

London Steiner School

9 Weir Road, Balham, London SW12 0LT

Inspection dates

27–29 November 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

Summary of key findings for parents and pupils

This is an inadequate school

- The independent school standards are not met.
- Leadership is not fit for purpose. Staff with leadership responsibilities do not work together well to ensure that pupils receive an adequate standard of education.
- Staff are not vigilant to risks to pupils' welfare. The culture of safeguarding is poor. The premises are not safe or suitable.
- The school does not maintain an accurate admission register. Pupils who do not arrive in school may go unnoticed.
- Personalised care plans are not in place for pupils with medical needs.
- Leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is weak, including in the early years. Pupils' needs are not understood or met. Equality of opportunity is not promoted effectively.
- Pupils underachieve considerably. When planning lessons, staff prioritise fidelity to the Steiner approach, rather than what is in the best interests of pupils' academic success.
- Teachers' expectations of pupils are not high enough. This is particularly the case in key stage 1 and in reading, writing and mathematics. Pupils' progress over time is poor.
- Staff do not maintain sufficient records of behaviour, including bullying, so that they can support pupils who experience difficulties.
- Pupils' attendance is low. The school does not do enough to promote good attendance.
- Pupils in key stage 3 do not receive impartial careers advice so that they can make well-informed decisions about their future.
- Children make too little progress in the early years. The provision fails to meet their welfare and learning needs.

The school has the following strengths

- Pupils are polite and articulate. Adults nurture pupils' self-confidence and resilience.
- Teaching in the creative arts and modern foreign languages is strong; standards are high.
- Pupils have well developed speaking and listening skills.
- Parents and carers are supportive of the school and praise its friendly atmosphere.

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?

- The proprietor should secure effective leadership arrangements with clearly defined roles, responsibilities and lines of accountability.
- Leaders must take urgent and effective steps to promote pupils' safety and well-being, including in the early years, by:
 - creating a culture of safeguarding in which staff at all levels are vigilant to risk and respond effectively to concerns that arise
 - systematically assessing and responding to potential hazards on the premises so that pupils learn in a safe and suitable environment
 - maintaining accurate records of behaviour, including bullying and attendance
 - keeping an admission register in accordance with statutory guidance
 - ensuring that those responsible for safeguarding and pastoral care join up all the information available to them to acquire a comprehensive picture of pupils' well-being and put in place early help when necessary
 - providing personalised care plans for pupils with medical needs.
- Improve the quality of leadership and management, including in the early years, by making sure that:
 - those with leadership responsibilities establish suitable procedures to review and improve the effectiveness of the school's work, including safeguarding arrangements, the provision for pupils with SEND and the early years provision
 - improvement planning is strategic and focused on the areas in need of most attention
 - equality of opportunity is promoted well, underpinned by a suitable accessibility plan as required by the Equality Act 2010
 - effective systems are in place to check pupils' progress over time
 - staff are held to account for the quality of pupils' learning and benefit from well-targeted guidance on how to develop their teaching skills
 - the curriculum is sufficiently aspirational for pupils' academic outcomes and provides for progression in pupils' knowledge and understanding in all subjects
 - the curriculum provides suitable opportunities for pupils to deepen their understanding of British values
 - older pupils receive suitable careers guidance regarding their next steps.
- Establish effective provision for pupils with SEND, including in the early years, by:
 - identifying pupils' needs accurately and promptly, drawing on expertise from external professionals when necessary
 - providing identified pupils with well-planned support and reviewing the impact of this support at suitable intervals to make sure it meets pupils' needs effectively
 - ensuring that staff have the necessary knowledge and skills to help pupils overcome their barriers for learning.

