

# Talmud Torah Yetev Lev

111–115 Cazenove Road, London N16 6AX

## Inspection dates

22–24 January 2019

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	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Safeguarding is not effective. Leaders do not promote pupils' welfare. They have not ensured that health and safety and behaviour policies are followed.
- Pupils reported that staff use inappropriate methods of discipline that are harmful to pupils' physical and emotional well-being.
- Adults do not oversee pupils appropriately. When left unsupervised, pupils do not behave sensibly.
- Leaders have still not ensured that the independent school standards are met.
- Record-keeping is disorganised and unreliable. Leaders do not know if pupils attend school regularly.
- Leaders and teachers do not have high enough expectations of pupils. Pupils' progress is weak because teaching, learning and assessment fail to meet their needs. Standards in reading, writing and mathematics are low.
- The curriculum is narrow. Leaders and governors have not ensured that pupils receive sufficient experience in scientific, technological, human and social, and creative education.
- The early years provision is inadequate and in breach of the statutory requirements. Children are not kept safe. They do not learn well or make good progress.
- Leaders lack the skills and determination to fulfil their responsibilities effectively. Trustees and governors have not challenged leaders to make the necessary improvements.

### The school has the following strengths

- The religious studies curriculum encourages pupils' strong moral values and contributes well to their personal development.
- Pupils behave well during lessons. They appear keen to learn.
- Leaders ensure that pupils study important issues such as bullying, road safety and staying healthy. Pupils learn about British values. They understand that individuals have the right to their own beliefs and opinions.

### 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?

- Take effective and urgent action to safeguard pupils' welfare, including in the early years, by making sure that leaders and staff:
  - use the behaviour policy effectively and ensure that sanctions are not detrimental to pupils' physical and emotional well-being
  - are vigilant to risk and manage risks effectively across all premises
  - supervise pupils effectively.
- Improve the quality of leadership and management by ensuring that:
  - leaders have the skills and knowledge appropriate to their role and address weaknesses in the curriculum, the quality of teaching and safeguarding arrangements
  - leaders work together to obtain a reliable understanding of the quality of education
  - leaders' understanding of the school's effectiveness is informed by reliable and well-organised records, including those related to attendance, admissions, behaviour and health and safety
  - improvement planning focuses sharply on making sure pupils are safe and learn well
  - appropriate arrangements are in place to hold leaders to account for the impact of their work.
- Improve pupils' outcomes, including in the early years, by:
  - implementing a curriculum which enables pupils to acquire age-appropriate skills and knowledge in all the areas of learning required by the independent school standards
  - checking that teachers follow curriculum plans and adapt learning so that it routinely caters for pupils' needs and abilities
  - ensuring that the curriculum and its delivery give due attention to the development of pupils' basic skills, including their ability to communicate in English
  - providing well-chosen and high-quality classroom resources, including books that encourage pupils to read widely and often.
- Leaders must ensure that the statutory requirements of the early years foundation stage are consistently met and that children make good progress by:
  - establishing effective leadership arrangements across the provision
  - implementing effective procedures to check and maintain the safety and suitability of the premises
  - ensuring that sufficient numbers of early years staff have relevant training and qualifications
  - putting in place a curriculum which covers all the aspects required by the early years framework
  - making sure staff carry out assessments of children's learning in accordance with statutory requirements.

