

Langley Hill Independent School

Langley Hill, Kings Langley, Hertfordshire WD4 9HG

Inspection dates

8 to 9 May 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)(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)(f), 2(2)(g), 2(2)(h), 2(2)(i)

- The proprietorial body has set out the school's intended vision in a curriculum plan. The school proposes to create a curriculum based on the 'best principles' of a Waldorf education.
- Schemes of work do not adhere to the proprietorial body's Waldorf inspired, intended curriculum plan closely.
- There are no plans in place for two-year-old children, despite the school's proposal to admit two-year-olds.
- The curriculum for the Early Years Foundation Stage (EYFS) is not well planned. National guidance materials on how children learn and develop have been applied poorly. The schemes provide weak guidance to teachers about how they can best support children's learning.
- There are no plans for the teaching of early reading and phonics. Leaders lack clarity about how and when the school intends to teach phonics across the early years and key stage 1.
- The schemes of work for classes 6 to 13 (key stages 3 and 4) lack detail and depth.
- There are no plans about how the school will provide careers guidance.
- There are no curriculum plans for the school's key stage 5/A-level provision.
- The website information states that subjects such as gardening and woodwork will be offered. However, leaders state that they are not planning to use the existing resources and premises on-site when the school opens for these subjects. There are also no schemes of work or curriculum plans for these subjects.
- Although there are appropriate themes identified in the school's personal, social, health and economic (PSHE) education, there are no details in the plans about the content, coverage or suggested ways that the school intends to teach these themes.

- This standard is unlikely to be met.

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

Paragraph 4

- There is a lack of coherence in the proprietorial body's planning for how teaching is going to be managed in the school.
- Curriculum plans across the full range of key stages do not detail the knowledge, content and skills that teachers will be required to cover.
- It is not clear how teaching will be monitored and supported by the senior leaders. Despite a draft leadership structure for the proposed school, roles and responsibilities for the quality of teaching and learning within each post are not clear. The behaviour policy is not suitable to support teachers' management of pupils' behaviour in lessons. The headteacher has not yet been confirmed in post. The assistant headteacher role has yet to be appointed.
- There are no teachers currently employed by the posed school. The recruitment process is under way. Advertisements have gone out via the school's website and applications have been received.
- The proprietors do not yet have well-thought-out plans about how they will ensure that staff have the appropriate skills, subject knowledge and understanding of the Waldorf ethos to deliver effective learning in line with the proprietorial body's curriculum policy.
- There is a pedagogy and assessment policy which broadly outlines the school's approach to assessment. There are no detailed plans about how this policy is going to be established and embedded in the proposed school, including in the EYFS.
- The proprietors have not yet decided which rooms will be used for teaching or how the teaching areas will be organised and resourced.
- These standards are unlikely 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), 5(d)(iii)

- The proprietorial body has a clear vision and has created a series of appropriate policies about how the school intends to support pupils' spiritual, moral, social and cultural development. These are included in policies on equality, British values, PSHE and in the vision, values and ethos documents.
- Although there are weaknesses in curriculum planning, there is clear evidence that the proprietorial body intends to actively promote the broad themes of British values, the rule of law, respect for public institutions, appreciation of other cultures and democracy.
- This standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- There is a safeguarding policy and a code of conduct to support the school's work to

safeguard pupils. The policy references appropriate, up-to-date legal guidance.

- Despite referring to up-to-date legal guidance, the policy references the roles and responsibilities of the chief executive officer (CEO) when dealing with allegations against staff. This is not a post that exists within the proposed school structure. The proprietor has not ensured that this is a bespoke policy relevant to this school.
- The role of designated safeguarding leader has been allocated to an assistant headteacher. This assistant headteacher role has not yet been advertised, and no recruitment has taken place. There are no formal plans about how the school leaders will ensure that this person is inducted appropriately.
- The proprietor has not stated how the school will meet the safeguarding and welfare requirements for children in the early years in any of the documentation.
- This standard is unlikely to be met.

Paragraphs 9, 9(a), 9(b), 9(c)

- The proprietor has produced a series of policies to support behaviour management, including ones on behaviour, physical restraint, reasonable force and on exclusions.
- Some of the policies reference outdated legal guidance.
- Some of the policies reference the roles of personnel that do not exist in the school's proposed staffing structure.
- One of the policies references the 'Avanti Schools Trust'. The Langley Hill Independent School is not proposed to be part of the Avanti Schools Trust.
- The proprietorial body has not ensured that the policies are bespoke and relevant to this school.
- There are no protocols in place to show how these policies will be enacted in practice, for example how staff will be trained and how leaders will monitor the effectiveness of the policy.
- This standard is unlikely to be met.