- Improve the quality of teaching, learning and assessment, and its impact on pupils' outcomes, including in the early years, by ensuring that:
 - teachers assess pupils' progress accurately and adapt their teaching in light of these assessments
 - teachers expect more of pupils, particularly in the early years, key stage 1 and in reading, writing and mathematics
 - when planning lessons, teachers consider what pupils already know or can do well and set tasks that are purposeful
 - teaching and the curriculum for Year 1 pupils are sufficiently demanding, taking account of pupils' existing skills and knowledge
 - the teaching of reading, writing and mathematics helps pupils attain to the best of their abilities
 - teaching and the curriculum in the early years give equal emphasis to all areas of the curriculum, taking into account the learning and development exemptions in place.
- Reduce absence levels so that all pupils attend school regularly.

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

- Staff at all levels are committed to providing an education in accordance with Steiner philosophy. This has not been matched with an equal determination to ensure that the school routinely complies with the regulations for independent schools.
- The school has no headteacher or senior leadership team. Instead, staff take on responsibility for different aspects of school life. No arrangements are in place to hold staff to account for the roles they undertake. Equally, staff are sometimes unclear what is expected of them in these roles. Often, they decide for themselves what their role entails. This means important aspects of the school's work, including safeguarding, have been neglected.
- Leaders and staff are too optimistic about the school's work. Typically, leaders and staff work in isolation. They do not communicate effectively and identify which areas of the school need to be better.
- Leadership of pupils' personal development, including their behaviour and attendance, is ineffective. School information related to pupils' safety, behaviour, attendance and academic outcomes is of poor quality. This impedes trustees and staff from knowing what they need to do to secure improvements. For instance, absence levels are high and no action has been taken to address this.
- Teachers' performance is not managed well. No one has oversight of the quality of teaching and pupils' progress. Planning for teachers' professional development is absent. Formal appraisal systems are at the very early stages of development.
- Equality of opportunity is not adequately promoted. Leaders are not doing enough to meet the requirements of the Equality Act 2010. There is no suitable plan in place to improve the way in which pupils with disabilities can access the site or curriculum.
- The school does not cater effectively for pupils with SEND. Leadership of this area is weak. The register of pupils' needs is not up to date. Pupils' needs are not fully understood. In part, this is because advice from external agencies is rarely sought or followed. Any additional support for pupils is informal, and largely at the discretion of the class teacher. No systems are in place to monitor whether this support leads to improvements in pupils' outcomes. A member of staff is undergoing training to become the school's special educational needs coordinator. At present this position is vacant. Adequate interim arrangements have not been made.
- The curriculum is based on the Steiner approach to education and provides for a sufficiently broad range of subjects. However, the implementation of the curriculum is detrimental to pupils' progress and attainment. Teachers follow curriculum plans irrespective of whether these plans are appropriate for pupils' needs or abilities, particularly in reading, writing and mathematics.
- Although, overall, the programme for personal, social, health and economic (PSHE) education supports pupils to become respectful and considerate citizens, some parts are underdeveloped. For example, the programme does not enable pupils to deepen their understanding of British values as well as it should. No formal careers guidance is in place for older pupils.

- Some aspects of the curriculum are successful. In particular, the provision for creative and aesthetic development and for modern foreign languages ensures that pupils make good progress over time and attain well in these subjects. Pupils benefit from suitable opportunities to take part in extra-curricular activities, including trips and visits linked to their learning.
- Parents are overwhelmingly positive about the education the school provides. All parents who responded to Parent View would recommend the school. They particularly value the school's 'family feel' and said that they are well informed about their children's learning. Nevertheless, at the start of the inspection, leaders were unable to demonstrate that the requirements in Part 6, related to the provision of information, were met. At the request of inspectors, most of the required information was made available to parents on the school's website.

Governance

- Leadership arrangements have broken down because the proprietor has not established clear and effective lines of accountability. Although trustees articulate a clear vision for pupils' education, they have not established a leadership structure to support them to realise their aims.
- The proprietor has delegated strategic leadership and the day-to-day management of the school to the College of Teachers. The work of the College is usually overseen by a chair. At present, this position is vacant. Suitable interim arrangements have not been made. This has contributed to the breakdown in leadership arrangements.
- Trustees are realistic about the school's effectiveness. They have taken some important steps to move the school forward, such as the appointment of new staff to oversee staff recruitment and financial administration. Leadership of other areas remains underdeveloped.

