

London Steiner School

9 Weir Road, Balham, London SW12 0LT

Inspection dates

4 July 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 3, 3(a), 3(c), 3(d), 3(g) and 4

- The previous inspection found that the curriculum provided for a sufficiently broad range of subjects. However, when implementing the curriculum, leaders and staff adhered strictly to the Steiner philosophy of education. This was at the expense of making sure that teaching catered for pupils' different needs and abilities, including pupils with special educational needs and/or disabilities (SEND). Teaching failed to routinely take account of pupils' prior learning. Often, teachers set work without being clear on how it would help pupils to acquire or deepen their knowledge. These weaknesses severely restricted pupils' ability to make progress.
- In order to address the failings, leaders have revised the curriculum policy and made a start on devising new curriculum plans. They intend that these plans will set clear expectations for the knowledge, skills and understanding that pupils should acquire within clear time frames for each subject. They are working closely with other schools to support them in this work. There are early signs that leaders' actions are making a positive difference to the quality of pupils' learning. For instance, the previous inspection identified that teaching failed to challenge Year 1 pupils who were taught alongside children in the early years. Teachers now have clear guidance on what these Year 1 pupils should learn, above and beyond what is expected for the three- and four-year-old children.
- Across the school, staff are beginning to think about the purpose of what they are teaching and how planned activities will develop pupils' knowledge and understanding. Nevertheless, leaders' work has not secured the necessary improvements. The review of the curriculum is a work in progress. Currently, the delivery of the curriculum means that learning is not sequenced coherently. Often, the content taught is at the discretion of the class teacher. As a result, pupils develop gaps in their understanding. Sometimes, they struggle to remember key knowledge, which is set out in the school's curriculum plans. Furthermore, revised curriculum plans do not contain clear enough information on how the aptitudes and needs of all pupils, including those with SEND, will be taken into account.
- Leaders have put in place a suitable framework to check how well pupils are learning.

Therefore, the requirements of paragraph 4 in this part are now met. Leaders have wisely made links with other schools to improve the accuracy and reliability of teachers' assessments. Staff are increasingly aware of pupils who are underachieving. They are starting to put in place extra help, with the aim of helping pupils to catch up. However, staff do not use assessment information as well as they should to inform their planning. Consequently, teaching does not enable pupils to build well on what they already know or can do.

- Notwithstanding the improvements leaders have made, the remaining weaknesses continue to hinder pupils from making the progress of which they are capable. The requirements of these paragraphs remain unmet.

Paragraph 3, 3(j)

- The previous inspection found that the school did not cater effectively for pupils with SEND. The register of pupils' needs was not up to date, and pupils' needs were not fully understood. Additional support for these pupils occurred on an ad hoc basis, and leaders did not monitor its impact. They did not promote equality of opportunity effectively. Weak leadership, including the lack of a special educational needs coordinator (SENCo), contributed to these failings.
- Shortly after the previous inspection, the proprietor appointed two SENCos from existing members of staff. One SENCo leads on the provision for pupils from Year 2 (Class 1) to Year 9 (Class 8). The other SENCo is responsible for the provision in the Kindergarten classes, which includes Nursery- and Reception-aged children, as well as Year 1 pupils. Leaders have carried out a comprehensive review of pupils' needs. The register of pupils' needs has been updated accordingly. This means that leaders and other staff have a more accurate picture of pupils' barriers to learning than was previously the case. Leaders have also introduced personalised programmes of support for pupils with SEND. They have begun to check that any extra help makes a positive difference to pupils' academic outcomes and personal development. However, some programmes of support contain targets that are too vague. This reduces leaders' ability to evaluate the impact of the extra help provided. In addition, the remaining weaknesses in curriculum plans and the quality of teaching continue to hinder the progress of pupils with SEND. Nevertheless, leaders' actions mean that these pupils are no longer discriminated against. The requirements of paragraph 3(j) are now met.

Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- At the time of the previous inspection, careers guidance took place informally. Pupils did not receive high-quality information about their next steps, including about potential careers they might like to pursue.
- Leaders have invested in new resources, including an online programme, so that pupils can find out about different career pathways. Pupils told the inspector that they find the information on offer useful. However, careers guidance remains too informal. Leaders were unable to demonstrate that they have suitable curriculum plans in relation to careers guidance, as required by the independent school standards. Leaders' oversight of the information that pupils obtain is too limited. Consequently, the requirements of these paragraphs continue to be unmet.
- Leaders have not made sure that all the requirements of the independent school standards in this part are met.

