

Olive Tree School

363–365 Lewisham High Street, Lewisham, London SE13 6NZ

Inspection dates

27–29 November 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate. Leaders at all levels have not tackled the failings in safeguarding and health and safety since the last inspection in March 2017. As a result, not all the independent school standards are met consistently over time.
- Safeguarding is ineffective. Leaders and staff do not follow statutory guidance on safeguarding and the 'Prevent' duty. Checks on the suitability of staff, governors and trustees are not completed. Consequently, pupils are at risk of harm and the school's provision for their personal development and welfare is inadequate.
- The premises do not meet the requirements of the independent school standards. The medical room is not fit for purpose and there is no cold water in the boys' toilets.
- Systems for checking that the premises are safe, including fire safety, are ineffective. There is poor communication and confusion between leaders and the Lewisham Islamic Centre (LIC) about who is responsible for safety, and how to hold those responsible to account.
- The early years provision is inadequate. Leaders have not ensured that all the safeguarding and welfare requirements of the early years statutory framework are met.
- Assessment and planning in the early years is not precise enough to ensure that children make good progress. Transitions between activities take too long and some pupils are distracted.
- Pupils' attendance has improved but it is still below the national figures for primary schools.

The school has the following strengths

- Under the headteacher's leadership, a comprehensive programme of monitoring teaching and the quality of pupils' work is having a positive impact. Teaching, learning and assessment have improved since the previous inspection and are now good.
- Parents are very supportive of the school and the new leadership.
- Pupils' behaviour is good in classes and around the school. This is because of well-planned teaching and strong relationships between adults and pupils.
- The curriculum enables pupils to make good progress across a range of subjects, including English, mathematics and science.

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?

- Ensure that leaders and managers have regard to the independent school standards so that:
 - concerns about pupils' welfare are recorded in a systematic way so that leaders have relevant information to hand, can identify patterns and take appropriate action
 - school leaders follow statutory guidance and refer concerns to appropriate designated professionals for advice and follow up, instead of family and members of the community
 - the school's safeguarding policy is in line with the statutory guidance and supports leaders to make the right decisions
 - staff check the identity of visitors
 - school leaders develop and implement a vetting policy for all visiting speakers
 - appropriate suitability checks on all staff, governors and trustees are completed according to statutory guidance and are recorded
 - local risks under the 'Prevent' duty are identified and assessed
 - school leaders engage with the 'Prevent' duty education officer, in the local authority or elsewhere, so that staff and pupils have a better understanding of the local risks and pupils know how to keep themselves safe
 - school leaders implement the health and safety policy effectively, so that premises checks identify hazards and timely action is taken
 - there is an effective risk assessment policy, risk assessments are in place, are dated, and are effective in reducing risk
 - the medical room is fit for purpose and appropriately located near a toilet
 - there is cold running water for washing in the boys' toilets
 - plant room and stores with hazardous materials have appropriate signage
 - fire drills and checks on the fire alarm system are carried out and recorded regularly in line with the fire risk assessment
 - equipment and resources are stored appropriately and not in the boiler room
 - accurate records are kept of maintenance issues which have been resolved
 - leaders of the school and the LIC work together effectively so that lines of responsibility are clear, individuals are held to account, pupils are safe and the independent school standards are met.
- Improve pupils' behaviour, personal development and welfare by ensuring that:
 - pupils are safe
 - leaders continue to improve pupils' attendance.

- Improve the early years provision by ensuring that:
 - all the safeguarding and welfare requirements of the 'Statutory framework for the early years foundation stage' are met
 - adults make better use of assessment and use it to plan activities which match children's learning and development needs
 - transitions between activities are planned to take less time so that children stay focused.
- 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