Safeguarding

- The arrangements for safeguarding are not effective.
- Suitable safeguarding policies and procedures are in place but, in practice, leaders and staff do not follow them consistently. While in part this is due to a lack of clarity about roles and responsibilities, it is also because staff do not fully understand that everyone has a duty to promote pupils' welfare.
- The admission register is not up to date. Inspectors found several omissions or inaccuracies, such as a pupil who had left the school but who was still on the register. Destinations of pupils who leave the school, for instance for home education, are not always recorded or followed up. Sometimes, class teachers have information about a pupil's whereabouts but do not record this in writing or share this with staff who update the admission register in a systematic way. The school was unable to provide evidence that statutory guidance is followed when pupils are removed from the admission register. This places pupils at risk of going missing from education. Inspectors made sure that referrals were made to the relevant agencies by the end of the inspection.
- Records related to the health and safety of the premises are disorganised and often incomplete. Trustees and staff do not have the information they need to check that the

school is a safe and suitable environment. Leaders are too slow to identify and take action to minimise risks to pupils' welfare.

- During the course of the inspection, leaders rectified some weaknesses that inspectors brought to their attention. For instance, they added appropriate fire evacuation signs to the first and second floors so that pupils and adults know which route to take in the event of an emergency. Nevertheless, too many issues remain. For instance, the temperature of the water in pupils' toilets is too hot and poses a scalding risk. One of the evacuation points is located in front of the gate that an emergency vehicle would use to gain access to the school. This is unsafe. Accommodation for the short-term care of unwell pupils is unsuitable because it does not contain a wash basin.
- The safeguarding policy incorporates the most recent statutory guidance and is made available to parents on the school's website. Staff have received up-to-date training in child protection issues. They understand the school's procedures for raising concerns, including those related to the conduct of an adult working in the school. Leaders with responsibility for pupils' welfare work appropriately with external agencies when child protection concerns arise. However, poor-quality behaviour and attendance records mean leaders are unable to obtain a comprehensive picture of pupils' needs.
- Leaders have made important changes to the procedures for staff recruitment. These are now rigorous. For instance, they seek references to check that there are no concerns regarding an adult's suitability to work with pupils. The single central record is kept up to date and meets the requirements of the independent school standards. In contrast to other aspects of the school's work, record-keeping is thorough.

Quality of teaching, learning and assessment

Inadequate

- When planning learning in the 'main lesson', staff adhere strictly to curriculum plans based on the Steiner philosophy of education. Pupils' prior knowledge or understanding is not routinely taken into consideration. Pupils' learning is not purposeful. Too often, teachers set work without knowing how it will enable pupils to acquire or deepen their knowledge. This severely restricts pupils' ability to learn well and make progress over time.
- Teaching fails to meet the needs of pupils with SEND. Pupils' needs are not assessed accurately. Teachers do not have the necessary expertise to help these pupils learn well and overcome any barriers. Any additional support in place is ad hoc and its impact is not monitored.
- Often, pupils complete work that is well below the standard of which they are capable. This is particularly the case for younger pupils. For instance, Year 2 pupils are taught to recognise letters of the alphabet, even though some can already read.
- Considerable emphasis is given to the appearance of pupils' work. Pupils spend time drawing or copying pictures that are of little value to their learning. For instance, younger pupils have to copy pictures which represent different numbers or letters, despite already having a sound knowledge of these.
- Year 1 pupils are taught in the school's early years provision, known as the Kindergarten. In accordance with the Steiner approach, they continue to follow the early years curriculum. Teaching for these pupils lacks challenge and fails to cater for their academic needs.