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

Paragraph 5, 5(a)

- The previous inspection found that some parts of the curriculum for pupils' personal, social, health and economic (PSHE) education were underdeveloped. As well as the lack of suitable careers guidance, the PSHE programme did not enable pupils to deepen their understanding of British values as well as it should.
- Leaders have rewritten the 'British values statement' to include clear expectations on how the school will actively promote British values. In addition, through their review of the curriculum, leaders have explicitly identified opportunities for pupils to develop and deepen their knowledge of British values. This work has been successful. In discussions, pupils articulated their understanding confidently. For example, they were able to explain how their study of the Romans had enabled them to make comparisons between the role of democracy in ancient civilisations and in modern Britain.
- The requirements of these paragraphs are now met.
- The school complies with the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 11, 16, 16(a), 16(b), 32(1) and 32(1)(c)

- The previous inspection found that safeguarding arrangements were not effective. Leaders were too slow to identify and rectify risks to pupil's welfare. Records related to health and safety were poorly organised and often incomplete. Although leaders had devised suitable policies and procedures, in practice, leaders and other staff did not follow them consistently.
- Leaders have tackled the failings with urgency and rigour. They have drawn astutely on expertise available from external professionals to improve their oversight of the health and safety of the site. This has included a thorough audit of policies and procedures. As a result, systems to check the suitability of the premises are now fit for purpose. Leaders conduct thorough and regular checks on the site. Potential hazards are spotted and addressed promptly. Leaders have streamlined record-keeping to ensure that they have clear and appropriately detailed information on the checks that have taken place, and any actions taken in response. New systems have been introduced to assess the different risks involved in educational activities, such as cooking, crafts and off-site visits. This means that leaders and staff are clear about the risks associated with such activities, and what they can do to mitigate them.
- Leaders have drawn up an action plan to identify key priorities and associated timescales for the ongoing maintenance of the premises. Leaders, including trustees, review the plan regularly and make sure that the agreed actions take place. This has strengthened leaders' understanding of whether the school complies with the standards in this part. In addition, trustees have taken effective steps to increase leaders' and staff's awareness of risk. Leaders and other staff are now aware that safeguarding is the responsibility of all adults in the school. Alongside this, trustees have put in place appropriate systems to ensure that staff with designated responsibilities for safeguarding and health and safety receive sufficient support and guidance to enable them to fulfil their duties effectively.
- As at the time of the previous inspection, the school's safeguarding policy is

comprehensive and incorporates the most recent statutory guidance. It is made available to parents and carers on the school's website. Leaders keep the safeguarding policy under constant review. This ensures that arrangements, including staff training, reflect any changes in government requirements. The single central record of staff suitability checks is also well maintained. It shows that trustees make sure that adults undergo all the required pre-employment checks, and are suitable to work in the school.

- The requirements of these paragraphs are now met.

Paragraph 12

- At the time of the previous inspection, systems to support the safe evacuation of the premises were not fit for purpose. At the start of the inspection, inspectors found that the first and second floor of the premises lacked appropriate fire evacuation signage. In the early years, fire exits were obstructed by children's play equipment. In addition, the fire evacuation point at the front of the building was located in front of a gate that an emergency vehicle would use to gain access to the site. These failings prevented the quick and safe evacuation from the premises in the event of emergency.
- Leaders have taken prompt and effective action to rectify these failings. Evacuation procedures have been reviewed, and a suitable evacuation point has been identified. Fire evacuation signage is displayed clearly on all floors. Leaders have conducted evacuation drills to make sure that adults and pupils understand and follow the new procedures. The revised arrangements for monitoring the health and safety of the premises include regular checks on whether corridors and fire exits are free from obstructions. Leaders' checks also cover other requirements of the Regulatory Reform (Fire Safety) Order 2005, such as those related to emergency lighting and fire extinguishers.
- The school complies with the regulations in this paragraph.

Paragraph 9, 9(b), 9(c) and 10

- The previous inspection found that leaders' oversight of pupils' behaviour was poor. Leaders did not keep accurate records of poor behaviour, including any action taken in response. Incidents of bullying were sometimes dealt with informally or not recorded systematically.
- Leaders have adopted a proactive approach to monitoring pupils' behaviour. They have made sure that suitable systems are in place to record and respond to any incidents that arise, including bullying. The introduction of 'class behaviour books' means that teachers record any concerns or incidents, as well as the sanctions given. Leaders check these records regularly to obtain a full picture of pupils' behaviour. Crucially, leaders now have the necessary information to support pupils who may be experiencing difficulties, and prevent concerns from escalating. The number of serious incidents of unacceptable behaviour, including bullying, is low. Records show that when they do occur, leaders take them seriously and investigate thoroughly.
- The requirements of these paragraphs are now met.

Paragraph 13, 24(1) and 24(1)(b)

- The previous inspection identified that pupils with medical needs did not have personalised care plans. Staff lacked sufficient information on how best to support these pupils. This placed pupils' welfare at risk. In addition, the school's medical room was unsuitable because it did not contain a wash basin.

