

# Horatio House Independent School

Lound Campus, Church Lane, Lound, Lowestoft, Suffolk NR32 5LL

## Inspection dates

14–16 May 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
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- The school does not have the capacity to improve. The independent school standards noted as unmet at the time of the previous inspection remain unmet. Some independent school standards met previously are now unmet.
- Safeguarding is ineffective. Not enough is done to protect vulnerable pupils. Records are poorly maintained. Checks are not made of the suitability of pupils' work placements.
- Attendance is consistently low. Almost all pupils are persistently absent from school.
- Behaviour is unacceptable. Lessons are regularly disrupted by poor behaviour and pupils leaving lessons without permission.
- Teaching in mathematics, science and art is effective. An over-reliance on temporary staffing means that learning in other subjects is much less effective.
- Frequent changes in leadership have resulted in very few systems and procedures in place.
- There are no established procedures to assess pupils' progress.
- Not all pupils get their full entitlement to learning.
- Until recently, governors and the trust have not monitored the school's work well enough.

### The school has the following strengths

- An acting headteacher, ably supported by the deputy headteacher, is beginning to lead improvements.
- Self-evaluation is honest and accurate.
- Learning and progress in mathematics, science and art is strong.
- Strengthened local governance and a recently formed school improvement board are routinely monitoring the school's work and are providing leaders with improved support and challenge.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Make immediate improvements to the school's safeguarding arrangements, by:
  - systematically overhauling child protection records, for each pupil, so that leaders can show clearly what they are doing to protect pupils from harm
  - monitoring and updating these records at regular intervals especially for those pupils on part-time timetables, those who are educated at home or at off-site alternative provision, and those who are persistently absent
  - clarifying the responsibilities of school leaders and the trust in maintaining the single central record
  - ensuring that all alternative providers and work placements have adequate procedures in place to safeguard pupils
  - ensuring that all temporary staff are suitably trained to work in this specialist setting and that there is an accurate record of their safeguarding training.
- Improve pupils' personal development, behaviour and welfare, by:
  - prioritising prompt action to raise attendance and reduce persistent absence
  - establishing a consistent approach to managing pupils' behaviour
  - providing staff with further training in applying the school's revised behaviour policy
  - recording all behaviour incidents systematically, including bullying
  - analysing information about behaviour incidents routinely in order to spot patterns and trends and inform leaders' actions to make improvements.
- Raise achievement, by:
  - gaining greater stability in staffing and reducing the reliance on temporary staff
  - sharing the best practice evident in mathematics, science and art with teachers of other subjects
  - raising expectations of what pupils are capable of and providing them with suitably challenging work to do
  - establishing systematic procedures for assessing progress so that teachers and leaders have an accurate understanding of how well pupils are doing
  - using the information gained from regular assessments to inform leaders of where further action is needed to support pupils' learning
  - reviewing curriculum provision for all pupils to ensure that they get a full entitlement to learning.
- Improve the leadership and management of the school, by:
  - building capacity within the trust to lead rapid and sustained improvements to the school
  - developing further capacity within the school to assist senior leaders in implementing the school's revised plans for improvement

