

# SMS Changing Lives

Ferranti House, Wickentree Lane, Failsworth, Manchester M35 9AY

**Inspection dates**

26 March 2019

**Overall outcome**

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h) and 2(2)(i)*

- The school's curriculum policy shows that the school's leaders have a clear intent to teach an appropriate range of subjects in key stage 3 and key stage 4. These subjects encompass linguistic, mathematical, scientific, technological, human and social, physical education and aesthetic and creative education. The associated schemes of work contain sufficient detail about the content or sequencing of learning in the curriculum in key stage 3 and key stage 4. Long-term planning shows that teachers intend to sequence learning appropriately. This will allow pupils to develop their knowledge and understanding at an appropriate level of difficulty.
- In key stage 4, most pupils will work towards a range of externally accredited qualifications in literacy and numeracy. Other subjects, such as music production, sports studies and hair and beauty, will be also studied. These courses are to be linked to pupils' interests and abilities. Some of the qualifications identified, such as functional skills awards, present relatively low levels of challenge. In addition, more advanced courses will provide appropriate opportunities for pupils, particularly those who are most able to attain higher qualifications. These include GCSE and iGCSE studies in English language, mathematics and science.
- Leaders intend to draw upon their experience in supporting pupils in their currently operating alternative provision. Leaders will provide pupils with effective impartial advice and guidance about careers, and enable pupils to make informed choices. This will be done in a variety of ways. Structured careers advice will be provided by external impartial advisers from the local authority careers service. There will also be advice and guidance from local businesses, personal mentors and past pupils from the provider's alternative provision.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The school's schemes of work include clear planning of sequences of lessons that systematically develop pupils' knowledge and skills.
- The school's written assessment policy is detailed and aligns with the schemes of work for different subjects. As a result, it ensures that assessments are appropriate. This will allow teachers and leaders to monitor pupils' attainment and progress with sufficient rigour.
- The school has appropriate high-quality resources in place. These are suitable to promote learning for secondary-aged pupils, including those with special educational needs and/or disabilities (SEND). Pupils' learning needs, including their mental health and well-being, have been carefully considered, to ensure that all pupils can easily access resources, for example the provision of high-quality facilities, such as the provision of a hair and beauty salon that is of a professional standard. This will allow pupils to develop their knowledge and understanding of vocational subjects to a greater depth.
- The proprietor intends to staff the school with the existing staff who are currently working in the proprietor's alternative educational provision. These staff demonstrate good subject knowledge. They carefully adapt their planned activities to meet the needs of pupils, to enable them to learn and make effective academic and social progress.
- Leaders have appropriate recruitment processes in place to ensure that they recruit suitable teachers for any future vacant positions. The proprietor has clear expectations of all teachers appointed in school. They must have appropriate teaching qualifications and/or experience of coaching or working in the field in which they will teach. For example, pupils will be coached in boxing by professional boxing coaches, one of whom is a former two-time world champion.
- The standards relating to the quality of education are likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- Planning shows that the school will actively promote fundamental values, including the understanding of right from wrong and the rule of law. The school will actively promote pupils' mutual respect and tolerance of those with protected characteristics, including those relating to gender, sexuality and different faiths and beliefs.
- Clear programmes of study are planned for personal, social, health and economic (PSHE) education and also for spiritual, moral, social and cultural (SMSC) education. These will be included in a citizenship scheme of work that all pupils follow. The scheme of work contains well-chosen topics to promote pupils' social skills and cultural understanding. It also provides opportunities for pupils to gain national accredited qualifications relating to their studies. Additionally, practical activities will develop pupils' financial knowledge and promote their understanding of responsibility.
- Leaders have appropriate policies and procedures in place to inhibit the promotion of extremist or partisan materials and views. As part of their induction to the school, all

staff will be trained in strategies to identify and act effectively upon any concerns relating to extremism. This is in line with well-established procedures in the proprietor's currently operating alternative provision.