- Teaching does not provide adequately for the development of older pupils' writing skills. Pupils do not have enough opportunities to learn from their mistakes or make improvements to their work. Instead, they copy out work that adults have written or heavily edited.
- Mathematics teaching is not aspirational. The curriculum hinders pupils from acquiring an age-expected understanding of important concepts. For example, pupils are not taught a basic understanding of fractions until key stage 2. Although most mathematical concepts are covered, teaching does not provide adequately for progression in pupils' knowledge and understanding over time.
- Pupils are taught German from Year 2. Specialist teaching in this subject is a strength, underpinned by teachers' high expectations and excellent subject knowledge. Teachers ensure that pupils practise their speaking and writing skills regularly and correct any errors.
- The teaching of creative subjects is effective. In art, for instance, teaching provides well for the development of pupils' drawing skills. Pupils take great care and pride in their art work. Subjects such as woodwork balance opportunities for pupils to express themselves creatively with well-targeted teaching of subject-specific skills, such as using a chisel and saw to create sculptures.
- All pupils in the school are taught Eurythmy, a form of expressive movement that incorporates dance, music, and poetry. Lessons are calm and purposeful. Pupils work harmoniously with their peers, developing a sense of rhythm and timing.
- Classrooms are characterised by warm and respectful relationships between adults and pupils. Staff listen carefully to pupils' ideas and opinions and encourage them to express themselves. Sometimes, teachers question pupils effectively, but this is not consistent.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Ineffective safeguarding arrangements and adults' lack of vigilance compromise the safety and well-being of pupils.
- Pupils with medical needs do not have personalised care plans that would give staff the information they need to know exactly how best to support them. This places pupils' welfare at risk.
- Poor oversight of attendance and admissions means that leaders and staff do not know whether pupils who are not in school are at risk of harm.
- Incidents of bullying are sometimes dealt with informally or not recorded systematically. Pupils told inspectors that bullying is unusual and dealt with well. However, inconsistent records mean leaders and staff have a poor awareness of whether the school's work to prevent or deal with bullying is successful.
- Careers guidance for older pupils takes place informally. It largely consists of members of the community giving talks to pupils about different career options. Pupils do not access high-quality, impartial advice about the options available, such as where they might continue their education in Year 10.

- Pupils enjoy coming to school and want to do well. Sometimes, however, pupils lose interest in their learning and become bored because teaching does not demand enough of them.
- Pupils feel well cared for. They particularly appreciate how staff invest time getting to know them as individuals and listen to their views. Pupils said the school's 'strong community feel' helps them to 'feel safe and happy'.
- Staff nurture pupils' self-esteem and confidence in their own abilities. Pupils develop the necessary skills and attitudes they need to overcome adversity.
- Pupils have a sound awareness of potential risks to their safety, including on the internet, and what they can do to avoid them.

Behaviour

- The behaviour of pupils is inadequate. The school is not doing enough to ensure that pupils attend regularly.
- School information shows that pupils' attendance last year was well below other schools nationally. Leaders were unable to provide any attendance information for this academic year. They were able to provide information for the days of the inspection. This showed that absence rates continue to be high in comparison to national figures.
- Although staff follow up with parents when a pupil does not attend school, leaders do not analyse attendance records to identify patterns or trends, either on an individual or whole-school level. For instance, leaders are not aware if any pupils are persistently absent. Additional support for pupils who need to improve their attendance is not provided.
- During the inspection, pupils' conduct, both in classrooms and at social times, was typically sensible. Staff told inspectors that pupils are sent to the office if their behaviour in classrooms is disruptive. These incidents and the subsequent sanctions are not always formally recorded. Leaders do not check the frequency with which these incidents occur and whether the sanctions are appropriate. Leaders fail to explore the underlying reasons for pupils' misbehaviour and identify suitable help to prevent behaviour concerns from escalating.