- raising the effectiveness of leaders' monitoring and evaluation of all aspects of the school's work
- ensuring that new arrangements for governance become firmly established and continue to provide leaders with support and challenge to make improvements
- maintaining the regular scrutiny provided by the school's improvement board until leaders at all levels demonstrate that they have the capacity to secure and sustain improvement.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The school has had four headteachers since its previous inspection. This has caused significant turbulence and has limited the school's capacity to improve. This constant change has resulted in very few systems and procedures being established to monitor pupils' progress or their welfare.
- There are very few procedures for monitoring the safety and well-being of vulnerable pupils. Child protection records are disorganised and out of date. Staff training records are not well maintained.
- Leaders do not ensure that all of the necessary checks are made to ensure the school complies with fire safety regulations.
- Trust leaders demonstrate a limited understanding of how the school operates or the actions required to increase its overall effectiveness. They have relied on a succession of headteachers to inform them about the school's work, rather than finding out for themselves. Consequently, over time, the school has deteriorated, and some of the independent school standards are unmet.
- Leaders do not routinely analyse the information collected about incidents of misbehaviour and bullying to spot patterns and trends and inform their actions to make improvements. Leaders know which pupils are persistently absent from school but have few strategies in place to challenge these pupils and to raise their attendance.
- Leaders do not ensure that all pupils get a full entitlement to learning. A significant proportion of pupils on part-time timetables come into school for only a few hours each week. Alternative arrangements are made for a few pupils to learn off-site in training and work placements. A few pupils never come into school. Pupils' persistent absence means that they do not get enough opportunities to engage regularly in learning.
- Leaders do not provide information to parents and others as required.
- Leaders have not met the requirements of Schedule 10 of the Equality Act 2010.
- The acting headteacher, aided by the deputy headteacher, is leading improvement. She inherited very few established procedures and documentation about the school's work. For example, the achievement and destinations of Year 11 pupils last year was not available. There was very little provision in place for pupils with special educational needs and/or disabilities (SEND), and no procedures for reviewing those with education, health and care plans.
- Current leaders have quickly evaluated the school's strengths and weaknesses and used this information to create updated plans for improvement. Implementation of this plan is at an early stage of development. The acting headteacher and the deputy headteacher share responsibility for safeguarding pupils. Currently, reviewing and maintaining outdated safeguarding records places significant demands on their leadership time.
- A school improvement board, established earlier this year, oversees the work of senior leaders and governors in making improvements. Knowledgeable and experienced professionals are providing thorough scrutiny of the school's work and the actions taken to improve it. This includes local authority personnel who recently carried out reviews of

the school's effectiveness. The trust board is aiding improvement. Their work is leading to better communication in school and is enabling the trust to gain a much better overview of the school's work.

## **Governance**

- Governance has not operated effectively in the past. Leaders have not been held accountable. Actions to safeguard pupils have not been looked at in sufficient detail. Health and safety checks have not been done and some policies and procedures have lapsed.
- The school's records show that governors' statutory duties relating to safeguarding pupils have not been met. Until recently, governors have not checked that school leaders were doing what they were expected to do. Without these checks, key aspects of the school's work, including that related to behaviour, attendance, staffing and overall provision, have been allowed to deteriorate.
- A new local governing board was established at the start of this year. Their weekly review of the school's work is leading to improvement. A small but experienced group of governors make regular visits to school to check documentation, review provision and work with senior leaders to make improvements.
- Improvements have been made to recording the details of meetings to hold staff to account and plan further actions to improve the school. Regular reports from the acting headteacher keep governors informed of the progress being made in resolving weaknesses and strengthening procedures within school.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- Recent reviews of the school's procedures and records carried out by the local authority raised serious concerns about the actions taken to keep pupils safe. These concerns were clearly evident during the inspection.
- Child protection records have been poorly maintained over time. Details of the actions taken to protect pupils have not been logged systematically. Pupils' personal files are untidy and disorganised. Attempts by the trust to update them have led to some improvement but not all of the safeguarding information has been considered to ensure pupils' safety.
- Leaders do not ensure that all alternative providers and work placements have procedures in place to safeguard pupils. They do not monitor that checks have been made about the suitability of adults to work in these settings.
- Pupils' low attendance and persistent absence represent a significant safeguarding concern. It is unclear where all of these pupils are when they are not in school.
- Training in safeguarding, including the 'Prevent' duty, is up to date. However, records show that not all temporary staff are suitably trained to work in this specialist setting. Not all of them understand the school's procedures for managing pupils with the most challenging behaviour.
- The single central record is complete. However, it is not maintained meticulously because school and trust personnel are unclear about their roles and responsibilities. Information

stored in records maintained by the trust are not systematically transferred to the school's single central record. This was rectified during the inspection.

- A suitable child protection policy is available on the school's website. However, this is not applied effectively to keep pupils safe.

**The school's progress towards meeting the standards that were not met at the previous inspection (the first monitoring inspection, in October 2018)**

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(2), 2(2)(a)

- This independent school standard relates to the quality of the curriculum at the school.
- This standard was not met at the standard inspection in June 2017 or at the monitoring inspection in October 2018.
- Science had been introduced to the curriculum. The curriculum remains limited. Not all pupils access full-time learning.
- This independent school standard remains unmet.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(g)

Paragraph 4

- These independent school standards relate to the quality of teaching and assessment.
- This standard was not met at the standard inspection in June 2017 or at the monitoring inspection in October 2018.
- Teaching remains inadequate. An over-reliance on temporary staff leads to inconsistencies across subjects. A framework for pupil performance to be evaluated is in place but not implemented.
- These independent school standards are not met.