Paragraph 10

- The proprietor has created an anti-bullying policy that lays out the school's anti-bullying strategy.
- This standard is likely to be met.

Paragraph 11

Paragraph 12

- The proprietorial body has ensured that a range of policies are in place to cover the required aspects of health and safety, and fire safety.
- The proprietorial body has employed a project manager through Avanti Services Ltd. He is working with an on-site caretaker who is employed by the landlord to ensure that the health and safety aspects of the school's work are compliant.
- Gas and electrical equipment are serviced regularly and checked to ensure that they are in good condition. Safety checks are made on fire extinguishers and fire exits. Leaders are currently ensuring that additional fire evacuation notices are being placed

throughout the school.

- These standards are likely to be met.

Paragraph 13

- There is a first aid policy, and reference to the first aid policy is in the school's health and safety policy.
- Despite having a policy, there are no staff in place and so no first aid trained staff in position currently. There is no clarity about which leader will take responsibility for this work, and how the school is going to ensure that they will have staff who are appropriately trained by the time the school opens.
- There is no reference in this policy, or in other school documentation, about how the proprietorial body will ensure that they meet their responsibilities regarding paediatric first aid training.
- This standard is unlikely to be met.

Paragraph 14

- The proprietorial body is awaiting admission requests before deciding which classes will open in September 2019.
- There is not clarity between leaders and the proprietorial body about how many classes, how many teachers and how many learning support assistants will be required when the proposed school first opens and, over time, as the school grows.
- The headteacher's position has not yet been confirmed. The assistant headteacher has not yet been recruited. Teachers are yet to be appointed. The posts of learning support assistants have not been advertised.
- The project manager, who has been appointed to support the opening of the school, does not know which classrooms or areas of the school will be used when the proposed school opens in September 2019. This means that he cannot assure that those rooms and areas are fit-for-purpose for pupils, including the areas that they will access at breaktimes and lunchtimes.
- It is not yet clear how the school leaders will ensure that they have adequate supervision for the unconfirmed numbers of pupils on-site in September 2019, and ongoing from this time. This includes how leaders will ensure that there is adequate supervision in vital roles for safeguarding pupils, first aid, trips and visits.
- This standard is unlikely to be met.

Paragraph 15

- The proprietor has ensured that there are policies for admissions and attendance to the school. However, the attendance policy references out-of-date legal guidance and other inaccurate information.
- The policy states that an education welfare officer (EWO) visits the school on a fortnightly basis. This is not accurate. Leaders have not set up an agreement with the local authority for this to occur. The proprietorial body has not ensured that this policy is bespoke and relevant to the proposed school.
- The proprietor intends to use a commercial system to record admissions and attendance to the school. This was not seen by inspectors during the inspection. It is

not clear whether this commercial system has already been purchased by the proprietor.

- This standard is unlikely to be met.

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

- There is a written risk assessment policy in place.
- The project manager employed by the school for a temporary period has undertaken a specific risk assessment/action plan which details the work that needs to be done to make the outside space safe for pupils. However, all actions are dated as week beginning 1 June 2019. There is little other information about the timeframe for these works, the costings and the staff/companies employed to undertake this work.
- There are 15 suitable risk assessments linked to the general running of the site, such as using a ladder, using a leaf blower and using the gate safely.
- The proprietorial body has not yet provided the project manager with information about which classrooms and areas of the school that pupils will be using in September 2019. As a result, there are no risk assessments of the curriculum and provision that will be undertaken in these areas.
- There are several areas that the proprietor will not be allowing pupils to access when the proposed school opens, owing to health and safety requirements. However, there are no risk assessments or protocols about how these areas are going to be secured in the event of pupils and staff moving around the site.
- This standard is unlikely to be met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 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)

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)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3)

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

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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- The school is employing a leader through Avanti Services Ltd to oversee the work related to the recruitment of staff.
- The leader undertaking this work has a thorough understanding of the required pre-employment checks that need to be carried out to ensure the suitability of staff to work with children.
- The school does not know if it is going to use agency supply staff. However, the leader who is overseeing this work understands the required checks and that these checks need to be made before any person undertakes supply work.
- The proprietorial body are also going to act as the school's governing body.
- The leader has already created a format for the school's single central record to

evidence list the appropriate checks on the suitability of staff and the proprietors.

