

Beis Chinuch Lebonos Girls School

Woodberry Down Centre, Woodberry Down, London N4 2SH

Inspection dates

26–28 June 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not made sure that the independent school standards are met.
- Safeguarding is not effective. Leaders have not carried out all the required checks to determine whether adults are suitable to work in the school.
- The premises are unsafe. The buildings do not comply with fire safety regulations.
- Work in pupils' books shows that teaching provides insufficient opportunities for pupils to learn and make progress across a range of subjects. Leaders do not ensure that teachers follow curriculum plans. Some curriculum plans are missing or incomplete.
- Most teaching lacks challenge. Pupils complete tasks that do not help them acquire or deepen their knowledge over time.
- Pupils do not receive a well-rounded education. Leaders restrict the topics pupils learn, particularly in science. For example, teaching of subject matter related to reproduction and evolution is prohibited.
- Pupils are not prepared well enough for life in modern Britain. Leaders redact books to control pupils' access to information. This impedes pupils from gaining a full understanding of the world. For instance, references to 'Christmas' have been removed from fiction books.
- The provision for pupils who have special educational needs (SEN) and/or disabilities is of inconsistent quality. Teaching does not routinely cater for these pupils' needs.
- The early years provision does not comply with the statutory welfare requirements and learning and development requirements of the early years foundation stage.

The school has the following strengths

- Pupils are proud of their school. They behave well and are motivated to work hard.
- In English and mathematics, teaching is typically of better quality and pupils attain well.
- In key stages 3 and 4, the teaching of creative subjects, such as art and textiles, usually challenges pupils to produce work at a high standard.

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?

- Leaders and governors must take effective steps to promote pupils' safety and welfare by ensuring that:
 - checks on the suitability of adults to work with pupils are carried out in accordance with the most recent statutory guidance
 - records of pre-employment checks on staff are maintained accurately
 - suitable systems are in place for staff to report and record child protection concerns
 - leaders maintain appropriately detailed records of decision making related to child protection concerns
 - potential hazards or risks on the site are identified and addressed promptly
 - pupils receive age-appropriate information on how to keep themselves safe.
- Leaders and governors should ensure that pupils are well prepared for life in modern Britain by making sure that:
 - the school's use of redaction is not detrimental to pupils' knowledge and understanding of the world and their respect for those of other faiths
 - pupils receive an education which promotes their respect for others, with particular regard paid to the protected characteristics as set out in the 2010 Equality Act.
- Leaders and staff should improve pupils' outcomes, including in the early years, by:
 - providing a curriculum which enables pupils to make good progress in their skills and knowledge across all the subjects they study
 - improving teaching so that it routinely demands more of pupils
 - ensuring that teaching caters well for pupils of different abilities, including the most able and those who have SEN and/or disabilities.
- Leaders should ensure that the provision meets the requirements of the statutory framework for the early years foundation stage.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not made sure that the school meets the requirements of the independent school standards.
- The number of pupils on roll exceeds the capacity permitted by the registration authority. The school is in breach of its registration requirements. The school has not notified the Department of Education (DfE) of a change in proprietor as is required.
- School leaders do not have an accurate picture of the school's effectiveness. They do not work together effectively to improve the quality of education or check that safeguarding arrangements are fit for purpose. Although each key stage has two headteachers, there is a lack of clarity about who is in charge of the school.
- The curriculum is poor. In their design and implementation of the curriculum, the leadership team has not made sure that the requirements of the independent school standards are met. Some curriculum plans are missing or incomplete. Leaders do not check whether curriculum plans that are available provide for adequate progression in pupils' knowledge and skills over time. Equally, leaders do not make sure that teaching routinely matches the content of curriculum plans. Leaders were unable to provide clear evidence that all subjects in the school's curriculum are usually taught across all year groups.
- Leaders and governors restrict pupils' access to knowledge and information, particularly in the science curriculum. Topics such as reproduction, evolution and scientific theories of the origins of the universe are not covered. Science teaching is heavily weighted towards the teaching of chemistry. Although key stage 3 curriculum plans provide for the teaching of biology and physics, pupils' work indicates that this content is not routinely taught. Pupils have important gaps in their knowledge and understanding of the world.
- Leaders have not ensured that the quality of education promotes equality of opportunity for its pupils. The school's use of redaction restricts pupils' ability to acquire a breadth of knowledge. The school's policy states that references to reproduction will be removed but in practice, redaction is far more widespread than this. In key stage 3 science textbooks, leaders had redacted photographs of men and women with bare skin. Information on animals, the properties of rocks and the dangers of alcohol had also been covered up. In the junior school library, several information books had been redacted. For instance, information on animals, countries and the universe had been covered up or removed from books. Inspectors also found examples of redaction in fiction books. For instance, in the novel 'Kensuke's Kingdom' by Michael Morpurgo, references to Christmas had been covered up. Leaders were unable to explain who was responsible for deciding to redact in this way. They could also not explain how they ensured that this redaction was not detrimental to pupils' ability to learn and make progress.
- Pupils have a sound understanding of British values and the importance of these values in their own lives. For example, pupils value the opportunities they have to express their views on school life and understand how this relates to the democratic process. Pupils understand that others may have different opinions or beliefs. As one pupil commented: 'Everyone has their own way to go.' However, leaders have not made sure that due regard is given to promoting pupils' respect for all groups of people with protected

