work irrespective of their age or ability. Too many pupils are not producing the standard of work of which they are capable.
- Teachers use published schemes for all subjects taught. The schemes of work that were in place previously remain the same and are still not adapted to meet the needs of different pupils. The needs of the most able pupils and those who require additional support are not considered well.
- The headteacher is aware of the shortfalls linked to the curriculum and has recently reviewed the schemes of work for pupils' personal, social and health education (PSHE). Leaders have purchased a new scheme of work, but it has not been implemented. Pupils receive PSHE lessons, and work in older pupils' books confirms that they learn about and debate issues around fundamental British values and about people who have protected characteristics.
- Leaders have not ensured that the requirements of the standard are met.

Paragraph 3, 3(a), 3(c), 3(d), 3(f), 3(g)

- Independent school standards relating to teaching at the school were not met in the January 2018 standard inspection because teachers did not have the skills or resources required to meet the needs of the pupils, especially in the primary provision.

- At the time of the previous inspection there were frequent changes of staff. This remains the case. Consequently, even though leaders are monitoring the quality of teaching more frequently, inconsistencies and inadequacies remain. In this inspection, for example, the quality of mathematics teaching in key stages 2 and 3 is not good enough.
- Inspectors considered work in pupils' books over a wide range of subjects. Too many lessons follow the same pattern of copying the teacher's information from the board, which does not develop developing pupils' understanding sufficiently well. Teachers do not plan suitable activities or use teaching strategies that cater for pupils' differing needs and abilities.
- Teachers do not have the skills to adapt learning activities or identify when pupils require further challenge or support. Pupils complete work that is too easy for their abilities. Evidence in pupils' books confirms that the most-able and lower-ability pupils do not make good progress over time, as activities lack sufficient challenge and depth of learning.
- The accuracy of spelling of both adults and pupils is an issue. Too often, adults spell familiar words on the board or in pupils' books incorrectly. Similarly, pupils' spelling errors or mistakes when copying from the board go unnoticed and uncorrected. Consequently, pupils continue to make the same mistakes in their work over time.
- As was the case at the inspection in January 2018, the assessment for all pupils remains an area to improve. The headteacher introduced a new system in September 2018 to record the starting points of pupils and the progress they make each term. Most teachers have entered information onto the assessment records for reading, writing and mathematics. However, teachers are not using this information to plan learning that helps pupils make good progress.
- Teachers have received additional training to develop their skills in providing feedback to pupils in order to help pupils improve their work. Following a training event, it was clear from pupils' workbooks that teachers were providing relevant feedback on how to improve. However, the use of the school's policy is currently too inconsistent. Some teachers have stopped using the school's approach. Leaders do not check closely enough that teachers continue to follow school policies.
- In physical education, the resources available to older pupils are insufficient for them to acquire the necessary skills for their age and ability. Pupils in key stage 3 were quick to identify that the quality of physical education they receive is poor.
- The quality of creative and aesthetic subjects, such as art and drama, remains too inconsistent. In art, some pupils' work demonstrates that they receive teaching that builds and develops their knowledge and skills. However, for other pupils the work is minimal and of poor quality. Leaders recognise this is an area for greater improvement, especially in the primary provision.
- Resources are limited or in need of updating. The electronic boards in classes have old bulbs in the projectors that need replacing. For pupils to be able to read the words on the boards, teachers turn off lights and close the window blinds. Consequently, classrooms become exceptionally dark and not conducive to productive learning.
- Leaders have not ensured that the requirements of the standard are met.

Paragraph 3(j)

- At the time of the previous inspection, boys had poorer access than the girls to a high-quality curriculum and some subjects were not taught.
- As the boys' site has been closed and none of the boys at that site transferred to the Portland Road site, the previous issue of boys and girls receiving an unequal standard of education has been addressed. As previously, the younger boys are educated at the Portland Road site in mixed gender classes. All boys registered at the school are in Years 1 and 2.
- It is leaders' and governors' firm intention to remain a mixed school with boys and girls educated on their one smaller school site. Governors intend to provide a good-quality education for boys and girls equally.
- Leaders have ensured that the requirements of the standard contained in this paragraph are now met.