- These standards are likely to be met.

Part 5. Premises of and accommodation at schools

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

- There are showers provided for pupils aged 11 years or over who receive physical education (PE).
- There are separate toilet and washing facilities provided for pupils. However, some of the locks on the doors of these toilets are broken. The facilities are therefore unsuitable.
- This standard is unlikely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is currently a room that will provide for the short-term care of sick pupils. This area includes a washing facility and a toilet. There is a first aid kit and a lockable cabinet for any medical supplies.
- This standard is likely to be met.

Paragraph 25

- There is a lack of coherence in leaders' planning about how they are preparing the site to open in time for September 2019.
- School leaders and the proprietorial body could not confirm for inspectors how many classes would be running and how many staff would be on-site in September 2019.
- Leaders identified several rooms that they believe are ready for the proposed school's opening. However, the proprietor produced an estimate from an external contractor that suggested that classrooms would require far more extensive work than leaders' plans suggested. There is no action plan for this work.
- The project manager who is responsible for getting the site ready for pupils in September 2019 does not know which classes will be used in September 2019. Consequently, he has not organised any work on these rooms.
- Many classrooms are still being packed up. Larger areas, such as the library, require extensive work to clear. There were no plans provided to inspectors about how these areas would be replenished for the new school.
- The décor is still in keeping with the school that used to be on the site. There is a lack of consistency and coherence in school leaders' and the proprietorial body's views about how the site will be presented to prospective pupils and, therefore, about the work that still needs to be done.
- There is expansive outdoor space. However, the site poses several risks to pupils in its current state. There is an action plan being led by the project manager that details the significant amount of work that needs to be undertaken. However, this plan lacks detail about how this work is going to be accomplished by the proposed date of opening, and by whom.
- This standard is unlikely to be met.

Paragraph 26

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

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

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

- The site provides ample space and lots of opportunities for pupils to play outside and to receive PE.
- Suitable lighting indoors and externally is in place. The proprietorial body has ensured that the necessary external lighting has been put in place.
- There is drinking water available throughout the school buildings. These are clearly labelled as such.
- These standards are likely 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)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 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), 32(3)(g)

- The school's website is live. However, it is currently only in place to advertise the prospective new school.
- The proprietor will populate the website once the school is registered and opens.
- Leaders have a thorough understanding about what they will be required to put onto this website, as their chosen way to share information to parents. In the meantime, school policies are available on request to parents, carers and those who may have responsibility for pupils.
- Leaders will provide parents and carers with written reports on an annual basis.
- There are no pupils who are likely to have a place at the school and be fully funded by the local authority when it initially opens. Leaders are aware that if this should occur, they are responsible in providing a breakdown of the income and expenditure for the funds received from the local authorities.
- Leaders know that they need to account for funds received from local authorities towards the additional provision for pupils who have education health care (EHC) plans. They are planning to do this through the reviews of the EHC plans.
- This standard is 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)

- There is a complaints policy in place. The policy lists appropriate procedures, timescales, the composition of a panel and steps towards resolutions for both formal and informal complaints.
- This policy is not precise or bespoke to this school. It references positions of responsibility, such as a CEO, year leaders and key stage directors, and incorrectly calls the school an academy. This policy would appear to have been taken from

another school and is not bespoke to the proposed new school.

- This standard is unlikely 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)

- The proprietor does not have a thorough understanding of the independent school standards. Consequently, there are several standards that are not likely to be met.
- Too many policies are not bespoke or appropriate to the proposed new school. Many appear to have been taken from other schools. There is a worrying lack of preparation and effort to prepare policies that are relevant to the proposed new school.
- The proprietorial body has only had recent access to the premises, since 1 April 2019. It does not take over the formal lease until 1 September 2019. Much of the organisation undertaken thus far by the diligent, but temporary, project manager, is about securing the basic health and safety of the site. There is a lack of coherent, centralised and systematic planning by the proprietorial body to ensure that the site is ready to open as a school in September 2019.
- The proprietorial body has employed an education director through Avanti Services Ltd on a short-term contract to oversee the set-up of the new school. She brings a wealth of expertise. However, she has only had access to the site since April 2019, is part time and, in the main, working alone.
- The education director takes on a new role directly for the proprietorial body in September 2019 on a part-time basis. There are no plans about how this position will be used, or how the proprietorial body will develop this expertise in-house for future longevity in the provision.
- The proprietor's staffing structure and planning lack detail and precision and rely on the numbers of pupils who will be signed up for the school. There is little reference to how there are going to be suitable and sufficient numbers of adults to supervise the school well enough. The planning for the site lacks equal precision and is too haphazard.
- The headteacher has not yet been confirmed in post, even though the school has advertised to parents that a headteacher has been appointed. Pending further recruitment checks, the headteacher does not join the school formally until August 2019.
- There are no formal plans about the headteacher's induction and support. Many of the future decisions about the school, for example the protocols for behaviour, will not be decided until the headteacher is appointed and available on-site. The proprietorial body is hoping that the headteacher will be able to undertake some of this work, prior to the agreed start date in August 2019. This is not a formal arrangement.
- The role of an assistant headteacher has been allocated two significant responsibilities in the brief staffing structure: the role of designated safeguarding leader and special educational needs coordinator (SENCo). The proprietorial body is not going to advertise this role but instead is going to use a recruitment agency. It has not yet approached the agency or begun the recruitment process for this role. There are no formal plans about the timeframe for the appointment of this role, or the procedures