characteristics, as required by the 2010 Equality Act.

- Leaders have not made sure that pupils who have SEN and/or disabilities routinely benefit from the teaching they need to learn well. Pupils who are at the early stages of speaking English are incorrectly assessed as having SEN and/or disabilities.
- Pupils take part in a range of extra-curricular activities to enhance their learning. For example, older pupils spoke positively about a recent geography field trip and how this had enabled them to apply their map-reading skills.
- Leaders work closely with staff to help them develop their teaching skills. Staff feel well supported and value the guidance leaders provide.
- Parents and carers are unequivocal in their support for the school. They are particularly complimentary about how staff care for their children and foster positive attitudes to school.

Governance

- The governing body has failed to ensure that the school meets the requirements of the independent school standards. Despite being closely involved in the management of the school, governors have not held leaders to account on whether arrangements to promote pupils' safety and welfare are effective.
- While governors want pupils to learn and achieve well, they have not ensured that pupils benefit from a curriculum that is well planned and delivered consistently. Their vision for pupils' education is centred heavily on the school's religious ethos. They have not matched this with an equal commitment to making sure that the school complies with the independent school standards.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have failed to establish a culture where pupils' welfare and safety are given the highest priority.
- The buildings are not safe. Leaders do not routinely identify and address potential hazards around the site which are a risk to pupils' welfare. Inspectors found blocked or locked fire exits, even though this issue had been identified in a recent fire safety risk assessment.
- Inspectors found that fire extinguishers were missing or had been removed from their fixtures. For example, the fire extinguisher in one of the science teaching rooms had been taken off the wall and left in a place where it would be difficult to reach in an emergency. Fire evacuation plans and fire action notices are not clearly displayed or completed.
- In corridors and classroom spaces, inspectors found that cupboards containing hazardous materials or electrical equipment were unlocked. Leaders said they would expect these cupboards to be locked to prevent potential risks to pupils. They were unable to provide a satisfactory reason why cupboards were unlocked.
- After inspectors made leaders aware of these health and safety concerns, leaders rectified some of the issues over the course of the inspection.
- Leaders and governors do not know whether all staff working in the school are suitable to

do so. Leaders were unaware of the requirement to check that staff appointed to teaching posts are not subject to prohibition orders. These checks were carried out at the request of inspectors.