- Improve pupils' behaviour and personal development by making sure that:
  - staff set and reinforce clear expectations for how pupils should behave at all times
  - secondary-age pupils receive impartial and up-to-date careers guidance
  - appropriate systems are in place to identify and support pupils whose attendance is poor
  - the provision for pupils' spiritual, moral, social and cultural development encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- The proprietor must ensure that all the independent school standards are met, as set out in the annex to this report.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership is inadequate. Leaders have given too little effort and attention to addressing the weaknesses identified during the last two standard inspections. Consequently, the curriculum and quality of teaching remain poor. Pupils' progress is weak, and they continue to underachieve considerably. Safeguarding is ineffective.
- Leaders' and governors' oversight of the school's effectiveness is limited. They underestimate the scale of work required to make sure the school complies with the regulations for independent schools. Leaders work in isolation and are unable to disseminate and embed positive changes across the school. Leaders and managers do not have the capacity to secure urgently required improvements.
- The leadership team has failed to maintain effective safeguarding arrangements. Staff impose strategies to manage behaviour which are detrimental to pupils' physical and emotional well-being. Leaders do not check that health and safety policies are implemented consistently across all premises. One of the buildings that comprise the school's premises is unsafe. Leaders do not ensure that staff supervise pupils properly.
- The narrow curriculum provides pupils with too few experiences to learn and make progress, including in English and mathematics. Leaders have devised detailed schemes of work for subjects including science, geography and art. However, leaders do not make sure that staff use them. Leaders have recently invested in new resources for the teaching of English and mathematics. These have not had a clear impact on pupils' outcomes. The quality of resources to support pupils' learning remains poor. For instance, pupils do not have access to high-quality books to help them to improve their knowledge of vocabulary and reading skills.
- Leaders work appropriately with external agencies to support pupils with education, health and care (EHC) plans. Pupils' medical needs are catered for through personalised care plans. Nevertheless, the overall progress of pupils with special educational needs and/or disabilities (SEND) is limited by the poor curriculum and ineffective teaching. This is particularly the case for pupils with SEND but without an EHC plan.
- Leaders, governors and staff are united in their aim for pupils to become 'good citizens'. The religious studies curriculum contributes well to this objective. Pupils benefit from opportunities to discuss moral issues and consider how their behaviour and choices affect others. As one pupil put it, 'This school helps us to become helpful and kind.'
- Through the personal, social, health and economic (PSHE) education curriculum, pupils acquire a basic understanding of British values. Pupils know the importance of being respectful and tolerant of others. They have a general awareness of different faiths and know that others may think differently to them.
- In response to leaders' wishes, inspectors did not speak to pupils about how the school encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Leaders were not able to provide any evidence to show that the relevant standards in this respect are met.

- Parents praise the school's work. They feel well informed about their children's education and are supportive of the school's ethos.

## **Governance**

- The proprietor and governing body have not held leaders to account for the quality of pupils' education. Their work has been characterised by a lack of urgency and commitment to making sure that the school provides a good education for pupils who attend.
- The proprietor continues to disregard the school's registration requirements as set by Department for Education (DfE). Over 1,200 pupils are on roll. This is more than twice the number that the school is registered to take. The proprietor and governors have acquired an additional building to prevent overcrowding, but the proprietor has not notified the DfE that this building is in use. Additionally, inspectors found that sometimes 13- and 14-year-old pupils continue their education at the school, even though the school is only registered to admit pupils from two to 12 years of age.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- Some pupils told inspectors that some leaders use inappropriate physical contact, such as pinching cheeks, to manage their behaviour. Of significant concern is the fact that a small minority of pupils reported that a 'slap' or 'smack' has been used as a sanction for misbehaviour at school. Leaders and governors told inspectors that this was unacceptable, and not permitted. Nevertheless, inspectors required the school to follow its stated safeguarding procedures, including reporting these allegations to the local authority as raising serious safeguarding concerns. Inspectors remain concerned that the school's strategies to manage behaviour compromise pupils' welfare.
- Leaders have not made sure that staff supervise pupils sufficiently to keep pupils safe. This results in poor behaviour around the school, including pupils climbing on tables, standing on chairs and jumping down staircases.
- Leaders' approach to making sure that the premises are safe and suitable is not thorough. There are serious health and safety failings at one of the premises, 122 Cazenove Road. For instance, inspectors found an area filled with rubbish and large holes in the playground surface which were a trip hazard. Leaders rectified the issues once inspectors brought them to their attention. Nevertheless, leaders and staff are not vigilant to potential risks to pupils' welfare.
- Leaders provided inspectors with conflicting information about the school's use of off-site visits. Some said outings took place, while others denied this was the case. Pupils confirmed that the school had taken them on outings including to Canvey Island. However, there was no evidence that leaders had taken steps to identify and reduce potential risks to pupils during these visits.
- Leaders fail to maintain a reliable admissions register. In addition, leaders do not comply with the local authority's discretionary requirement to inform them when a pupil leaves the school at standard transition points. Despite knowing that the admissions register contains inaccurate information, leaders have not rectified the issue. This means that

leaders do not have reliable information to check whether pupils are at risk of going missing in education.

- Leaders provide staff with regular training on safeguarding issues. Staff know the signs they need to look out for and what they must do if they are concerned about a pupil's welfare. Signage around the school reminds staff of their safeguarding duties, including the contact details of external agencies should staff need to make a referral.
- The leadership team ensures that the recruitment of staff is carried out in accordance with statutory guidance. Records of pre-employment checks are well maintained.
- Through the curriculum, pupils develop a basic understanding of what they can do to keep themselves safe. For instance, pupils are taught how to cross the road sensibly and acquire a basic knowledge of e-safety.
- Leaders have updated the safeguarding policy to include the most recent statutory guidance. The school does not have a website. Leaders ensure that parents can obtain the safeguarding policy from the school office.