to support this person once they are in post.

- There has been limited advertising for teachers. Despite only being advertised on the school's website and locally, the proprietorial body has received over 30 applications for one or two teaching positions. The formal shortlisting and interviewing processes have yet to be organised.
- Inspectors were informed that around half of the applicants for teaching positions are from staff who worked in the school that was previously on this site. The proprietorial body has not considered how they are going to assure themselves that any staff who worked in the previous school, and are appointed, are well supported and trained in the ethos and expectations of the proposed new school.
- There have been no formal recruitment processes yet put in place to advertise for learning support assistants in the proposed school. There is nothing in the staffing structure about how the school is going to staff vital aspects of the school day, for example breaktimes and lunchtimes, to allow teachers and learning support assistants to have formal breaks.
- There are currently two staff, the caretaker and a finance administrator, who are working for the school that was previously on the site, but who are likely to work for the proposed new school when it opens. The dates for this transfer are not yet confirmed. Consequently, the two staff continue to work for the landlords/trustees of the previous school.
- The trustees who were attached to the school previously on the site are still the landlords of the school site. The registered address of the trustees' company is still the school site. There were no formal arrangements about how the basic logistics of this are going to be managed.
- During the inspection, staff from the previous school were on-site, with little convincing explanation as to why this was the case. It is not clear the rights that the new proposed proprietor will have under the terms of the lease about people who will be able to access and use the site during the school day.
- Despite stating that this school is a 'clean slate' from the failings of the school previously on the site, there was no evidence provided about how the new proposed proprietorial body was going to ensure this. Although leaders have met with parents, there was no evidence of the information being shared about how the ethos, learning and safeguarding arrangements would be different in the proposed new school. Many of the displays and décor remain that of the school that previously occupied the site.
- This standard is unlikely to be met.

Schedule 10 of the Equality Act 2010

- The proprietorial body is using an accessibility plan that was produced by the school that was previously on the premises. This is not an appropriate plan that provides details of how pupils can access the proposed new school's curriculum effectively.
- Leaders pointed inspectors to the fact that the premises were the same as those for the school that previously occupied the site. This does not take account of the way in which the proprietorial body is using the premises, or the work that it is undertaking to ensure accessibility to a reduced amount of the premises.

- The action plan, which the new proposed proprietorial body has created in line with this historic accessibility plan, places responsibility for much of its editing and reviewing on the SENCo, who will also act as the assistant headteacher. This person has not yet been recruited.
- The proprietor has not ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

Statutory requirements of the Early Years Foundation Stage

- The proprietorial body has not ensured that it has a thorough understanding about the statutory requirements of the EYFS. This includes the changing, sleeping and learning provision for two-year-olds.
- The school has not applied for an exemption from meeting the learning and development requirements of the EYFS.
- The plans for this provision are weak. There are no plans for provision for two-year-olds.
- There is little reference in the EYFS documentation or in wider school documentation about how the proprietorial body proposes to meet the safeguarding and welfare requirements of the EYFS.
- The school is not likely to meet the statutory requirements of the EYFS.