- The single central record of pre-employment checks on adults working in the school is not maintained in accordance with statutory guidance. Inspectors identified several members of staff who were not on the single central record. Leaders do not work together effectively to update the single central record and make sure it covers all adults working in the school. The single central record does not contain information on the proprietors as is required. The school was unable to provide any evidence of which checks had taken place.
- The school's safeguarding policy references the most recent statutory guidance. In practice, however, school procedures for reporting, recording and responding to child protection concerns are weak.
- Leaders with responsibility for safeguarding do not routinely keep written records of child protection concerns and how they are followed up. Although staff have received relevant safeguarding training, some staff were unclear about who concerns should be reported to. Some staff were unsure whether leaders required them to complete the school's format for recording child protection concerns. Poor communication and record-keeping prevent leaders from acquiring a comprehensive picture of pupils' needs and identifying those pupils who need additional help.
- Leaders have appropriate arrangements in place to ensure that the safeguarding policy is available to parents.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment is inadequate because there is too much variability between subjects and key stages. Over time, teaching does not typically support pupils make progress in their learning across a range of subjects.
- Teaching does not expect enough of pupils. In part, this is because curriculum plans are missing or only partially completed. For example, in key stage 1, plans for science, music and the humanities were either not available or only covered part of the school year. This means that teachers often plan learning without being clear on how it will develop or deepen pupils' understanding. Teachers do not routinely follow the curriculum plans that are in place. This leads to gaps in pupils' knowledge. For example, in key stage 3, pupils' work showed that biology and physics were not taught in sufficient depth, even though these subjects were catered for in the school's curriculum plans.
- Teachers do not adapt activities to stretch the most able pupils. Although curriculum plans usually suggest tasks to challenge most-able pupils, inspectors found very few examples of challenging tasks in pupils' books. The most able pupils usually have to complete the same work as others before they attempt work that is appropriately demanding.
- The quality of additional support for pupils who have SEN and/or disabilities is inconsistent. Although these pupils usually benefit from well-targeted extra help outside the classroom, teaching is not routinely tailored to their needs when they learn alongside their peers in class.

- Pupils' opportunities to learn and make progress are restricted because leaders and teachers restrict pupils' access to knowledge, particularly in science. The use of redaction minimises the subject-specific knowledge and information available to pupils.
- Although the quality of teaching, learning and assessment is poor overall, there is some effective teaching. This is particularly so when teachers have secure subject knowledge and high expectations of what pupils should achieve. For example, in key stages 3 and 4, the teaching of textiles supports pupils' acquisition of a range of subject-specific skills and techniques. In key stage 4 chemistry teaching, teachers have strong subject knowledge and convey this effectively. Pupils spoke positively about the opportunities they have to develop their chemistry knowledge through practical tasks.
- The teaching of English and mathematics is typically of better quality than that found in most other curriculum subjects. For example, in English, teachers set work to ensure that pupils understand the meaning of what they read. In writing, teaching usually provides plentiful opportunities for pupils to write creatively. Teachers ensure that pupils acquire a secure knowledge of English spelling, grammar and punctuation and record their work with increasing accuracy. Teachers help pupils to correct any errors.
- In the classrooms visited, pupils were motivated and wanted to do well in their studies. They were keen to share their ideas and responded thoughtfully to teachers' questions. Pupils appreciate that their teachers are 'very patient' and said staff 'explain things clearly until we understand'.
- In religious studies, teaching encourages pupils to be curious and ask questions. Teachers provide real-life contexts as a basis for pupils' discussions. This successfully captures pupils' interests and stimulates their thinking.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not prepared effectively for life in modern Britain. Leaders and staff restrict pupils' access to any information that they perceive to be in conflict with the school's faith teachings. This hampers pupils' understanding of important aspects of the world beyond their immediate community.
- Leaders said that parents were concerned about the questions inspectors might ask pupils. Leaders obtained parents' permission for inspectors to speak to small groups of pupils. This permission was conditional on inspectors not asking questions related to aspects of personal, social, health and economic (PSHE) education or science teaching, such as reproduction, sexting and different lifestyles. Inspectors were also asked not to discuss how the school promoted pupils' respect for all of the protected characteristics, as required by the independent school standards. Inspectors accommodated the school's request. Leaders were unable to provide other evidence that the school promoted respect for all groups of people with characteristics protected by law.
- Pupils have a basic understanding of what they can do to keep themselves safe, such as not leaving the school site without adults' permission or sharing personal information online. However, they do not receive adequate information on potential risks to their welfare, particularly those that exist online or outside the protected environment of their