- Leaders have successfully addressed the issues identified. Working closely with families and external agencies, leaders have obtained up-to-date information on the medical needs of all pupils. Procedures for supporting pupils with medical conditions have been reviewed. Leaders and staff now have clear information on how to ensure that these pupils are well cared for. These include arrangements for the administration of medication and how to respond if an emergency arises.
- The room allocated for providing first-aid and short-term medical care has been relocated. The new room is suitable in size, and includes a washbasin. Medication and first-aid supplies are stored appropriately.
- The requirements of this paragraph are now met.

Paragraph 15

- At the time of the previous inspection, the admission register was not kept up to date. Destinations of pupils who had left the school, including for elective home education, were not routinely recorded or followed up. Pupils were at risk of going missing in education because leaders were unable to demonstrate that they followed statutory guidance when removing pupils from the admission register.
- In response, leaders have implemented a new electronic system for recording information about pupils on the school's roll. Crucially, leaders and staff with responsibility for maintaining the admission register understand the procedures they must follow when a pupil leaves the school. Records show that all statutory requirements are followed, including when a pupil leaves the school for elective home education. This has reduced the risk of pupils going missing in education.
- Pupils' attendance is monitored and analysed thoroughly. Leaders have accurate information to identify and support pupils who do not attend as often as they should.
- The requirements of this paragraph are now met.
- Leaders have ensured that the school complies with the independent school standards in this part.

Part 5. Premises of and accommodation at schools

Paragraph 25, 28(1) and 28(1)(d)

- The previous inspection found that leaders did not have a reliable overview of whether the school was safe and secure. The temperature of the hot water in the pupils' toilets posed a scalding risk.
- As reported above, leaders' actions have secured the necessary improvements in arrangements for the suitability and maintenance of the premises.
- New valves have been installed to washbasins to regulate the temperature of the water. This has made sure that hot water is at a safe temperature for pupils' use.
- The requirements of these paragraphs are now met.
- Leaders have made sure that all of the independent school standards in this part are met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(2), 32(2)(b), 32(2)(b)(ii), 32(3) and 32(3)(b)

- During the previous inspection, leaders were unable to demonstrate that all the required information was made available to parents.
- Leaders have updated the website in response to the findings of the previous inspection. Information on how the school supports pupils with SEND, as well as contact details for the proprietor, are published.
- The requirements of these paragraphs are met.
- Leaders have made sure that all of the independent school standards in this part are met.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found that leadership was not fit for purpose. Although trustees articulated a clear vision for pupils' education, they had not established a leadership structure to promote and realise their aims. Staff with leadership responsibilities did not work together to ensure that pupils received an adequate standard of education. Consequently, important aspects of the school's work, including safeguarding, had been neglected.
- The proprietor has taken clear steps to develop the quality of leadership and management, including establishing a leadership structure with clear lines of accountability. The remit of the management body has been expanded to cover all areas of school life, and not just finance. Trustees and leaders meet regularly to evaluate their work to secure improvements, including checking whether the school complies with the independent school standards. These changes represent a considerable step forward in leadership arrangements. Crucially, they have ensured that trustees have appropriate oversight of leaders' work, and are able to support and challenge leaders effectively. This is particularly the case with safeguarding arrangements and the health and safety of the site. As a result, trustees have made sure that the school promotes pupils' well-being effectively. The requirements of paragraph 34(1)(c) are now met.
- Trustees are accurate and realistic about the further work needed to make sure that the standards in Part 1 are met consistently. Trustees have actively sought out opportunities for leaders to learn from effective practice in other schools. This includes those outside of the Steiner community. This approach is proving effective and encourages leaders and other staff to develop their knowledge, skills and understanding. Nevertheless, leaders' work has not had enough impact on the quality of education. Shortcomings in the curriculum and the quality of teaching impede pupils' ability to learn and attain well. Consequently, the requirements of paragraphs 34(1)(a) and 34(1)(b) remain unmet.

Schedule 10 of the Equality Act 2010

- The previous inspection found that leaders were not doing enough to meet the requirements of the Equality Act 2010. Leaders did not have a suitable plan to improve the way in which pupils with SEND were able to access the premises and the curriculum.
- Leaders have written a detailed plan, which sets out how they intend to promote equality of opportunity, in terms of access to the curriculum and the school site. Plans contains suitable targets and timescales, as well as criteria for how leaders will measure the impact of their work. Improvements to the provision for pupils with SEND also mean

that these pupils are no longer discriminated against.

- The school now meets the requirements of the Equality Act 2010.