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

Paragraph 5, 5(b), 5(b)(v)

- This independent school standard relates to the promotion of fundamental British values and promoting further tolerance and harmony between different cultural traditions.
- This standard was not met at the standard inspection in June 2017 or at the monitoring inspection in October 2018.
- There is no evidence to show that action has been taken to teach pupils about discriminatory practice or to raise their awareness of prejudice-based bullying.
- This independent school standard is not met.

Part 8. Quality of leadership in and management of schools

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

- This independent school standard relates to the quality of leadership and management.
- This standard was not met at the standard inspection in June 2017 or at the monitoring inspection in October 2018.

- Further changes in leadership have taken place since the last monitoring inspection.
- An acting headteacher is leading the school. The leadership and management of the school remains inadequate.
- This independent school standard remains unmet.

*Standards that were not met at the previous inspection and remain unmet at this inspection*

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
- 2(2) For the purpose 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 anaesthetic and creative education.
- 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 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 pupils, and ensures that these are taken into account in the planning of lessons
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 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 both, is in place.

Part 2: Spiritual, moral, social and cultural development of pupils

- 5 The standard in this paragraph is met if the proprietor ensures that the spiritual, moral, social and cultural development of pupils at the school–
  - 5(b) ensures that the principles are actively promoted which–
    - 5(b)(v) promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

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

- 34(1) The standard in this paragraph 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.

### Quality of teaching, learning and assessment

### Inadequate

- Significant changes in staffing have led to a high number of temporary staff deployed to cover gaps in teaching. This, and the loss of firm relationships pupils have developed with other staff in the past, has had a detrimental impact on pupils' learning.
- Over time, behaviour has deteriorated to the extent that at times it is often unmanageable. Teachers and support staff negotiate with pupils to engage them in learning, but pupils make it very clear when they decide they do not want to learn. Too many pupils leave lessons without permission. A few go on to disrupt the learning of others by walking into classrooms or banging on doors.
- A revised policy for managing behaviour is in place, but teachers and support staff do not apply this consistently. Bad language and inappropriately casual attitudes are not always challenged by staff. Not all staff display the skills needed to de-escalate situations where pupils begin to misbehave or disrupt the learning of others.
- No effective procedures have been established to assess how well pupils are doing from their entry into the school and their exit from it. Not all subjects have detailed schemes of work to inform the planning of learning.
- Where permanent staff remain in post teaching is effective. Their classrooms are well maintained and cared for. These staff and pupils share positive relations based on mutual respect. Teachers are well organised and model learning effectively.
- Pupils' learning and progress in mathematics, science and art is strong. Teachers have detailed subject knowledge and are able to impart this knowledge well due to the positive relations they have forged with their pupils. The strategies these teachers use to achieve this have not been shared fully with other staff.
- Vacancies have been filled and school leaders anticipate that the school will be fully staffed in September 2019.

### Personal development, behaviour and welfare

### Inadequate

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Not enough attention has been paid to assessing pupils' prior learning or finding out their needs and interests. Different approaches to leadership and regular changes in staffing have restricted pupils' re-engagement in learning.



- Pupils' spiritual, moral, social and cultural education is underdeveloped. They do not receive enough personal, social and health education to keep them informed of the risks attached to different lifestyles or to gain a full understanding of modern British values. Little has been done to raise their awareness of prejudice-based issues and people from different backgrounds.
- Pupils are not provided with a positive environment in which to learn. School buildings and grounds are shabby and not well maintained. Parts of the building are unsafe. Windows can be easily opened to enable pupils to climb onto the roof. There is very little outdoor space as this area has been fenced-off to maintain pupils' safety.
- Despite the school's safeguarding policy, most pupils, including those known to be vulnerable or at risk, openly use mobile phones in school. This represents a significant risk to their personal development and welfare.
- Too many pupils are regularly absent from school. Almost all pupils have less than 90% attendance over the year. A significant minority of pupils are timetabled to come into school for only a few hours a week, and a few simply refuse to come into school at all. This compromises their safety and welfare.
- Not enough attention is paid to the welfare of pupils who attend work placements or are taught off-site by alternative providers. Checks are not made about the suitability of adults working in these placements. Not all pupils regularly attend.
- Pupils receive very little guidance and advice about future careers. Pupils in key stage 4 have not had a careers interview to inform them of the options available to them.
- Daily briefings enable staff to review the safety and welfare of those in school. Break and lunchtimes provide regular opportunities for staff and pupils to eat and talk together. Most pupils gather together in friendship groups and are generally polite to visitors.