- Leadership and management are inadequate. Leaders at all levels have failed over time to ensure the welfare and safety of pupils. Many of the independent school standards are not met. Many of these standards, those relating to safeguarding and the health and safety of the premises, including the fire safety order, were unmet at the time of the last full standard inspection in March 2017. Some, although met in the intervening progress monitoring inspections, are unmet again and so are not met consistently over time.
- The space designated as a medical room is not fit for purpose. The only entrance to the space is through a curtain from a classroom. There is no door and the sink is not clean. The cupboards contain paint, exercise books and other discarded resources. Resources from the evening school are left on the work surface. The room is too far from the toilets, and pupils are required to walk back through the classroom to access the toilet. Therefore, it is not suitable to cater for the medical needs of pupils.
- There is no cold water from the cold water taps in the washbasins in the boys' toilets. Leaders say that they have adjusted the plumbing to ensure that the hot water was not scalding. However, they have not had regard to the requirement of the independent school standards relating to the provision of cold water.
- Leaders do not ensure that the health and safety of the premises and the identification and management of risk meet requirements. Several hazards were identified during the inspection. For example, the boiler room is multi-purpose and is used in part for storage of school physical education (PE) and games equipment and LIC equipment around the water tank. The storage of material in the boiler room is a fire hazard. The boiler room opens directly off a classroom and is unlocked, which is hazardous because pupils could access it. It does not have a suitable hazard sign or indication that it is a plant room. Another cupboard, used for storing caretaking materials, is not locked and does not have a hazard sign.
- Leaders do not monitor day-to-day processes regarding the storage of materials and site safety closely enough. For example, leaders cannot explain why doors to potentially hazardous areas are unlocked. Leaders gave various and contradictory accounts of who has keys for the boiler room and who is responsible for locking the door. Leaders have not ensured that the systems for ensuring that the premises are safe are effective.
- Similarly, leaders do not ensure that systems relating to premises upkeep are followed. Maintenance issues which have been resolved; for example, blocked Nursery sinks and toilets have not been signed off on the school's maintenance request form.
- In the same way as they did in the last inspection, leaders responded promptly during this inspection with locks and hazard signs, when inspectors alerted them to the issues. The boiler room was cleared quickly. However, leaders are not proactive in ensuring that the premises are safe on an ongoing basis. The systems and procedures which should ensure that leaders can identify these failings for themselves are either not in place or are ineffective.
- Leaders do not ensure that risk assessments are effective in reducing hazards. Risk assessments are undated and there is no evidence of them being reviewed.

- The school's fire documentation indicates that there have been no scheduled fire drills since February 2018. Leaders have not recorded checks of emergency lighting and fire extinguishers since April 2018. Prior to that, checks were recorded as completed every month as a minimum. Checks of fire alarm call points have not been checked weekly since October 2018.
- The headteacher has taken effective action to improve the quality of teaching and learning since the previous inspection. This has already had a positive impact on pupils' outcomes. The monitoring of the quality of teaching is robust and detailed. For example, the headteacher observes classes regularly and teachers receive detailed feedback and objectives based on the teachers' standards.
- The headteacher also uses the outcomes of observations to inform school development planning and identify priorities, such as the focus on reading comprehension. While the headteacher says that teachers were initially resistant to change, and teachers acknowledge that this was the case, teachers now say that they feel motivated and well supported. A trustee said that teachers' morale was high, and this is supported by feedback from staff and from staff questionnaires. Parents are very positive about the impact of the new headteacher's leadership on teaching and their children's progress.
- The headteacher has developed the curriculum since the last inspection. She has focussed on strengthening pupils' literacy and numeracy. Other areas of learning, such as science, computing, PE and art, are timetabled and taught regularly. Pupils study history and geography topics and learn about other world religions in religious education. The headteacher has introduced sex and relationships education at an age-appropriate level. Leaders planned its introduction well and communicated effectively with parents about this topic.
- The provision for pupils' spiritual, moral, social and cultural development is effective and they learn about a range of cultural influences. Pupils learn about European, including British, art. They know about the Equality Act and can talk about the protected characteristics and different types of family groups. Pupils have visited a Catholic school and had talks from a vicar and a rabbi. They know about different festivals such as Diwali and Christmas.

The school's progress towards meeting standards that were not met at the previous inspection

- The Department for Education (DfE) commissioned Ofsted to carry out a progress monitoring inspection as part of this standard inspection. The standards relating to safeguarding and leadership and management remain unmet.

Governance

- The trustees, who also take the role of the proprietor and governors, do not ensure that all the independent school standards are met, despite knowing about many of these failings for some time (as reported in previous inspections). These date from the full standard inspection in 2017 and the progress monitoring inspections in 2017 and 2018. The concerns about fire risks date from 2016. Despite this, the governors and trustees have not taken effective action to ensure that standards are met.
- The trustees do not ensure that school leaders and the LIC staff work together effectively to keep pupils safe. The premises staff are employed by the LIC and not the school.

Consequently, it is difficult for the headteacher and governors to hold them to account. The trustees do not ensure that lines of responsibility and accountability are sufficiently clear.