Statutory requirements of the early years foundation stage

- The previous inspection found that weaknesses in safeguarding arrangements were detrimental to children's welfare. Adults' awareness of risk was limited. Children were not kept safe. In addition, the provision for children with SEND was poor. Staff were not supported to identify children's additional needs or put in place suitable support at an early stage. Consequently, the following statutory requirements of the early years foundation stage were unmet: 1.6, 3.54, 3.55, 3.64 and 3.67.
- Leaders' and staff's oversight of the safety and suitability of the classrooms, both indoors and out, is much improved. As with the rest of the school, leaders carry out regular checks to ensure that the environment is well maintained, secure and free from hazards.
- Leadership for the kindergarten has a secure understanding of children's needs. The recently appointed SENCo has made sure that staff know about children's barriers to learning. Where appropriate, children benefit from suitable extra help so that they learn as well as their peers.
- New leadership arrangements in the early years means that leaders and staff have a stronger awareness of children's learning and development than was previously the case.
- The school complies with the statutory welfare requirements and learning and development requirements of the early years foundation stage.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	101073
DfE registration number	208/6344
Inspection number	10102839

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 status	Independent school
Age range of pupils	3 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	74
Number of part-time pupils	13
Proprietor	The Waldorf School of South West London Ltd
Chair	Philip Martyn
Headteacher	Not applicable
Annual fees (day pupils)	£4,086 to £8,664
Telephone number	020 8772 3504
Website	www.londonsteinerschool.org
Email address	office@londonsteinerschool.org
Date of previous standard inspection	27–29 November 2018

Information about this school

- London Steiner School provides Steiner-based education for boys and girls aged three to 14. The school is located in a residential area of Balham, SW12. The premises consist of a former residential building converted for educational use.
- The school's aim is 'to provide a holistic education that nurtures the children to become well rounded, confident, independently minded, creative thinkers who are authors of their own life, and well prepared for the needs of the 21st century.'
- The kindergarten provides early years education for children in the Nursery and Reception

Year. Year 1 pupils are also taught in the kindergarten. Pupils enter the lower school in Year 2 (class 1) and leave upon completion of Year 9 (class 8).

- The school has no headteacher. The college of teachers provides oversight of pupils' learning. The work of the college is usually overseen by a chair. At the time of the previous inspection, this position was vacant. The role of chair is currently shared between two members of the teaching staff. In addition, trustees have formed a management body which oversees all aspects of the school's work. The body comprises the two chairs of the college, trustees, other members of staff with leadership and management responsibilities and two parents.
- According to the school's information, approximately one in 10 pupils have additional needs. The school does not make use of any alternative provision.
- The school's last full standard inspection was in November 2018, when its overall effectiveness was judged to be inadequate. The school subsequently submitted an action plan to the Department for Education (DfE), which was rejected.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was carried out without notice.
- This is the first progress monitoring inspection since the school was judged to be inadequate in November 2018. The inspector was asked to focus on checking whether the school complied with particular requirements within Parts 1, 2, 3, 5, 6 and 8 of the independent school standards. The inspector was also asked to evaluate whether the school met the statutory welfare and learning and development requirements of the early years foundation stage.
- The registration authority required the school to draw up an action plan to outline how leaders planned to meet the unmet standards. The action plan was evaluated by Ofsted in March 2019, and was judged as not acceptable.
- The inspector toured the premises and held meetings with leaders, including trustees and the chairs of the College of Teachers. The inspector met with members of staff with designated responsibilities for safeguarding, health and safety, behaviour and admissions.
- The inspector looked at curriculum plans, visited classrooms and met with a group of pupils from Years 6 to 8. Inspectors also looked at samples of pupils' work together with leaders.
- A wide range of documentation related to pupils' safety and well-being was considered, including policies and procedures, behaviour logs, risk assessments and records of health and safety checks. The inspector also reviewed the school's single central record of pre-employment checks on adults, including staff, trustees and volunteers.
- The inspector took account of the 43 most recent responses to Ofsted's survey for parents.

Inspection team

Sarah Murphy-Dutton, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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; and
 - 2(1)(b) the written policy, plans and schemes of work—
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(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;
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(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;

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.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act
- 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 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
- 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.
- 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.

- 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.
- 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

- 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)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 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)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(a) the information specified in sub-paragraph (2) is provided 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)(b) 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(2) The information specified in this sub-paragraph is—
 - 32(2)(b) either—
 - 32(2)(b)(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office.
- 32(3) The information specified in this sub-paragraph is—
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

Part. 8 The 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)(c) actively promote the well-being of pupils.

The school now meets the following learning and development requirements of the early years foundation stage

- 1.6 Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

The school now meets the following safeguarding and welfare requirements of the early years foundation stage

- 3.54 Providers must ensure that their premises are fit for purpose and suitable. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).
- 3.55 Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency.
- 3.64 Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risk and must be able to demonstrate how they are managing risk.
- 3.67 Providers must have arrangements in place to support children with SEND.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019