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

Paragraph 5, 5(a)

- The requirements for pupils' spiritual, moral, social and cultural development contained in these paragraphs were not met at the January 2018 inspection. Leaders have made necessary improvements.
- Pupils have planned opportunities to develop their understanding of different faiths and beliefs. Pupils participate in fundraising for local charities. Older pupils have access to a range of cultural books from well-known authors, so they can develop an understanding of different people and contexts.
- Pupils regularly learn about all groups of people with protected characteristics under the Equality Act 2010. Many pupils have a secure understanding of fundamental British values, particularly of tolerance and respect. Pupils can clearly explain differing viewpoints, and teachers encourage pupils to be supportive of others, irrespective of backgrounds, views, beliefs and lifestyles.
- Leaders have ensured that the requirements of the standard relating to the spiritual, moral, social and cultural development of pupils are now met.

Part 3. Welfare, health and safety of pupils

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

- The requirements for this independent school standard were not met in the January 2018 inspection because the school's safeguarding arrangements were not effective. The school's policies for pupils' safeguarding, welfare and health and safety had shortcomings. Equally, staff did not follow the agreed procedures.
- Some aspects have improved in terms of staff training to safeguard pupils.
- Adults have received appropriate initial child protection training from the local authority. Staff have a better understanding of their responsibilities to safeguard pupils at the school. Improved procedures are in place for the suitable keeping of child protection information and records of staff training. Much of the designated

safeguarding leadership's work and training is new or courses are yet to take place. The impact of leaders' work together with their consistency and rigour in protecting children from harm is unproven.

- Since the inspection in January 2018, the local authority has conducted a safeguarding audit at the school. The local authority remains concerned that adults are not sufficiently trained to safeguard pupils. Inspectors found that leaders are in the early stages of engaging with the local authority. Inspectors saw evidence that leaders have either attended or have booked to attend further training events.
- Although leaders have updated their safeguarding policy, they have not ensured that the policy is adapted to suit the context of the school. The policy states, for example, that leaders report concerns to a different local authority than Luton. Also, the policy refers to older safeguarding documents from 2015 and 2016. The policy does not reflect the most recent changes made by the Department for Education (DfE) in 2018. The policy does not reflect the school's practice to safeguard pupils. Leaders updated the policy during the inspection.
- The safeguarding policy is published on the school's website.
- The designated safeguarding lead has not undertaken training for the role within the past two years. This is the minimum expected by the current statutory guidance. The designated safeguarding lead is booked to attend a relevant course.
- Leaders have not ensured that this independent school standard is met.

Paragraph 11

- This independent school standard was not met in January 2018 because, although leaders had strengthened procedures for carrying out health and safety maintenance checks, there was still much to do.
- Leaders have continued to make improvements to the building so that it consistently complies with health and safety regulations. They implement their health and safety policy effectively, and checks are regular and recorded well. Leaders and governors have updated many aspects of the premises that were identified as concerns in January 2018.
- Trustees and governors have closed the boys' school site. In the January 2018 inspection, this site was deemed hazardous. During this progress monitoring inspection, inspectors visited the disused boys' site to confirm its poor condition. This building remains unsuitable for many health and safety reasons and is currently not used to educate pupils.
- Leaders have ensured that this standard is now met.

Paragraph 12

- This independent school standard to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 was not met at the time of the previous inspection. Practices and procedures were inadequate.
- Leaders regularly check that all fire alarms are in good working order. Inspectors saw evidence of recent fire drills. Pupils understand what they need to do in the event of an emergency. All fire doors are appropriately marked and accessible.
- There is a clear fire and safety management plan that leaders follow. Training for staff

is in place and appropriate. Leaders carry out daily checks to identify potential hazards and fire safety risks. A fire safety equipment check is carried out fortnightly, fire alarms are checked weekly and emergency lighting is checked monthly. Fire equipment has been tested and the relevant certificates are in place. All risk assessments regarding fire safety are carried out and in date.

- Leaders have ensured that this independent school standard is now met.

Paragraph 15

- This independent school standard was not met at the January 2018 inspection because leaders did not follow the agreed procedures for reporting children at risk of missing education to the local authority; the admissions and attendance registers were not accurately kept; and leaders could not be sure of the whereabouts of pupils when they no longer attended the school.
- Attendance registers are now kept in accordance with regulations. Staff record pupils' attendance accurately; all necessary information is recorded on the registers and they are updated regularly and consistently.
- Inspectors checked that all agreed procedures had been followed when leaders closed the boys' site. Evidence from parents, the local authority and the school's own systems confirm that all necessary actions were taken to report the whereabouts of pupils who have left the school. Leaders offered placements for all boys to be co-educated on the Portland Road site. Inspectors checked letters from parents who wished to home educate their children. The local authority confirmed that they had been appropriately informed.
- Leaders have ensured that this independent school standard is met.