- The standards relating to pupils' moral, social and cultural development are likely to be met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- The school's current written safeguarding policy and procedures do not show regard for some aspects of the current guidance from the Secretary of State. The school's policy does not take note of the most up-to-date version of guidance. It does not identify how the leaders will ensure appropriate monitoring and filtering of the proposed school's internet connection. Leaders plan to amend the policy swiftly to reflect their intended practice in the proposed school.
- The school proposes that safeguarding training will be undertaken in line with current guidance from the Secretary of State. This applies to all staff who intend to take up employment in the school and who are currently employed in the currently operating alternative provision. They have all completed up-to-date safeguarding training. They have also completed 'Prevent' duty training related to the prevention of extremism and radicalisation. Records of staff training are in place.
- The school does not have appropriate selection procedures in place to ensure that suitable persons are appointed to leadership staff roles. Nearly all required checks regarding the suitability of the staff have been completed. This includes company directors and those with leadership and management responsibilities. However, the proprietor has not ensured that checks relating to prohibition from the leadership and management of a school have been carried out on the headteacher, other senior leaders and the other director of the proprietary company.
- These standards are unlikely to be met.

#### *Paragraph 9, 9(a), 9(b), 9(c)*

- The school's written policy relating to behaviour is not good enough. It refers to inappropriate legislation that is designed for another country within the United Kingdom other than England. Additionally, it is written for another facility other than the proposed school. The behaviour policy consistently refers to a youth centre and makes no reference to teachers or a headteacher. Rather, it refers to a professional youth worker and management committees, neither of which are proposed for the school. Leaders plan to amend the policy swiftly, to reflect their intended practice in the proposed school.
- The behaviour policy cannot be implemented effectively as it is unfit for purpose. It does not reflect the positive behaviour management observed around the proprietor's alternative education provision that is currently operating.
- The proprietor intends to record any incidents of poor behaviour using an appropriate electronic system. This is currently used effectively in the proprietor's alternative provision. This system promotes appropriate record-keeping and will allow the school leadership to evaluate any emerging trends in behaviour.

- Some of the standards relating to behaviour are unlikely to be met.

#### *Paragraph 10*

- The school's bullying and harassment policy is fit for purpose. It takes account of the ages of pupils in school. It identifies the different types of bullying that may occur within the school. It also contains appropriate strategies that are to be implemented to prevent bullying.

#### *Paragraphs 11, 13, 14, 15*

- The school has an appropriate and comprehensive range of health and safety policies in place to ensure compliance with relevant laws. For example, systems to ensure that frequent checks on the operation of the fire alarm, emergency lighting and firefighting equipment are in place. Appropriate logs are maintained. However, at the time of the inspection, the school building was nearing completion of some substantial refurbishment. As a result, some of the health and safety requirements had not been completed for the proposed school. This included the completion of an up-to-date fixed electrical installation check by a competent and qualified person. These checks have been planned for specific dates in the near future.
- The school has an appropriate first aid policy in place. All staff who are proposed to take employment within the school have current first aid certificates. Leaders have ensured that an appropriate number of well-stocked first aid boxes are distributed around the school. This will ensure that aid is administered in a timely manner.
- Leaders have established effective record-keeping systems to record and evaluate any incidents relating to health and safety, accidents or behaviour.
- Planned staff numbers are sufficient to ensure the appropriate supervision of pupils at all times when the school is operating.
- Leaders have established an appropriate system to record pupils' admission to the school and also their attendance. This system is rooted in an electronic school management application. It is currently used effectively in the proprietor's alternative provision.

#### *Paragraph 12*

- The school complies with nearly all of the relevant fire safety regulations. Annual maintenance of firefighting equipment (such as fire extinguishers and the fire alarm) ensures that they are in an operational condition. However, a planned extension to the fire alarm system, to provide more activation points, is only partially complete. Additionally, at the time of the inspection, a very small number of door closers were not fitted to classroom and corridor doors. During the inspection, one fire exit was found to be obstructed. Leaders took immediate and swift action to address this issue to ensure its safe operation.
- The school has a fire risk assessment in place. Leaders are awaiting the completion of a new fire risk assessment that takes account of the building refurbishment work. A visit from a fire officer to complete this task has been scheduled. At the time of the inspection, this had not yet taken place. Consequently, this standard is unlikely to be met.