immediate community.

- During joint observations with leaders, inspectors witnessed staff describing the physical appearance of those from different ethnic backgrounds in an offensive manner. This was not challenged or stopped by leaders. Such behaviour undermines the school's work to ensure that pupils respect those of different backgrounds.
- Pupils told inspectors that bullying is rare and that any incidents are dealt with effectively. They appreciate that leaders provide 'worry boxes' and a bullying helpline for them to raise concerns. However, leaders' restrictions on the topics that could be discussed meant that inspectors were unable to explore whether pupils had an age-appropriate awareness of the different forms that bullying may take, including homophobic bullying and that which may occur online.
- The school's ethos instils pupils with a strong sense of community. During assemblies, staff and pupils join together to consider how they can help others, such as undertaking charitable work. Pupils spoke with pride about how this work enables them to make a positive difference to those experiencing difficult circumstances.
- Older pupils receive adequate careers guidance to help them make decisions about their future education or employment. This includes a programme of external speakers who provide information on different career options, such as working in the music industry or becoming an accountant.

Behaviour

- The behaviour of pupils is good.
- Leaders and staff set high expectations for pupils' behaviour. Parents overwhelmingly agree that the school ensures that its pupils are well behaved. Inspection evidence, including school records of unacceptable behaviour, supports this view. Pupils' learning is rarely disrupted by off-task behaviour.
- The atmosphere in school is calm and orderly. Pupils conduct themselves in a sensible manner and are considerate of others in classrooms and corridors. They are polite and friendly to visitors.
- On the playground, pupils are well supervised. Pupils from different year groups get on well together. Pupils said that disagreements are unusual and that there is always an adult available to sort out any problems.
- Relationships between pupils and staff are respectful and caring. Pupils told inspectors how much their teachers inspire them to behave well and be 'a good person'. Staff help pupils to reflect carefully on how their behaviour may affect others. For example, older pupils took part in a challenge with other schools linked to the importance of speaking kindly about others.
- Pupils attend school regularly and enjoy their learning. Pupils told inspectors that they are reluctant to miss a day of school. As one pupil put it: 'Every morning when I get up and know I am going to school, I feel so excited.'

Outcomes for pupils

Inadequate

- Pupils' progress over time is limited by inconsistent teaching and leaders' restrictions on

the knowledge and topics pupils can learn. Pupils' work shows that they underachieve considerably in most subjects. Pupils are not prepared adequately for the next stage of their education.