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	147033
DfE registration number	919/6010
Inspection number	10101775

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 status	Independent school
Proprietor	Langley Hill Independent School
Chair	Yuvrajsinh Rana
Headteacher	Not yet confirmed
Annual fees (day pupils)	£9,900 to £15,000
Telephone number	020 8731 1454
Website	www.langleyhill.org
Email address	info@avanti.org.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	not applicable	2 to 19	0
Number of pupils on the school roll	not applicable	600	0

Reason for inspector's recommendations

- The school is unlikely to meet a significant number of the independent school standards. Therefore, the inspector's recommendation is that the proposed school does not currently provide education for any pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	not applicable	mixed
Number of full-time pupils of compulsory school age	not applicable	600
Number of part-time pupils	not applicable	0
Number of pupils with special educational needs and/or disabilities	not applicable	not yet determined
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	not applicable	not yet determined
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	not applicable	not yet determined

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	not applicable	not yet determined
Number of part-time teaching staff	not applicable	not yet determined
Number of staff in the welfare provision	not applicable	not applicable

Information about this proposed school

- The proprietorial body seeks registration with the Department for Education (DfE) for an independent school to cater for pupils between the ages of two and 19 years, serving as a kindergarten, primary and secondary school with sixth-form provision.
- The proprietorial body consists of three members: Yuvrajsinh Rana, Kirti Butkovic, and Sonal Singh.
- The school proposes to provide full-time education for pupils as a day school.
- The provider seeks capacity for up to 600 pupils. The proprietorial body has plans for a maximum of 22 pupils per class.
- The site has previously been used for a school provision, the Rudolf Steiner School Kings Langley (RSSKL). This school faced enforcement action and was removed from the independent schools register in March 2019, following serious and ongoing failings in safeguarding and leadership and management.
- The trustees of RSSKL remain the owners of the land. The proposed proprietor has undertaken to lease the premises from the landlord, RSSKL.
- The proposed proprietorial arrangements will be a proprietorial body. The role of governance when the school opens will be retained by the proprietorial body.
- The proposed proprietorial body has strong links with the Avanti Schools Trust. The proprietors are commissioning services currently from the subsidiary company, Avanti Services Ltd for part-time and short-term support from the education director, project manager and human resources director.
- The education director is leaving Avanti Schools Trust in August 2019 and moving to work for Langley Hill Independent School (LHIS), on a part-time basis.
- The caretaker and finance administrator currently on-site work for the landlord, RSSKL. There are plans for these two staff to transfer their employment over to LHIS, although a date for this has not yet been confirmed.

Information about this inspection

- This is the first pre-registration inspection of the proposed school. The inspection was conducted by Ofsted at the request of the DfE to consider the school's application to open an independent school registered for pupils aged two to 19 years.
- Inspectors met with the chair of the proprietorial body and the CEO of the Avanti Schools Trust.
- Inspectors met with personnel who are employed by Avanti Services Ltd, who have been commissioned by the proprietorial body to support the opening of the school. These personnel are the education director, the project manager and the human resources director. These staff have short-term commissioned contracts to support the opening of the proposed school.
- Inspectors toured the site with the caretaker, who is responsible for maintenance of the site, and the education director. The caretaker does not currently work for the proprietorial body but for the landlord, RSSKL.
- Inspectors scrutinised the school's policies, procedures, curriculum content, and the single central record of employment checks.

Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

Michelle Winter

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 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)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 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 among pupils by ensuring that–
- 9(a) a written behaviour policy is drawn up that, among other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed on pupils for serious misbehaviour.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 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

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.
- 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 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(a) is in writing;
 - 33(b) is made available to parents of pupils;
 - 33(c) sets out clear time scales for the management of a complaint;
 - 33(d) allows for a complaint to be made and considered initially on an informal basis;
 - 33(e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 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;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is–
 - 33(i)(i) provided to the complainant and, where relevant, the person complained

about; and

- 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
- 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and
- 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

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 is unlikely to meet the following requirements

Schedule 10 of the Equality Act 2010

Statutory requirements of the Early Years Foundation Stage

- The proprietor must meet the statutory requirements of the early years foundation stage for learning and development contained in paragraphs 1.6, 1.8, 1.9 and 1.10.
- The proprietor must meet the statutory requirements of the early years foundation stage for assessment contained in paragraphs 2.1, 2.2, 2.6, 2.7, 2.8, 2.9 and 2.10.
- The proprietor must meet the statutory requirements of the early years foundation stage for staff qualifications, training, support and skills contained in paragraphs 3.25.
- The proprietor must meet the statutory requirements of the early years foundation stage for the key person contained in paragraphs 3.27.
- The proprietor must meet the statutory requirements of the early years foundation stage for safety and suitability of premises, environment and equipment contained in paragraphs 3.64.

- The proprietor must meet the statutory requirements of the early years foundation stage for information and records contained in paragraphs 3.68, 3.69, 3.70, 3.71 and 3.73.

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