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

- This independent school standard was not met at the January 2018 inspection because leaders were not identifying and dealing with risks well enough.
- Leaders and governors have taken effective action to ensure that health and safety risk assessments are in place and consistently followed. Consequently, the school premises are currently safe and procedures to reduce risks are followed. However, some risk assessments lack precision in recording how leaders identify potential risks to pupils' safety.
- Leaders have taken positive action since the previous inspection to reduce risks for pupils.
- Leaders have ensured that this independent standard is met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(d)

Paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(b)

- At the inspection in January 2018, independent school standards relating to the suitability of staff, supply staff and proprietors were not met because not all of the required employment checks were carried out or recorded appropriately.
- Staff responsible for the keeping of records about staff employment have received suitable training since the previous inspection. They have updated information about

the recruitment of all staff and ensure that their processes and procedures are compliant.

- The single central register is up to date and all members of staff, leaders and the governing body have the correct checks in place. Although leaders report that they are checking the single central register, there was no evidence to show that this is the case. Inspectors found one minor administration error in the single central record which was easily rectified.
- Leaders have clear processes in place to check the suitability of staff to work with children, prior to them starting employment. New staff who have been employed since January 2018 have been checked appropriately.
- Leaders have ensured that the requirements of the standards relating to the suitability of staff are met.

Part 5. Premises of and accommodation at schools

Paragraph 25

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

- In January 2018, the independent school standards relating to the condition of the premises and accommodation of both school sites were not met. Failures related specifically to the boys' site, which was in a major state of disrepair and did not provide opportunities for the boys to play outside. Health and safety failures on the Portland Road site were also reported.
- Leaders and governors have taken the decision to close the second site, where the boys were educated. This has eradicated many failures that have been highlighted in inspections over the past few years. Inspectors checked the boys' site premises with a member of the governing body to confirm that this building no longer provides education. The premises closed in August 2018.
- On the remaining Portland Road site, governors have invested in and upgraded toilets and changing rooms. They have also painted classrooms and corridors, laid new carpets and provided suitable flooring throughout the building. All pupils are educated in the main building, and the older mobile unit is currently being renovated to provide separate cookery and art classrooms. Pupils eat their lunch in a small hall that has been set aside for this sole purpose. These changes are an improvement on previous arrangements.
- Leaders have created a library within the school and upgraded the computers in the information technology room. The computer equipment is suitable for the delivery of the curriculum for primary and secondary age pupils.
- There is a suitable amount of outdoor space for the numbers of pupils educated on the Portland Road site. The outdoor area is safe and suitable for all ages of pupils to play together. Pupils have the opportunity for physical education lessons both indoors and outdoors. There are changing rooms and a shower is provided for the secondary school pupils to use.
- Leaders complete daily checks to identify and deal with potential hazards in and around the building, and to routinely check safety equipment. The school is clean and well maintained. Records of checks are comprehensive and diligently completed.

- Leaders have ensured that the requirements of the standards relating to premises and accommodation are met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(j), 32(2), 32(2)(a), 32(3), 32(3)(e), 32(4), 32(4)(b)

- At the time of the previous inspection in January 2018, the school did not meet the independent school standards relating to the provision of information because the information was either misleading or inaccurate.
- In this progress monitoring inspection, inspectors found that the requirements in the paragraphs previously unmet are now met. However, a different aspect that was previously met is now unmet.
- The information on the website, such as the headteacher's name, the school's address and contact details, was available. Leaders have provided the information that was found missing in January 2018.
- In August 2018, the Secretary of State decided to impose a restriction order on the school. Although the proprietor and governing body are appealing this decision, they had not informed the parents of the restriction order prior to this progress monitoring inspection.
- Leaders have not ensured that all the requirements of the standard are met.

Part 7. Manner in which complaints are handled

In the previous inspection in January 2018, the standard for the manner in which complaints are handled was met. However, in this progress monitoring inspection, weaknesses were found with leaders' processes and procedures. This standard is no longer met.