- Leaders stated that pupils' outcomes were consistently strong. This did not reflect the quality of work inspectors sampled and leaders were unable to provide evidence to support their view.
- In key stages 3 and 4, samples of pupils' science work showed poor progress over time. The work completed by pupils lacked challenge and was focused heavily on chemistry. For example, Year 9 pupils' work included tasks such as word puzzles which did not contribute to pupils' understanding of the subject matter. In key stage 2, the school was unable to provide sufficient evidence of Year 6 pupils' learning in science. This was also the case for pupils in Year 1.
- In humanities, work in pupils' books showed inconsistent, and sometimes weak, progress over time. Pupils complete tasks that are too basic. For example, in key stage 3 history, much of the content of pupils' workbooks consisted of resources that had been stuck in, with no accompanying activities to develop knowledge and skills. Samples of pupils' work in geography showed considerable variation in quality. The school was unable to provide evidence of Year 6 pupils' progress in history or geography.
- Pupils often repeat similar topics, reflecting weaknesses in curriculum plans and their use. For example, in geography, pupils in key stages 2 and 3 cover similar work, with an emphasis on map skills. The history curriculum provides for a suitable range of topics. However, work in pupils' books did not match this. For example, there was no evidence that in Year 1 pupils had studied the 'Great Fire of London', or Year 5 pupils studied 'The Victorians', as planned.
- Information provided by the school shows that in 2016 and 2017, overall, pupils attained well in the GCSE examinations they took. However, there was no analysis to set these results in the context of the progress pupils had made from their starting points. Leaders have recently introduced vocational qualifications related to finance in order to increase the options available to pupils in key stage 4. School assessment information suggests that current pupils attain well in this subject.
- In key stages 1 and 2, standards in mathematics and English are high, including in phonics. Inspection evidence suggests that pupils acquire knowledge and understanding across a wide range of mathematical concepts. Pupils make strong progress in writing and develop an age-appropriate command of English grammar, punctuation and spelling. They read confidently and with expression. Younger pupils make effective use of their phonics knowledge to read accurately. Pupils have well-developed speaking and listening skills. They articulate their ideas with confidence.
- In Year 10, pupils' artwork is of a high standard. Portfolios of their work show strong progress over time, with excellent application of different skills and techniques. Pupils made effective use of the work of famous artists to inspire and reflect on their own work. Pupils' singing is also of a high standard. Older pupils benefit from opportunities to learn how to play the piano. Pupils perform with confidence, showing an appreciation of mood and tempo.

Early years provision

Inadequate

- The early years provision is poorly led. Leaders have not made sure that the provision meets the requirements of the early years foundation stage and the independent school standards. Their understanding of these requirements is weak.
- Safeguarding is not effective. The leadership team has not ensured that the provision complies with statutory welfare requirements. Leaders have not carried out appropriate checks on whether individuals are disqualified by association from working with children. They were unaware of their duty to do so.
- Leaders have failed to provide children with a safe and suitable environment in which to learn. Inspectors identified potential hazards to children's welfare. These included a blocked fire exit and unlocked cupboards containing electrical equipment or hazardous material. Information on where children and staff should assemble in the event of an emergency evacuation was not clearly or consistently displayed. Two-year-old children do not have access to suitable rest areas to support their well-being and development.
- The learning and development requirements of the early years foundation stage are not met. Leaders have not ensured that all areas of the curriculum are sufficiently catered for, particularly in the Nursery classes. Leaders were unable to provide evidence that staff assess children's outcomes in each of the early learning goals at the end of the Reception Year. Leaders and staff do not systematically record or check how well children learn over time.
- Teaching is not well matched to children's needs or interests. Staff plan activities without being clear on what they expect children to learn. Children's basic skills in reading, writing and mathematics are not adequately promoted. Reading books in the Nursery provision were particularly tatty and of poor quality.
- Staff do not organise resources effectively to enable children to explore and follow their own interests. In the outdoor areas, there are too few resources to support children in the development of their early reading and writing skills, including their phonics knowledge.
- Staff are appropriately qualified, including in first aid. Leaders have ensured that staffing ratios are suitable. Staff interact with children in a kind and caring manner. They provide frequent guidance and reassurance so that children play and learn together happily and confidently.
- Children's physical development is promoted effectively. Adults provide a range of suitable activities and resources to promote children's coordination and balance through climbing, catching and throwing.