- At the instigation of the headteacher, the trustees have recently set up a safeguarding committee with the purpose that the different organisations based at the LIC work together more effectively. Members have met informally and had one full meeting, which discussed terms of reference. This is a positive step and urgently needed. However, leaders have not acted quickly enough and there is no evidence that the committee has had any impact to date.
- The governors have been proactive in providing challenge and support to leaders to improve the quality of educational provision. Governors visit the school regularly. As well as scrutinising information in meetings they gather first-hand evidence of how well pupils are doing by visiting classes, looking at work and talking to pupils. As a result, they have an accurate picture of the school's effectiveness.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not developed an effective culture of safeguarding. Leaders initially denied that there were any concerns recorded about pupils and said that these did not happen in the school. This lack of transparency and understanding means that pupils are not safe and are at risk of harm.
- The school's safeguarding policy does not meet the requirements as set out in the statutory guidance. Leaders do not ensure that the school's safeguarding policy is implemented consistently by all staff. For example, an inspector was let into the Nursery with children, without being signed in or being asked for identification. This is contrary to the school's safeguarding policy, which states that visitors without a visitor's badge will be 'challenged for clarification'.
- Leaders do not ensure that records are maintained consistently and appropriately. Leaders' management of safeguarding information is poor. This makes it difficult for leaders to identify patterns of concerns about pupils. Concerns about pupils are recorded in a haphazard way. For example, details of concern are not recorded on the school's management information system, as the headteacher had expected. Details of some concerns were later found written in an exercise book. Other records are stored in a loose-leaf file.
- Leaders do not follow statutory guidance when responding to safeguarding concerns because they have not created a culture of safeguarding, where concerns are followed up appropriately. For example, leaders' default response is to talk to a child's parents and/or members of the community, rather than make a referral to social care or contact them for advice. Even when further concerns are recorded leaders do not make a referral.
- Leaders do not ensure that an effective process for vetting speakers who visit the school is in place. The headteacher gave various accounts of the process that is used, initially saying that the school did not have speakers. Then, that LIC vetted the speakers and later that LIC only vetted the Muslim speakers. Pupils talked about visits from the police and the fire brigade. There have also been visits from a rabbi, a Christian minister and a theatre group. Leaders did not provide evidence of their procedures for checking that the

visitors are suitable to have contact with pupils.

- Leaders do not fulfil the 'Prevent' duty and therefore do not have due regard to the need to prevent people from being drawn into terrorism. The LIC has rejected requests from the Lewisham Prevent education officer to work with the school. Staff have completed online 'Prevent' duty training, but some are not clear and confuse the 'Prevent' duty with the protected characteristics. Others know what the 'Prevent' duty is but are unclear about the risks and signs of potential radicalisation. Leaders are not aware of the expectation under the 'Prevent' duty to assess the local risk of children being drawn into terrorism. Leaders acknowledge that pupils have received no input through the curriculum about radicalisation and extremism.
- Leaders do not complete or record on the single central record (SCR) appropriate recruitment checks on individuals who have access to pupils in the school. These checks are for the LIC staff, who work in the school unsupervised, governors and trustees. The checks include the individual's right to work and overseas checks if an individual has lived and worked abroad. In addition, checks on the trustees' suitability to lead an independent school have not been completed. The identity checks on the LIC staff, which have been completed, had not been recorded on the SCR.
- School leaders work with the local authority safeguarding education officer to improve safeguarding training for staff. Leaders have completed the training to lead safeguarding in the school. Staff confirm that they have had recent training on a range of safeguarding matters. However, leaders and staff still lack necessary knowledge and are unable to apply their training in practice. They are confused about important aspects of safeguarding.
- The school's safeguarding policy does not give sufficient guidance to staff and leaders. For example, information and guidance about some forms of abuse, such as peer-to-peer abuse and sexting, are missing. Also, there is not enough emphasis on the role of professionals. For example, the section about managing allegations against staff does not reference the role of the local authority designated officer for safeguarding.
- In the first progress monitoring inspection, in September 2017, it was reported that a governor who had been convicted of a serious criminal offence had resigned but remained as a trustee. At the time of that inspection, the trustee was suspended pending a risk assessment. In the second progress monitoring inspection in May 2018, it was reported that the headteacher had not been involved in the creation of the risk assessment. The risk assessment was not available to the inspector in May 2018. In this inspection, the headteacher confirmed that the individual had resigned as a trustee. The headteacher confirmed that she was now familiar with the risk assessment and it was available for inspectors.
- Parents raised no concerns about safeguarding with inspectors. They say that their children are safe and well cared for.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. Teachers plan and sequence activities which enable pupils to make strong progress. They adapt commercial schemes of work to meet the learning needs of pupils from different starting points.