## Behaviour

- The behaviour of pupils is inadequate.
- Pupils are referred to the school having previously been permanently excluded from their mainstream schools. Most of them arrive with significant gaps in their learning and find it difficult to catch up.
- Observations during the inspection, and the school's own records, confirmed that challenging behaviour regularly occurs in classrooms and on the school site. This is particularly noticeable after lunchtimes where, despite the actions of staff, some pupils do not return to learning and wander the school site. Departure by taxi at the end of the school day is disorganised because pupils arrive at the meeting point far too early.
- Poor behaviour has led to some significant damage to the school building and grounds. Physical education facilities have been decommissioned due to damage by pupils. Doors have been kicked-in and several windows smashed. Leaders' actions to tackle poor behaviour are inconsistent. At times, challenging behaviour simply leads to a reduced timetable for pupils, which further limits their time for learning. Cameras have been installed this year to prevent further damage being caused, and new sanctions are imposed on those who cause damage.
- Members of the school council who spoke with inspectors said that they feel safe in school and feel they are treated fairly. They feel that at times bullying does happen, but

they can go to any member of staff who will help them resolve it.

- Changes introduced by current leaders this year have led to a significant decline in the proportion of pupils excluded from school. Pupils praised the recent improvements made under the acting headteacher's leadership. They respect her and welcome the new opportunities she has provided to enable them to visit local museums and places of interest.

## Outcomes for pupils

## Inadequate

- Low attendance and regular poor behaviour combine to prevent pupils from making adequate progress in both key stage 3 and 4. Inspectors found that in key stage 4, pupils make progress in mathematics, science and art, but in other subjects progress is minimal. Poorly planned provision in key stage 3, taught by a succession of temporary teachers, severely restricts pupils' learning and progress.
- Previous leaders did not record or publish what Year 11 pupils achieved in GCSE examinations in 2018. There is very little information in school about pupils' achievements or the routes they followed into further education, training or the workplace. Most of the pupils in Year 11 last year sat entry-level tests in reading, writing and mathematics. The majority of these pupils gained a pass in mathematics and reading, and approximately half of those entered gained a pass in writing.
- Records have not been maintained about the achievement of pupils with SEND or who are disadvantaged. The acting headteacher is leading improvements to this by ensuring that annual reviews of pupils with an education, health and care plan are carried out in a timely way.
- Until recently, leaders have not accessed the pupil premium to raise the achievement of disadvantaged pupils. The school has received this funding for the first time this year. Plans are in place to use it to improve outcomes for disadvantaged pupils by providing additional support and mentoring for them. These plans are new and have not been shared.
- Without any established assessment procedures in place, leaders are currently unable to show how well all pupils are doing. The progress of pupils who learn off-site at alternative providers or in work placements is unknown because it is not routinely monitored.
- Observations by inspectors confirmed that consistent teaching in mathematics, science and art enables pupils to make progress from their starting points. Work in their books and the high-quality models produced in art show that pupils regularly engage in learning in these subjects. However, even in these subjects, expectations of pupils are sometimes too low. Staff do not provide pupils with suitably challenging work to do. When this happens, pupils lose interest and disengage from learning.

## School details

Unique reference number	143081
DfE registration number	935/6009
Inspection number	10093918

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	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	40
Number of part-time pupils	None
Proprietor	Great Yarmouth Community Trust
Chair	John Organ
Headteacher	Alice Redfearn (Acting Headteacher)
Annual fees (day pupils)	£18,000
Telephone number	01493 602108
Website	<a href="http://www.gyctrust.co.uk">www.gyctrust.co.uk</a>
Email address	<a href="mailto:horatio-house@gyctrust.co.uk">horatio-house@gyctrust.co.uk</a>
Date of previous inspection	13–15 June 2017

## Information about this school

- Horatio House Independent School educates pupils who have been permanently excluded or are at risk of permanent exclusion from mainstream schools.
- Formerly, Horatio House was a centre for alternative provision. Following a material change inspection in April 2017 and registering with the Department for Education as a school for up to 64 boys and girls, the school moved to its current site near Lowestoft in 2017.