School details

Unique reference number	102171
DfE registration number	204/6399
Inspection number	10026279

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	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	717
Number of part-time pupils	0
Proprietor	Mr & Mrs Spitzer & Mr Gluck
Chair	Mr Schechter
Headteacher	Mrs Klein
Annual fees (day pupils)	£2,080
Telephone number	0208 809 7737
Website	None
Email address	bursar@bclschool.org.uk
Date of previous inspection	3 March 2011

Information about this school

- Beis Chinuch Lebonos Girls School is an independent day school with an Orthodox Jewish ethos. The school operates from one site and comprises three buildings. It is located in the Stamford Hill area of London.
- The school provides education for girls between the ages of two and 16. There are currently 717 pupils on roll. The school is registered for 692 pupils. The school also includes childcare provision for children under the age of three. This provision is inspected separately by Ofsted.

- The school operates as four separate departments covering the age range permitted by the registration authority. Each department has two headteachers. One headteacher is responsible for the secular department and one headteacher leads on the religious curriculum.
- The majority of pupils speak English as an additional language. Pupils' first language is typically Yiddish.
- The school aims to 'educate its pupils to their full potential' and to 'promote the development of moral and spiritual values within an Orthodox Jewish framework'.
- The proprietor of the school has changed without the registration authority being notified. Information provided to inspectors on the proprietor did not match the information held by the DfE. Inspectors were informed that the current chair of the governing body is the proprietor of the school.
- The school does not make use of any alternative or off-site provision.
- The school was last inspected by Ofsted in March 2011.

Information about this inspection

- This full standard inspection was conducted with one day’s notice.
- Inspectors held meetings with senior leaders, including the headteachers of each department, to evaluate the standard of education provided. Inspectors also held a meeting with members of the governing body. This included the chair of the governing body who was also acting as the proprietor’s representative. Discussions with leaders and governors were also held throughout the inspection.
- Inspectors visited classrooms in most year groups. They were unable to visit Years 7 and 8 because pupils were taking internal examinations. They were also unable to visit Year 11 because the cohort was on a trip.
- Inspectors observed teaching and learning in subjects including English, mathematics, art, music and religious studies. A member of the senior leadership team typically accompanied inspectors during visits to classrooms.
- Inspectors looked at samples of pupils’ work in different subjects, including English, mathematics, science, humanities, textiles and art.
- Inspectors met with a group of pupils from key stages 3 and 4. Inspectors also listened to pupils from Year 1 and Year 6 read and talked to them about their learning. A member of the governing body was present during these discussions.
- School policies and documentation were reviewed in order to check the school’s compliance with the independent school standards. This included curriculum plans, the safeguarding policy and the school’s single central record of pre-employment checks on adults working in the school. Inspectors also toured the premises.
- The views of parents and carers were taken into account through informal discussions at the start of the school day and the 83 responses to Ofsted’s survey for parents, including written comments.
- Inspectors met with a group of staff and considered the responses to Ofsted’s staff survey.

Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty’s Inspector
Karen Matthews	Ofsted Inspector
Helen Morrison	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.
- 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)(d) personal, social, health and economic education which:
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 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(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(b) ensures that principles are actively promoted which:
 - 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; and
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 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)(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;
 - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
 - 21(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)(i) S's identity was checked;
 - 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)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);

- 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 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 check was completed.
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
 - 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
 - 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007:
 - 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
 - 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

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 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.

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 must meet the following early years learning and development requirements

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning:
 - communication and language;

- physical development;
- personal, social and emotional development.
- 1.4 Support children in their learning and development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy;
 - mathematics;
 - understanding the world;
 - expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.
- 2.6 Ensure that in the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child.
- 2.7 Assess each child’s level of development against the early learning goals.

The school must meet the following early years safeguarding and welfare requirements

- 3.15 Ensure that suitable procedures are in place to check whether staff are not disqualified from working with children.
- 3.54 Ensure that the premises are fit for purpose and comply with the requirements of health and safety legislation.
- 3.55 Ensure that reasonable steps are taken to ensure the safety of children, staff and others on the premises in the event of a fire or any other emergency, including ensuring that there is an emergency evacuation procedure in place and that fire exits are free of obstruction.

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