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

- Leaders do not keep a log of complaints that are made in writing. Since January 2018, inspectors knew of formal complaints that had been made to the school and to the local authority. Although leaders stated that they had dealt with the complaints, there was no evidence to confirm how the complaints were resolved, or any actions taken as a result to reduce further complaints.
- Leaders have not updated their policy for handling complaints and it is out of date. Information in the policy, such as the address for parents to write to the DfE if they remain unhappy, is no longer in use and therefore misleading.
- Leaders have not ensured the requirements of this standard are met.

Part 8. Quality of leadership in and management of schools

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

- The requirements of this independent school standard were not met at the January 2018 inspection. This was because leaders and governors did not understand the independent school standards and were not providing an adequate quality of education. Many of the independent standards were not met. Importantly, the unmet standards included those relating to safeguarding and promoting the welfare, health

and safety of pupils.

- Since September 2018, the acting headteacher has taken on the substantive role at the school and parents are aware of who is leading the school. The headteacher is supported by a new acting deputy headteacher. New teaching and administration staff began their roles in September 2018.
- There have been significant changes to the governing body since the previous inspection. They have increased in number. New governors have suitable skills for their roles and responsibilities. Since January 2018, governors say they have been 'galvanised'. They recognise they still have 'a way to go', especially with keeping policies and procedures up to date. Minutes of their meetings still do not indicate who is present, nor do they reflect accurately who carries out planned actions. Their records detract from the progress governors say they are making.
- Leaders and governors have enlisted the support of external consultants to advise and to increase the capacity of the leadership team. Governors and leaders now have a better understanding of the independent school standards than was the case at the time of the January 2018 inspection.
- Governors acknowledge that the condition of the two buildings was not as it should have been. They have not renewed the lease on the boys' site and have ceased to use the building. Parents were provided with the option to educate their sons in the mixed site on Portland Road, but all declined this invitation. Some boys are now in mainstream schools, while others are home educated. In terms of premises and accommodation, leaders and governors have made effective progress and now meet standards that were previously unmet.
- Leaders have written a school development plan to show how they aim to meet the independent school standards. Generally, their plans are suitable. However, the dates for implementation of their actions are not always realistic, especially for improving the quality of teaching and learning. Consequently, although leaders communicate ambition and a greater understanding of the independent school standards, they are still not providing a good quality of education. The quality of education is still too inconsistent, and pupils are not making the progress of which they are capable.
- Prior to this progress monitoring inspection, the school name had changed and did not reflect its registration as a school for boys and girls. Governors and leaders have decided to educate boys and girls together on one site. During this progress monitoring inspection, leaders updated the name of the school to avoid misleading parents and to reflect leaders' intentions for a mixed school, as is the registration with the DfE. Currently, pupil numbers are low, and the building can easily accommodate additional pupils. However, under its current registration agreement, the premises is unlikely to be able to accommodate the total number registered with the DfE.

Schedule 10 of the Equality Act 2010

- At the January 2018 inspection, this requirement was not met because there was no accessibility plan.
- Leaders now have an accessibility plan. They now meet the requirements of Schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school did not meet at the time of the previous inspection. Not all the standards and associated requirements were checked during this inspection.

School details

Unique reference number	130331
DfE registration number	821/6001
Inspection number	10081702

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	Muslim day school
School status	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	45
Proprietor	Rabia Educational Trust
Chair	Zafar Iqbal Khan
Headteacher	Mrs Hafsa Bilquees
Annual fees (day pupils)	£1,950 (primary), £2,300 (secondary)
Telephone number	01582 493239
Website	www.rabiaschool.uk
Email address	rabia_gs@yahoo.co.uk
Date of previous standard inspection	16–18 January 2018

Information about this school

- The school was established in 1996 and is registered with the DfE to admit up to 330 boys and girls aged five to 16 years.
- Currently there are 45 pupils on roll. In the primary provision from Year 1 to Year 6, there are 19 pupils, five of whom are boys. In the secondary provision there are 26 girls.
- The school has a Muslim ethos. Most pupils are of Pakistani or Bangladeshi heritage. The majority of pupils speak English as a first language. There are no pupils with special educational needs and/or disabilities or an education, health and care plan.
- In August 2018, the separate boys' provision, based at 326–340 Dunstable Road, Luton,

Bedfordshire LU4 8JS, ceased to operate. Leaders now provide education for boys and girls at 12–16 Portland Road, Luton, Bedfordshire LU4 8AX. Currently boys and girls in Year 1 and Year 2 are educated together. There are no boys in other year groups.