Outcomes for pupils

Inadequate

- Staff were unable to provide clear information on pupils' progress in different curriculum subjects. Pupils' work shows that their progress over time is weak, particularly in reading, writing and mathematics. Teachers' low expectations mean that pupils routinely fail to attain the standard of which they are capable in a range of subjects.
- Pupils' outcomes are particularly poor in key stage 1 and lower key stage 2. Year 1 pupils underachieve considerably because the curriculum is unsuitable, focusing primarily on baking and crafts, such as sewing. Their attainment in basic skills is well below that of their peers nationally.
- Many Year 2 pupils are already confident readers. Pupils told inspectors that they learned to read at home. The undemanding curriculum means that pupils do not have suitable opportunities to develop their reading ability in school until they reach Years 3 and 4.

Older pupils have positive attitudes to reading. However, staff do not check whether pupils read widely and often in order to further their reading and comprehension skills.

- The progress of older pupils is inconsistent, particularly in writing. Superficially, pupils' writing appears to be at the standard expected for their age. However, this is generally because pupils copy out work that the teacher has written or edited. Pupils' independent written work contains many basic errors in punctuation and spelling.
- Pupils with SEND make the same inadequate progress as their peers because they are not supported well in their learning.
- The standard of pupils' art is high. Pupils make strong progress and routinely produce work above the standards typical for their age, showing an appreciation for perspective, proportion and tone. In woodwork, pupils' outcomes in key stage 3 are equally strong. For example, pupils progress from making simple wooden spoons to producing more intricate sculptures and objects.
- Attainment in modern foreign languages is above average. By the time pupils enter key stage 3, they have acquired a good command of German. For instance, they are able to conjugate verbs accurately to express themselves in the present, past and future tense.
- Pupils have good speaking and listening skills. They articulate themselves confidently, drawing on their secure command of English grammar, syntax and vocabulary.

Early years provision

Inadequate

- Children are not kept safe in the early years (known as the Kindergarten). The statutory welfare requirements of the early years foundation stage are not met. Weaknesses in whole-school safeguarding arrangements are detrimental to children's welfare.
- Adults' awareness of potential risks is limited. For instance, in one classroom children used wooden blocks and classroom furniture to build a den in front of a fire exit. Staff did not consider how this would hinder a quick evacuation in the event of an emergency.
- Leadership of the Kindergarten is dysfunctional. No member of staff has overall oversight of the quality of children's education or what action is needed to secure improvements.
- Teaching is characterised by low expectations. Most activities are not purposeful. This leads to children wandering around aimlessly and becoming bored. The Steiner approach means that staff usually do not intervene when this is the case. Equally, staff are reluctant to interact with children as they play to develop their knowledge and understanding. Children's progress in most curriculum areas is poor.
- Taking into account the learning and development exemptions granted by the Department for Education (DfE), staff assess children's outcomes against all areas required by the early years foundation stage. However, evidence in classrooms and samples of children's work show that the curriculum overemphasises craft-related activities at the expense of children's development in other areas. Consequently, children leave the Reception Year with knowledge, skills and understanding below those typical for their age.
- The learning and development requirements of the early years foundation stage are not met because the provision for children with SEND is ineffective. Staff are not supported to identify children's additional needs or put in place suitable extra help at an early stage.

- Some learning activities are appropriate for children's age and stage of development, particularly those related to expressive arts and design. Children benefit from plentiful opportunities for crafts and baking. In turn, this supports the development of children's fine-motor skills and hand-eye coordination. The standard of children's sewing is well above that typical for their age.
- Regular story-telling and use of songs contribute effectively to children's language development. Staff have high expectations for how children communicate verbally. Staff listen patiently so that children grow in confidence. Some adults are skilled in asking questions to support children's developing language skills. This, however, is not consistent throughout the provision.
- Staff are caring and know the children well. Clear and consistent routines help children to feel secure and promote a calm atmosphere. For instance, children enjoy coming together to listen to a story at the end of every school day. Staff encourage children to resolve differences and find their own solutions if they encounter problems. This is effective in building children's self-confidence.
- Parents are highly positive about the Kindergarten's nurturing atmosphere.