- Teachers pay attention to both the knowledge and the methodology of teaching different topics. For example, in mathematics pupils can explain the column method and how to use it to solve different number problems. Subject leaders use their observations in classes to monitor this and can identify where staff and pupils may need more specialist support.
- Learning is purposeful because teachers ensure that learning objectives and success measures are clear. Pupils know what they are doing and can talk coherently about what they learn over time. Teachers set challenging work for pupils.
- Teachers use resources effectively and check that pupils have understood new concepts and vocabulary before moving on. So, pupils remain motivated and interested in the activity. For example, in a Year 4 Arabic class, the teacher checked carefully that pupils understood the vocabulary on the picture cards and that they could pronounce and write the words. Pupils then moved on to sequence the cards to make a storyboard.
- There are good relationships between pupils and teachers and between pupils in classes. This creates a positive learning environment, where everyone is focused on learning, with the aim of achieving their best.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders do not ensure that pupils are safe. As a result, safeguarding is ineffective.
- Pupils have positive attitudes to learning. They are confident learners and can study effectively, independently, in a pair or a group. Teachers support them to develop good study habits. Pupils are proud of the quality of their work.
- Pupils say that they feel safe. Teachers are kind and they are confident that adults will help them. Pupils know how to keep themselves safe on the internet and in the community. However, pupils are not safe because of weaknesses in safeguarding practice and the school's physical environment.
- Pupils say that there is no or very little bullying. They get on well together and they enjoy the family atmosphere. They say adults sort it out if they have any concerns.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and concentrate well. There is almost no off-task behaviour because teachers plan activities effectively and build in additional challenge for pupils who finish. Pupils manage their own behaviour well.
- Pupils' conduct around the building is good. Their movement around the school is orderly and they respond well to adult's instructions. The playground is small, but pupils manage the space well and adults are proactive in facilitating games to ensure good behaviour between groups.
- Leaders and staff ensure that pupils and parents are clear about the school's systems for managing pupils' behaviour. Pupils understand the school's behaviour systems. They like

the reward assemblies and the praise they get from teachers.

- Pupils say they enjoy learning and parents concur. Nevertheless, pupils' attendance is just below the national figure. Leaders take this seriously and follow up with parents and attendance has shown some improvement over time.

Outcomes for pupils

Good

- Outcomes for pupils are good. In 2018, pupils' outcomes at the end of the key stages compared favourably with national figures, particularly for mathematics and grammar, punctuation and spelling. Work in pupils' books, for pupils currently in the school, also supports strong progress. This is because of the effective leadership of teaching.
- In Year 1 pupils develop and extend their phonics (letters and the sounds they represent) knowledge and make strong progress. At the end of Year 1, the proportion achieving the expected level in phonics is above the national figure. By the end of Year 2, pupils are developing into strong fluent readers.
- Pupils develop good speaking and listening skills. Pupils are confident, articulate speakers. They can follow and participate in conversations over time. For example, they contribute well in extended questioning sessions in classes and when talking to inspectors.
- Pupils also write well. Teachers provide a range of opportunities in English to write in different genres, such as stories, poetry and letters. Pupils write at length in a range of subjects.
- Teachers enable pupils to learn and develop their understanding in depth. Pupils make strong progress because teachers plan activities which challenge and motivate them. For example, in a Year 3 science class pupils were able to apply their knowledge to identify different types of fossils, explain and justify their decision and why they had rejected alternatives.
- At present there are no pupils with special educational needs and/or disabilities. However, leaders are alert to pupils' learning needs, identify them and provide additional support. The most able pupils make strong progress.
- Pupils are well prepared for secondary education. They are confident, highly motivated, concentrate well and develop effective study habits.

Early years provision

Inadequate

- The early years provision is inadequate because leaders have not ensured that all the independent school standards are met. These unmet standards relate to safeguarding, health and safety, the premises and the management of risk. As a result, the school does not comply with the safeguarding and welfare requirements of the 'Statutory framework for the early years foundation stage'.
- The curriculum covers all the required learning areas, although outdoor learning is underdeveloped. Work in children's books and learning journals indicates that children make average progress by the end of Reception. Children do not make more than average progress because of weaknesses in assessment and planning.
- Leaders and staff assess children accurately and thoroughly when they enter the Nursery.