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

- The school does not have a written policy on risk assessment and risk management. However, detailed risk assessments exist for educational and extra-curricular activities, including the use of transport and off-site visits. These are based on the ones currently in use in the proprietor's alternative provision. They are ready to be implemented when the school opens. Leaders use their risk assessments to identify hazards and to plan and take appropriate actions to mitigate potential risks arising.
- Some of the standards relating to welfare, and the health and safety of pupils are unlikely to be met.

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

*Paragraph 18, 18(2), 18(2)(b), 20(6), 20(6)(a), 20(6)(a)(ii)*

- The proprietor has not carried out the required checks to ensure that persons intended to hold leadership roles in the school have not been prohibited from the leadership and management of a school under section 128 of the 2008 Act. The proprietor has initiated actions to carry out the missing checks for the headteacher, governors and members of the board.
- Consequently, these standards are unlikely to be met.

*Paragraph 17, 18, 18(1), 18(2), 18(2)(a), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)*

- With the exception of the section 128 checks detailed above, the proprietor has ensured that leaders undertake all the other necessary checks on the suitability of staff to work with children. Appropriate criminal record checks, identity checks, qualification and health checks have been completed. Leaders have ensured that staff who are to transfer from the alternative provider to the school staffing structure, and the proprietors, are free from any prohibition relating to teaching. The proprietor has appropriate procedures in place to recruit any additional staff as necessary and required by the school in the future. These procedures demonstrate the proprietor's intent to ensure that members of staff who are appointed will not be allowed to take up their posts of employment until all required checks are completed. Leaders demonstrate an awareness of the appropriate checks that need to be made for any staff who have lived or worked abroad.
- These standards are likely to be met.

*Paragraph 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 19(4)*

- Leaders do not initially intend to use any supply staff in the school. However, they do demonstrate a secure understanding of the need to ensure that suitable checks are completed before any person does undertake any supply or contract work in school. Leaders have appropriate procedures in place to ensure that this happens for supply staff.
- These standards are likely to be met.

*Paragraph 20(1), 20(2), 20(3), 20(3)(a), 20(3)(a)(i), 20(3)(a)(ii), 20(5), 20(5)(a), 20(5)(a)(i), 20(5)(a)(ii), 20(5)(b), 20(5)(b)(i), 20(5)(b)(ii), 20(5)(b)(iii), 20(6), 20(6)(a),*

*20(6)(a)(i), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)*

- The proprietor has completed the required identity and suitability checks on the other director of the proprietary company. However, these do not include those checks relating to prohibition from leadership and management of a school under section 128 of the 2008 Act.

*Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- The school's single central record does not contain the required information. All the required information relating to the completion of identity, health, qualifications and prohibition from teaching checks have been completed and recorded. However, the checks on leaders and proprietors relating to prohibition from leadership and management of a school under section 128 of the 2008 Act have not been completed. Therefore, these are not recorded.
- Consequently, some elements of this standard are unlikely to be met.
- Some of the standards relating to suitability of staff and proprietors are unlikely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 25*

- Where the school's building refurbishment work has been completed and the rooms are in use, they are well maintained and are cleaned to a high standard. However, the area designated as an outdoor space is cluttered and not free from rubbish. This currently prevents its effective use as an outdoor play area. A manhole cover adjacent to the outdoor area is cracked and awaiting repair. Leaders have taken appropriate actions to ensure that users of the building are safe, by covering it with a suitable temporary structure.
- Suitable toilet facilities are provided for the sole use of pupils. Toilets are accessible to pupils, including those with SEND. Toilets are equipped with suitable signage and locks. Separate toilet facilities are available for adults. The school has appropriate changing and showering facilities for pupils' use following physical education or work in the boxing gym.
- This standard is likely to be met.