### Quality of teaching, learning and assessment

### Inadequate

- As at the time of the last two full inspections in 2014 and 2017, the quality of teaching, learning and assessment is inadequate. This is because the narrow curriculum prevents the development of pupils' subject-specific knowledge and understanding. Teachers do not make use of the school's curriculum plans to help pupils to make progress.
- In subjects other than religious studies, expectations for what pupils know and can do are too low. Teachers do not routinely enable pupils to apply and deepen their knowledge, including in English and mathematics. Pupils who find learning difficult, including pupils with SEND, usually receive appropriate extra help when they need it. However, this is not consistent. Too often, teachers set activities that are not demanding enough, particularly for middle- and higher-attaining pupils.
- Teaching and the curriculum give too little emphasis to the development of pupils' speaking, reading and writing skills in English. Teaching focuses heavily on spelling and grammar, without giving pupils the opportunity to apply what they know, either orally or in writing. This prevents pupils from making the progress that they should. Leaders have recently introduced new curriculum plans and resources with the aim of improving pupils' English language skills. It is too soon to evaluate whether these changes will bring about the necessary improvements.
- Mathematics teaching enables pupils to acquire and practise mental and written calculation methods, including times tables and column addition. However, pupils have too few opportunities to develop their understanding further. Pupils' knowledge of important mathematical concepts, such as shape and measure, is underdeveloped. This is because these aspects of mathematics are rarely taught.
- Pupils are attentive and keen to learn. In class, relationships between pupils and staff are respectful. This contributes to a calm and productive atmosphere for learning. In some classes, teachers use effective questioning strategies to help pupils explore and voice their ideas. However, this approach varies too much between classes and subjects.
- The teaching of the religious curriculum is effective and contributes positively to pupils'

spiritual, moral, social and cultural development. Teachers check pupils' progress regularly and typically plan activities that meet pupils' needs. Teachers use resources well to enable pupils to deepen their understanding of religious texts and explore moral and spiritual issues. Staff update parents regularly on their children's progress and provide appropriate homework so that pupils can continue their learning outside of school.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The school's written behaviour policy sets out appropriate sanctions to be adopted in the event of pupil misbehaviour. However, staff do not follow the behaviour policy. Of greatest concern is that pupils reported that physical sanctions are adopted by staff in the event of pupil misbehaviour, including cheek pinching, smacking and slapping. Pupils and staff also said that 'writing lines' was a common sanction for misbehaviour. This is despite the behaviour policy including a quote from the Children's Act 1989 which states: 'We do not condone the use of writing lines.'
- Adults do not routinely supervise pupils well enough to ensure they are safeguarded adequately.
- Secondary-age pupils do not receive suitable careers guidance as required by the independent school standards. Consequently, they are not able to make well-informed decisions about the opportunities available to them when they leave the school.
- Through the PSHE curriculum, pupils acquire a basic understanding of issues and topics to prepare them for life in modern Britain. For example, pupils deepened their understanding of democracy by taking part in a mock 'Brexit' vote. Pupils have respectful attitudes to British institutions, including parliament and the monarchy. They know that other people may not share their faith and beliefs. However, the proprietor does not enable pupils to develop respect for other people, including those with all the protected characteristics set out in the Equality Act 2010.
- Pupils are confident that they can speak to staff if they have any worries. They said that staff resolve any problems or disagreements quickly. Pupils report that they feel safe from bullying. Pupils are usually respectful of their peers and listen to each other's ideas, particularly during lessons.

### Behaviour

- The behaviour of pupils is inadequate.
- During lessons, pupils typically behave well and try hard, even when the learning does not meet their needs. However, outside of lessons, pupils' conduct is not good, and sometimes poor. Pupils often run along corridors and do not line up in an orderly manner, even when adults are present. Pupils ignore reminders from adults to conduct themselves sensibly and safely. Sometimes, adults give pupils insufficient guidance on how to behave well. The leaders of key stages 1 and 2 intend to introduce a consistent approach to promoting high standards of behaviour across all year groups. This work is at an early stage.

- Leaders told inspectors that pupils attend school regularly. The school's records of pupils' attendance indicate that this is not the case. When pupils are absent, staff find out why they are not in school. However, leaders do not check pupils' attendance over time. This means they are unable to identify and support any pupils who are regularly absent from school.