However, the school's assessment system does not enable adults to monitor children's progress precisely. Consequently, adults plan generic activities, which are not fine-tuned enough to meet the needs of all children. So, children are not as well prepared for Year 1 as they could be.

- Children generally behave well and respond appropriately to adults. They enjoy learning, play well together and learn to share. Adults manage songs, games and group activities effectively.
- Transitions between class activities sometimes take too long and learning time is lost. This is because children do not know what they are meant to be doing, for example how to put away toys and where to line up. Consequently, children become bored or distracted and there is some excitable behaviour, particularly from boys.
- Leaders and staff are appropriately qualified but need support to develop the assessment system more thoroughly. Leaders are unclear about the measures for a good level of development and do not have opportunities to moderate their assessments with other providers. The recently appointed deputy headteacher has oversight of the early years provision but it is too early to evaluate the impact of this appointment on the provision.
- Parents say that they are involved in their children's learning and development and that staff are approachable and ready to listen.

School details

Unique reference number	134400
DfE registration number	209/6363
Inspection number	10067171

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 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Number of part-time pupils	8
Proprietor	Lewisham Islamic Centre
Chair	Amir Rizvi
Headteacher	Mrs Aqleema Rahmaan
Annual fees (day pupils)	£3,050
Telephone number	020 8314 0169
Website	www.otsprimary.co.uk
Email address	admin@otsprimary.co.uk
Date of previous inspection	8–10 March 2017

Information about this school

- Olive Tree School is an independent day school for boys and girls in the London Borough of Lewisham. The school has a Muslim ethos.
- The school opened in 2003. The school is located within the premises of the mosque and community centre, LIC. The Nursery is in a separate part of the building. The main school and the Nursery have entrances on Mount Pleasant Road. The school uses off-site centres in Lewisham for physical education.
- The school has a board of trustees, which is the proprietor. There is also a separate governing body. A small number of trustees are also governors.

- Since the previous standard full inspection, there have been several changes in leadership. A new headteacher was appointed and has been in post since September 2017. A new deputy headteacher has been in post since September 2018. Two trustees, including the chair of trustees have resigned. Two governors have resigned.
- The school's last standard inspection took place in March 2017, when the school was judged to be inadequate. Many independent school standards in parts 1, 2, 3, 5 and 8 were unmet. The school had a progress monitoring inspection in September 2017. At this inspection some standards relating to teaching, health and safety, risk assessments and the premises were met. Some standards remained unmet.
- The school is in breach of its registration because the total number of pupils on roll is 117, the number of full time pupils is 109, which is above the school's capacity of 106. Leaders say that the Department for Education (DfE) has been informed.

Information about this inspection

- The inspection was unannounced.
- Inspectors visited classes across the school sites, in all year groups, including the early years provision. Some of these visits were made jointly with a senior leader.
- Inspectors scrutinised pupils' work in books and in class displays.
- Meetings were held with the headteacher and other senior and subject leaders.
- The lead inspector met with a group of trustees and governors representing the proprietor. A meeting was also held with the LIC manager and the imam, who is also a trustee.
- The lead inspector gathered evidence from representatives of Lewisham local authority; the 'Prevent' duty education officer; the safeguarding education officer; and the local authority designated officer for safeguarding.
- Inspectors considered the views of parents. There were 49 responses to the Ofsted online survey (Parent View) and an inspector talked informally with parents at the end of the school day.
- Inspectors considered the 17 responses to the Ofsted staff survey and talked informally with staff.
- Inspectors talked to pupils in classes and at breaktime and met with three groups of pupils, including the school council.
- Inspectors scrutinised documentation, including records relating to safeguarding, health and safety, the curriculum and teaching, and pupils' attendance and progress.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Kanwaljit Singh

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

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[12].
- 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

- 19(2) The standard in this paragraph is met if–
 - 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received–
 - 19(2)(a)(i) written notification from the employment business in relation to that person–
 - 19(2)(a)(i)(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person
 - 19(2)(a)(i)(dd) that, where that person is one for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State.
- 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)(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)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
- 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(5)(a)(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and
- 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.

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)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 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)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.

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 statutory requirements of the early years foundation stage

- Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting (3.4).
- Providers must have regard to the government's statutory guidance 'Working together to safeguard children 2015' and to the 'Prevent duty guidance for England and Wales 2015'. All schools are required to have regard to the government's 'Keeping children safe in education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police (3.7).
- Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements) (3.54).
- 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 and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside (3.55).
- Providers must ensure that they take all reasonable steps to ensure that staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised (3.64).

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