*Paragraph 24(1), 24(1)(a), 24(1)(c)*

- The school currently does not have a room designated for the purpose of a medical and care room. There is no facility for the medical examination or short-term care of sick or injured pupils that includes a washing facility and that is near to a toilet. Leaders have appropriate intentions to provide a dedicated room as part of their final stages of the building refurbishment. However, at the time of the inspection, there was insufficient evidence to conclude that the standard was likely to be met.

*Paragraph 26*

- The acoustic conditions of the classrooms ensure that they are suited to the activities

that take place within them.

*Paragraph 27, 27(a), 27(b)*

- The lighting in all rooms is suitable. External lighting is in place outside the school's building. It is appropriately located around the site to aid safe entry and exit from the building. Emergency lighting is in place and operating, to aid any necessary evacuation. This is well maintained through a service agreement with a specialist company.

*Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- Pupils will have access to drinking water at all times from clearly marked taps supplied by mains water. Pupils will also have access to bottled drinking water. This will be kept chilled in fridges located within the gymnasium areas of the school.
- Washing facilities are available in all toilets. The temperature of the hot water, where supplied, does not pose a scalding risk to users. However, in one toilet, located in the music studio facility, the washing facility does not provide a supply of hot water. Consequently, some of these standards are not likely to be met.

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

- Pupils will have access to a secure area that was formally a carport to enable them to play and socialise. This area is suitable for most games, including small games of football. However, the height of the roof will limit the height to which any ball or equipment can be thrown. At the time of the inspection, some of the outdoor area could not be used for sport due to it being cluttered with rubbish.
- Some of the standards relating to the premises and accommodation at the school are unlikely to be met.

**Part 6. Provision of information**

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(h), 32(1)(i), 32(1)(j), Paragraph 32(2), 32(2)(a), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The school currently does not have a website. It is the proprietor's intent that when one is published, it will be part of the website for the proprietary company. It is currently under construction. The proprietor and headteacher have a secure understanding of what is required to be published on the school's website.
- Leaders have ensured that copies of all the school's policies are available to prospective parents, carers and placing authorities on request.
- Leaders have ensured that appropriate procedures are in place to report on pupils' progress and attainment to parents and/or carers, as well as to local authorities who place children in the school. Leaders demonstrate a clear understanding of the obligation and duty to report on the income and expenditure of funds for pupils placed in the school by a local authority. Leaders also know how they will provide information to support the annual reviews of pupils with education, health and care plans.
- The school has not been subject to any previous inspection.

- Some of the standards relating to the provision of information are likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- The complaints procedures do not fully comply with all the requirements set out in the independent school standards (ISS). Typically, the procedures are comprehensive and available for parents or others on request. They set out clearly the steps for each stage of the school's actions. The policy identifies appropriate time scales for each stage of a complaint and the rights of parents to be accompanied to meetings. The procedures outline the rights of appeal if a complainant is dissatisfied with the outcomes of each stage of a complaint. However, the policy does not make it clear that the panel which hears a complaint will have as one of its members a person who is independent of the management and running of the school. Leaders have secure knowledge of the requirements of the procedures. They have implemented actions to amend them to ensure that they comply with all the requirements in the ISS.
- The implementation of the policy as it currently stands will ensure that any complaint is dealt with in a timely manner. The findings will be used to inform improvements to the quality of provision and improve practice.
- One element of the standards relating to the manner by which complaints are handled is likely not to be met.

## Part 8. Quality of leadership in and management of schools

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

- Senior leaders have not ensured that all the standards are likely to be met.
- Leaders demonstrate a secure understanding of the anticipated needs of those pupils expected to attend the school. Leaders plan an appropriate curriculum to ensure that pupils make effective academic progress and develop their social skills. This will mean that they are well prepared for their next stages in education, employment or training.
- Leaders demonstrate a commitment to ensuring the health and safety of pupils. However, leaders have not ensured that all health and safety standards are met. Building refurbishment work that is yet to be fully completed has had some negative impact on leaders' abilities to complete some required tests and checks. Additionally, some suitability checks and maintenance work have not yet been concluded. This resulted in insufficient evidence to conclude that some standards, linked to the premises and health and safety, are likely to be met.
- Leaders demonstrate a good understanding of the independent school standards. At times, they have not been rigorous enough in checking that the details of school policies reflect their school and appropriate national legislation. Consequently, some policies do not meet requirements for the information that they contain. Leaders are taking appropriate actions to rectify this issue.
- Senior leaders, including the proprietor, demonstrate a clear vision for the school. They have a secure understanding of the anticipated needs of the pupils that they expect to attend the school. This is due to leaders' experiences in other alternative



provision. Senior leaders have high expectations and demonstrate a strong commitment to learn from their experiences. For example, they swiftly took appropriate action to ensure the safe operation of an obstructed fire escape ladder.