### Outcomes for pupils

### Inadequate

- In a range of subjects, pupils' progress over time is weak. Apart from religious studies, pupils' attainment is low, including in reading, writing and mathematics.
- Ineffective teaching and the poor curriculum hinder pupils' acquisition and retention of subject-specific knowledge and understanding. In science, for instance, pupils said they had learned about 'circuits' but were unable to recall anything that they had been taught.
- Many pupils who speak English as an additional language struggle to understand and communicate in English. Often, pupils lack the vocabulary needed to respond to simple questions and express their ideas. Leaders have not made sure that pupils make progress in their knowledge of English. In key stage 2, leaders have recently introduced a new strategy to develop pupils' confidence in speaking English. This work is recent and has not had a clear impact on pupils' outcomes.
- Pupils' reading and writing skills in English are weak. Pupils have too few opportunities to write at length in order to develop their writing skills. Both younger and older pupils struggle to read fluently and with confidence. In part, this because pupils lack the necessary phonics knowledge to read unfamiliar words. Although pupils said they enjoy reading, they do not have access to age-appropriate reading books to develop their vocabulary and reading skills.
- Pupils' progress in mathematics is stronger than that found in the other secular subjects. Nevertheless, over time, pupils underachieve considerably because the curriculum does not introduce them to mathematical concepts beyond basic number and calculation methods.

### Early years provision

### Inadequate

- The early years provision is inadequate. Leaders have not ensured that the independent school standards are met in relation to the provision. It does not comply with the statutory requirements of the early years foundation stage.
- Poor leadership means that the quality of teaching, learning and assessment varies markedly across the two sites. The Nursery provision at 8 Chardmore Road provides a safe and welcoming environment. In contrast, the Reception provision at 122 Cazenove Road is unsafe and poorly organised.
- Safeguarding in early years is not effective. Leaders have not established a culture of safeguarding. Leaders and staff are not vigilant to potential risks to children's welfare. There are serious health and safety hazards at 122 Cazenove Road, including poorly maintained playground surfaces. As a result, children's welfare is at risk.
- Leaders keep appropriate records of accidents and when first aid is administered.



However, they do not use this information to identify what they should do to avoid the repetition of such incidents. Records show that the number of accidents is high.

- In Reception, leaders and adults do not supervise children effectively to ensure they play and learn safely. For instance, inspectors observed children standing on tables and chairs and playing on staircases. Adults do not set and reinforce clear expectations for how children should behave. In the Nursery, staff provide appropriate supervision and make sure children know what is expected of them. Children in the Nursery generally play together harmoniously and share resources sensibly.
- The quality of children's learning varies considerably across both sites. Children in the Nursery access all the areas of learning required by the early years framework, underpinned by appropriate curriculum plans. This is not the case in the Reception provision. Typically, learning in Reception lacks purpose and adults' expectations of children are too low.
- Leaders' and adults' use of assessment is weak. Leaders do not make sure that assessments of children's learning are carried out in accordance with the early years framework. Adults do not check children's understanding or plan activities that are appropriately demanding and help children to learn well. As a result, children's progress is poor. Too few children acquire the skills and knowledge typical for their age in all areas of learning, particularly in their early reading and writing skills.
- Teaching and the curriculum provide too few experiences to support children's language development. Staff do not do enough to help children who speak English as an additional language acquire vocabulary and become confident in speaking English.
- Leaders have failed to rectify breaches in the statutory requirements for staff to have the necessary qualifications for their roles. This was also the case at the previous inspection. Staff lack the skills and knowledge to help children learn well and promote their well-being. Poor leadership means that this issue has not been addressed.
- The poor quality of the Reception provision is a considerable barrier to children making sufficient progress over time. Some aspects of the Nursery provision are more effective. Children in the Nursery benefit from resources and activities which help them to play imaginatively and develop their understanding of the world around them. Children enjoy listening to stories in Yiddish. Staff use these opportunities effectively to help children to learn about matters including road safety.
- Parents are kept well informed about their children's learning. They feel that staff respond appropriately to any questions or issues that arise. However, due to weak assessment practice, parents do not have regular opportunities to contribute to assessments of their children's development.