- Most pupils have social, emotional and behavioural needs and may not have attended regularly prior to joining the school. Fourteen pupils have an education, health and care plan.
- All pupils are transported to and from school by taxi.
- The proprietor, the Great Yarmouth Community Trust, also provides a range of childcare and training in the area.
- The school receives pupil premium funding for 30 pupils.
- The school uses alternative provision for 10 pupils, provided by: the St Edmunds Society, Norwich; Appleseed Farm, Wymondham; Century Training Academy, Great Yarmouth; and Clinks Care Farm Suffolk.
- A full standard inspection of the school was carried out in June 2017. The inspection found that the school's overall effectiveness required improvement. This was the first monitoring inspection and was carried out without notice.
- Evaluations of the school's proposed action plan were carried out in October 2017 and February 2018. The action plans submitted by the school were judged not to be fit for purpose on both occasions. A third evaluation was conducted in July 2018. The final iteration of the plan was accepted, subject to modifications.
- In October 2018, Ofsted conducted a progress monitoring inspection. The inspection judged that the five independent school standards not met at the June 2017 standard inspection remained not met.
- Following the October 2018 progress monitoring inspection, an action plan was submitted and judged as not acceptable.

## Information about this inspection

- The Department for Education commissioned Ofsted to consider as part of this standard inspection the progress made by the school in meeting the unmet standards identified during the monitoring inspection of October 2018.
- Inspectors observed pupils at work in lessons and around the school during breaks and lunchtimes.
- Meetings were held with school leaders, the proprietor, the chair of the local governing board, and a representative of the local authority.
- Inspectors met with the school council to gain the views of pupils.
- Inspectors looked at safeguarding and child protection policy and procedures, self-evaluation and improvement planning, minutes of meetings of the local governing board and the school improvement board, records of pupils' behaviour and attendance, monitoring of teaching records and other information provided by school leaders.
- Inspectors considered two responses to Ofsted's online questionnaire, Parent View, three responses to Ofsted's survey of pupils, and 15 responses to Ofsted's survey of the views of staff.

## Inspection team

John Mitcheson, lead inspector

Her Majesty's Inspector

Rachael Judd

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 subparagraph (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 with an education, health and care plan
    - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purpose 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 aims and ethos; and
    - 2(2)(d)(ii) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
  - 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)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation for pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if–
  - 3(a) the proprietor ensures that the teaching at the school 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 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 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
  - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
  - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.
- 4 The standard in this paragraph is met if 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, is in place.

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

- 5 The standard in this paragraph is met if the proprietor ensures that the spiritual, moral, social and cultural development of pupils at the school–
- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
  - 5(b) ensures that the principles are actively promoted which–
    - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence
    - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
    - 5(b)(iii) encourages 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)(iv) enables pupils to acquire a broad general knowledge of respect for public institutions and services in England
    - 5(b)(v) promotes further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
    - 5(b)(vi) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
    - 5(b)(vii) encourages respect for democracy and support for participation in the

democratic process, including respect for the basis on which the law is made and applied in England

- 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school
  - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils
    - 5(d)(i) while they are attendance in school
    - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
    - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
- they are offered a balanced presentation of opposing views.

### **Part 3: Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if–
  - 7(a) the proprietor ensures that pupils’ welfare, health and safety are met including: arrangements made to safeguard and promote the welfare of pupils at the school
  - 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
  - 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.
- 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 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 is ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that–
  - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.



- 29(1) The standard is met in this paragraph if the proprietor ensures that suitable outdoor space is provided in order to enable–
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
  - 29(1)(b) pupils to play outside.

## **Part 6: Provision of information**

- 32(1) The standard in this paragraph is met if–
  - 32(1)(b) the proprietor ensures that the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate
  - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website, or, where no such website exists, are provided to parents on request
  - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection
  - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need to be provided where the parent has agreed otherwise
  - 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.
- 32(3) The information specified in this sub-paragraph is–
  - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9 and 11
  - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations
  - 32(3)(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

## **Part 8: Quality of leadership in and management of schools**

- 34(1) The standard in this paragraph 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

- 34(1)(c) actively promote the well-being of pupils.

**The school must meet the following requirement**

**Schedule 10 of the Equality Act 2010**

- The proprietor must ensure that arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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