- The standards relating to leadership and management are unlikely to be met.

#### Schedule 10 of the Equality Act 2010

- The school's equality policy is clear about how leaders will support the range of different protected characteristics. The promotion of equality is intrinsic to the school's personal, social, health and cultural education curriculum. As a result, pupils are likely to develop a secure and appropriate understanding of fundamental British values. This will prepare them well for life in modern Britain and a global society.
- Leaders have ensured that the requirements of the Equality Act 2010 and associated independent school standards are likely to be met.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	146646
DfE registration number	353/6004
Inspection number	10085729

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	SMS Coaching Ltd
Chair	Jonathan Davies
Headteacher	Anthony Raferty
Annual fees (day pupils)	£38,000 per year
Telephone number	07825 412106
Website	None at this time
Email address	<a href="mailto:jonny@smscoaching.co.uk">jonny@smscoaching.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	11–16	11–16
Number of pupils on the school roll	N/A	30	30

## Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	0	30

Number of part-time pupils	0	As required as part of total number
Number of pupils with special educational needs and/or disabilities	0	As required
Of which, number of pupils with an education, health and care plan	0	As required
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	As required

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	9	9
Number of part-time teaching staff	0	As required
Number of staff in the welfare provision	16	16

## Information about this proposed school

- SMS Changing Lives School will be an independent coeducational special school. It proposes to register for boys and girls aged 11 to 16 with SEND. The school aims to help prepare young people who may be 'hard-to-reach' learners for successful future lives in education, employment or training. This will be done through the provision of individualised learning programmes that promote academic and life skills.
- The school is to be housed in an old electronics factory that has been refurbished, where completed, to a high standard specifically to meet the needs of a school. It has purpose-built indoor sporting facilities, such as a well-equipped gym and boxing ring to support the teaching of sports studies.
- The school is not currently operating as a school. The premises are currently being used to provide part-time alternative educational provision for up to 30 pupils by the proprietor. The alternative provision provides a maximum of 16 hours tuition per week for a small number of pupils. This is part of a local authority temporary pilot scheme for vulnerable pupils. It is the proprietor's intention to continue to offer some alternative provision as part of the new school.
- Some pupils are likely to have an education, health and care plan.

## Information about this inspection

- This was the first pre-registration inspection of SMS Changing Lives School.
- The inspector checked on the proprietor's compliance with all parts of the independent school standards.
- During the inspection, meetings were held with the owner of the proprietorial company and the headteacher.
- The inspector also checked documentation relating to the curriculum, including schemes of work and the curriculum policy.
- The inspector reviewed the proprietor's policies in relation to welfare, health and safety. A scrutiny of the proprietor's safeguarding procedures, including recruitment processes and checks, was also undertaken. A tour of the school premises was undertaken jointly with the proprietor.
- The inspector observed teaching in English, mathematics, personal, social, health and economic education, art and sports studies. These were being taught as part of the alternative provision currently operated by the proprietor on the proposed school's site.
- In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet 'The Education (Independent School Standards) Regulations 2014' when it opens.

## Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school is unlikely to 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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that:
  - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
  - 9(b) the policy is implemented effectively.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that:
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy.

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

- 18(2) The standard in this paragraph is met if:
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if:
  - 20(6)(a) MB:
  - 20(6)(a)(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.

- 21(3) The information referred to in this sub-paragraph is:
  - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether:
  - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction,

## **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.
- 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 7. Manner in which complaints are handled**

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:
  - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school.

## **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.



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