## School details

Unique reference number	100289
DfE registration number	204/6233
Inspection number	10055369

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 12
Gender of pupils	Boys
Number of pupils on the school roll	1,213
Number of part-time pupils	0
Proprietor	Talmud Torah Education
Chair	Shalom Cik
Headteacher	Eliezer Padwa
Annual fees (day pupils)	No fees for school-age pupils £10,000 for early years children
Telephone number	020 8806 3834
Website	The school does not have a website
Email address	mail@satmar.co.uk
Date of previous inspection	12–14 September 2017

## Information about this school

- Talmud Torah Yetev Lev is an independent day school with an Orthodox Jewish ethos. It operates from five premises in the Stamford Hill area of Hackney local authority.
- In addition to the school's main building at 111–115 Cazenove Road, the school uses buildings at 112 and 122 Cazenove Road, 2–4 Chardmore Road and 8 Chardmore Road. All premises are located within a short walking distance of each other. The premises at 8 Chardmore Road primarily accommodate children aged three to four. The premises at 122 Cazenove Road cater primarily for children aged four to five. The proprietor has not

informed the DfE that the building at 8 Chardmore Road is in use.

- The school is registered for pupils between the ages of two and 12. The school also provides education for 13- and 14-year-olds, which is in breach of its registration requirements.
- The school is registered to admit 567 pupils. There are currently 1,213 pupils on roll.
- The school caters for 12 pupils with EHC plans. The school does not make use of any alternative or off-site provision.
- Pupils are taught religious studies in the morning and for some of the afternoon. This is taught in Yiddish. Other subjects are taught for an hour and a half in the afternoon.
- The last standard inspection took place in September 2017. The school was judged to be inadequate. The school was also judged inadequate at the previous standard inspection in November 2014.

## Information about this inspection

- This inspection was a full standard inspection conducted without notice at the request of the school's registration authority, the DfE.
- At the request of parents and leaders, inspectors did not explore with pupils how well the school encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Safeguarding concerns raised by some pupils during the inspection are being investigated by the appropriate public bodies. Ofsted does not have the power to investigate concerns of this kind. However, the information was considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements. Inspectors required the school to follow its stated safeguarding procedures, including reporting these allegations to the local authority as raising serious safeguarding concerns. Inspectors also passed the information to the local authority. Inspectors held meetings with leaders, including the chair of trustees and the chair of governors. They also met with two groups of staff and five groups of pupils.
- Inspectors visited classrooms at all five premises. Some of these visits were carried out jointly with senior leaders. Inspectors listened to pupils read, reviewed samples of pupils' work and spoke to them about their learning and behaviour. There were no responses to Ofsted's survey for pupils.
- Inspectors observed pupils' behaviour both in lessons and around the school at social times. Inspectors reviewed the behaviour policy and records of misbehaviour and bullying.
- A range of documentation was reviewed, including records and policies related to health and safety, admissions, attendance, complaints and safeguarding. Inspectors toured each of the premises to check the school's compliance with the independent school standards.
- The views of staff were taken into account through informal and formal discussions. There were no responses to Ofsted's survey for staff.
- Parents' views were considered through informal discussions before school and the 53 responses to the Parent View survey, including written comments. Inspectors also considered 132 letters from parents.

## Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty's Inspector
Alison Moore	Ofsted Inspector
David Davies	Ofsted Inspector
Sue Cox	Ofsted Inspector
Maureen Okoye	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; and
- 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
  - 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 [9];
  - 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;
  - 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) all pupils have the opportunity to learn and make progress
  - 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(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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

## **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)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
    - 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.
- 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.
- 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.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 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[13].
- 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**

- 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 learning and development requirements of the statutory framework for the early years foundation stage**

- 1.5 Provide children with educational programme which involves activities and experiences in all seven areas of learning.
- 1.7 Ensure that children have sufficient opportunities to learn and reach a good standard in English language.
- 2.1 Practitioners use ongoing assessment to understand children's levels of achievement, interests and learning and then shape learning experiences for each child reflecting these assessments.
- 2.6 In the final term of the year in which the child reaches age five and not later than 30 June in that term, the early years foundation stage profile must be completed for each child.
- 2.7 Each child's level of development must be assessed against the early learning goals.
- 2.8 Year 1 teachers must be given a copy of the profile report.
- 2.9 Schools must share the results of the profile with parents and/or carers.
- 2.10 The profile must be completed for all children.

**The school must meet the following safeguarding and welfare requirements of the statutory framework for the early years foundation stage**

- 3.23 In group settings, at least half of all staff must hold at least a full and relevant level 2 qualification.
- 3.28 Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised.
- 3.36 For children aged three and over independent schools, at least half of all other staff must hold a full and relevant level 2 qualification.
- 3.54 Ensure that the premises are fit for purpose and comply with the requirements of health and safety legislation.
- 3.64 Providers must take 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.



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