School details

Unique reference number	101073
DfE registration number	208/6344
Inspection number	10085318

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 14
Gender of pupils	Mixed
Number of pupils on the school roll	79
Number of part-time pupils	13
Proprietor	The Waldorf Steiner School of South West London
Chair	Philip Martyn
Headteacher	Not applicable
Annual fees (day pupils)	£4,086 to £8,664
Telephone number	020 8772 3504
Website	www.londonsteinerschool.org
Email address	office@londonsteinerschool.org
Date of previous inspection	10–11 January 2008

Information about this school

- London Steiner School provides Steiner-based education for boys and girls aged three to 14. The school is located in a residential area of Balham, SW12. The premises consists of a former residential building converted for educational use.
- The Kindergarten provides early years education for children in the Nursery and Reception Year. Year 1 pupils are also taught in the Kindergarten. Pupils enter the lower school in Year 2 (class 1) and leave upon completion of Year 9 (class 8).
- The school has no headteacher. Leadership is provided primarily by the College of

Teachers. The work of the College is usually overseen by a chair. This position is currently vacant.

- According to the school's information, approximately 1 in 10 pupils have additional needs. However, inspectors found that this information was inaccurate.
- The school does not make use of any alternative provision.
- The school was last inspected by Ofsted in 2008 and was judged satisfactory. Since 2008, the school has been inspected by the Schools Inspection Service (SIS). The last full standard inspection was conducted by SIS in 2017. The school's effectiveness was judged as inadequate. Subsequently, SIS conducted two monitoring inspections to check the school's compliance with the independent school standards. The first of these additional inspections in March 2018 found that the school did not comply with all the regulations for independent schools. The second additional inspection in June 2018 judged that the school met all requirements.
- The school's aim is 'to provide a holistic education that nurtures the children to become well rounded, confident, independently minded, creative thinkers who are authors of their own life, and well prepared for the needs of the 21st century.'

Information about this inspection

- This full standard inspection was conducted with one day's notice. It took place at the request of the DfE, the school's registration authority.
- Inspectors met with trustees and members of staff with leadership and management responsibilities, including those with designated responsibility for safeguarding.
- Inspectors toured the premises and checked a range of documentation to evaluate the school's compliance with the independent school standards. Inspectors also reviewed the school's website.
- Inspectors visited classrooms to observe pupils' learning, including in the 'main lesson', Eurythmy and German. Inspectors also looked at samples of pupils' work. Some of these inspection activities were conducted jointly with staff.
- Inspectors met with two groups of pupils from Class 5 (Year 6) and Class 8 (Year 9). They also listened to pupils read from Class 1 (Year 2) and Class 6 (Year 7).
- Parents' views were taken into account through informal discussions as well as the 42 responses to Parent View. Inspectors spoke formally and informally to staff and considered the five responses to Ofsted's survey for staff.

Inspection team

Sarah Murphy-Dutton, lead inspector

Her Majesty's Inspector

Danvir Visvanathan

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 effective; and
 - 2(1)(b) the written policy, plans and schemes of work—
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(2) For the purposes of paragraph 2(1)(a), the matters are—
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 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(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
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated by reference to the school's own aims, as provided to parents or national norms, or to both, is in place.

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

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

- 28(1) The standard in this paragraph is met if the proprietor ensures that—
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(2) The information specified in this sub-paragraph is—
 - 32(2)(b) either—
 - 32(2)(b)(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office.
- 32(3) The information specified in this sub-paragraph is—
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whose first language is an additional language.

Part 8. The 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 learning and development requirements of the early years foundation stage

- 1.6 Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

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

- 3.54 Providers must ensure that their premises are fit for purpose and suitable. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).
- 3.55 Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency.
- 3.64 Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risk and must be able to demonstrate how they are managing risk.
- 3.67 Providers must have arrangements in place to support children with SEND.

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