- The school does not use alternative provision.
- The headteacher took on the substantive role in September 2018.
- The DfE issued a restriction notice to the school in August 2018, regarding the admission of new pupils. Currently school leaders are appealing this decision.
- The chair of governors remains the same as at the January 2018 inspection, but was not available at the time of this inspection. There have been new members appointed to the governing body.
- Ofsted has conducted nine inspections and evaluations of five action plans. These were:
 - 11–12 March 2008, a standard inspection when the school was judged to provide a satisfactory quality of education; independent school standards were not met
 - 18–19 May 2011, a standard inspection when the school was judged to provide a satisfactory quality of education, but not all standards were met; the school applied for a material change at this point and increased its pupil numbers
 - 13–15 May 2014, as standard inspection when the overall effectiveness was judged to be inadequate; the quality of teaching, behaviour and safety, pupils' achievement and leadership and management were judged to be inadequate; independent standards were not met
 - 26 September 2014, an evaluation of a school action plan, which was judged to require improvement
 - 15 January 2015, a progress monitoring inspection when independent school standards were not met
 - 25 June 2015, an evaluation of an action plan, which was judged as acceptable
 - 13 October 2015, a progress monitoring inspection when independent school standards were not met
 - 4 March 2016, an evaluation of an action plan, which was judged as requiring improvement
 - 12–14 April 2016, a standard inspection when the overall effectiveness was judged to be inadequate; the quality of teaching, learning and assessment and pupils' outcomes, required improvement; independent school standards were not met
 - 23 June 2016, an evaluation of an action plan, which was judged as acceptable
 - 10 January 2017, a progress monitoring inspection when independent school standards were not met
 - 27 April 2017, a progress monitoring inspection, when independent school standards were not met
 - 18 September 2017, an evaluation of an action plan which was judged as not acceptable

- 16–18 January 2018, a standard inspection when the overall effectiveness was judged as inadequate, safeguarding was judged ineffective and independent school standards were not met.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that were previously unmet.
- This is the first progress monitoring inspection since the standard inspection in January 2018. At the standard inspection, the school did not comply with all of the independent school standards and other requirements.
- This progress monitoring inspection was conducted with no notice.
- Inspectors met with the headteacher, the acting deputy headteacher, administration staff and four members of the governing body.
- Inspectors met with the school’s designated safeguarding and child protection lead.
- Inspectors spoke informally with many pupils in lessons and around the school. They also spoke with parents at the start of the school day to gather their views.
- Inspectors visited classes, most accompanied by the headteacher and acting deputy headteacher, to observe pupils’ learning. Pupils’ work was analysed in a range of subjects to assess the quality of teaching and learning over time. Inspectors heard pupils read.
- A range of documentation was scrutinised, including school policies, information found on the website, information relating to safeguarding pupils, the single central register of employment checks, schemes of work and assessment information to determine the progress that pupils make.
- Inspectors reviewed minutes of governing body meetings and evaluated the school’s development plans.
- Inspectors spoke with representatives from the local authority to discuss the outcomes of a safeguarding audit and recent training received by school staff. Inspectors also considered how leaders inform the local authority when pupils move from the school.

Inspection team

Kim Hall, lead inspector	Her Majesty’s Inspector
John Randall	Her Majesty’s Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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

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.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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 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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

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)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.
- 32(4) The action specified in this sub-paragraph is-
 - 32(4)(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act.

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(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld).

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- The proprietor must ensure that that the teaching at the school:
 - 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.

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by 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.
- 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

- 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 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)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal records 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.
- 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)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
- 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
- 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such a check was completed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and 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.
- 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

- 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(2) The information specified in this sub-paragraph is:
 - 32(2)(a) the school’s address and telephone number and the name of the head teacher.
- 32(3) The information specified in this sub-paragraph is:
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of public examinations.

The school now meets the following requirement

- Arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

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

Parent View

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

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

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

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

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

This publication is available at www.gov.uk/government/organisations/ofsted.

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk
© Crown copyright 2018