

Abbey Rose School

Gloucester Road, Tewkesbury, Gloucestershire GL20 7DG

Inspection dates

26–27 February 2020

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

Paragraphs 2(1), 2(1)(a), (2)(2), 2(2)(a), 2(2)(e)–2(2)(e)(iii), 2(2)(g), 2(2)(h) and 2(2)(i)

- There continues to be a lack of leadership capacity. This has prevented leaders from tackling fundamental weaknesses in the quality of education. A series of interim leaders and a lack of any structure of accountability have slowed school improvement. Basic expectations are left unmet.
- Leaders have devised new curriculum plans to ensure coverage of the curriculum. Curriculum plans cover the areas required by the standards. However, this new curriculum is yet to be implemented.
- The school's action plan proposed to improve pupils' phonics, reading, writing and numeracy. This has not been achieved. Leaders have purchased resources and begun to train staff in the chosen phonics programme. However, the curriculum has not been implemented. Resources are still lacking to develop pupils' basic skills in mathematics in particular.
- Pupils are not well prepared for the responsibilities of life in British society. The provision for careers guidance does not meet current requirements. At the previous full inspection, it was reported that careers guidance was haphazard. Little has changed. Leaders have thought about what should be done and have made themselves more aware about what appropriate careers provision might look like. However, they have not met their own timescales. Careers provision remains, at best, weak.
- These standards remain unmet.

Paragraphs 2(1)(b)(i), 2(2)(d)(i)–2(2)(d)(ii)

- Leaders have made sure that pupils' individual education plans take account of pupils' starting points and the objectives set out in their education, health and care (EHC) plans. However, plans are too new. They have not had any discernible impact on pupils' achievement.
- A very recent programme of personal, social and health education (PSHE) has helped pupils to begin to understand aspects such as democracy.
- These standards are now met.

Paragraphs 3, 3(a)–(c), 3(f) and 3(h)

- There have been changes in teaching staff. The interim headteacher has focused on supporting the subject knowledge of teaching staff to deliver the curriculum and phonics in particular. Detailed plans help teaching staff to be organised. However, there is little evidence of the impact of this work as plans have yet to be implemented. Pupils are not acquiring new knowledge. Currently, teaching is not supporting pupils to apply effort.
- Teaching staff value leaders' support and the training leaders have provided. Staff morale is good. However, in these early stages, staff lack confidence in their abilities to deliver the curriculum. It is too soon to see any impact of the changes to the curriculum.
- Leaders' current strategy for staff development is to build staff confidence. School leaders have not established a culture or system to make checks or hold teachers to account. Leaders do not know the current strengths or weaknesses of the newly implemented curriculum, teaching strategies or behaviour management.
- Leaders have invested in plans and schemes for teaching but have yet to purchase appropriate resources to support teaching. Consequently, teaching is limited according to the resources available.
- These standards remain unmet.

Paragraphs 3(d) and 3(e)

- The interim headteacher has ensured that staff have a clear understanding of pupils' starting points. Teachers' planning reflects a clear understanding of these needs.
- These standards are now met.
- Overall, the standards in this part remain unmet.

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

Paragraphs 5, 5(a), 5(b)(ii)–(v)

- Leaders have not met their own timescales in tackling weaknesses in pupils' spiritual, moral, social and cultural development. Their action plan identified that all aspects would be in place by the end of January. Actions are overdue.
- Little has changed since the previous standard inspection. The proprietor has not ensured that the school's curriculum and policies support pupils' spiritual, moral, social and cultural development.
- Leaders have initiated a school council. A programme of school assemblies has been drafted. Few of these have happened. Where they have, they have begun to introduce cultural and current news topics. However, there continues to be a lack of opportunities for pupils to engage with, or support, the local or wider community.
- Leaders' expectations have previously been too low. Pupils have not been exposed to a curriculum which supports their understanding of fundamental British values. The current interim headteacher has raised staff expectations.
- Leaders' actions have been too slow. For example, it was the first day of the school's new behaviour management system at the time of this inspection. Pupils currently struggle to distinguish right from wrong. Leaders have a vision of how they will support

pupils in this respect. However, three months on from the initial inspection that identified weaknesses, the vision is still to be implemented.

- These standards remain unmet.

Paragraphs 5(b)(i), 5(b)(vi), 5(b)(vii), 5(c) and 5(d)(i)–5(d)(iii)

- Leaders have designed and implemented a scheme of work in personal, social and health education that supports pupil's self-esteem and self-knowledge.
- These standards are now met.
- Overall, the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a)–(b), 9, 9(b)–(c), 11, 12 and 15

- The inspection in November identified weaknesses in health and safety procedures. Pupils were at risk. At the emergency inspection in December 2019, it was found that the proprietor had still not maintained some aspects of the premises or facilities well enough. Welfare, health and safety standards were not being consistently met. Many of these weaknesses remain.
- Senior leaders with responsibility for the oversight of safeguarding had wrongly 'signed off' the school's action plan for safeguarding as being complete and effective. Safeguarding procedures remain ineffective. Pupils are still at risk of harm.
- Inspectors found documents such as the safeguarding policy are misleading with the wrong names and photographs of responsible staff. This was rectified by the end of this inspection.
- Leaders do not ensure that child protection records are kept effectively. The handover between various interim leaders has been ineffective. Records are incomplete or missing.
- Leaders have not followed guidelines to ensure that pupils are free from harm. They have failed to learn from serious incidents that have occurred at the school. The sharing of information is weak and documentation of incidents poor.
- The health and safety policy has been updated and there is a greater awareness amongst staff who carry out day-to-day maintenance. However, the policy is still not implemented sufficiently well.
- The proprietor has acted to put in systems to check the health and safety systems in school. Weekly visits take place to carry out checks. However, this additional oversight is not ensuring that the issues are identified or followed up rigorously. For example, there are now appropriate checks to ensure that pupils can evacuate the building safely and that the fire alarm works. However, during a fire drill, a fire exit door could not be opened. There is no evidence of this being followed up. Leaders with responsibility for checking compliance have been given responsibilities without the necessary training to carry out roles effectively. Systems are in their infancy.
- The proprietor has continued to fail to maintain an admissions register in accordance with the education (Pupil Registration) (England) Regulations 2006. Inspectors identified errors in the current admissions register that leaders were unaware of.
- Leaders have now written a new behaviour policy which sets out sanctions to be adopted in the event of pupil misbehaviour. Leaders' oversight of the impact of this

policy is weak. Inspectors investigation into incidents found that the school's policy is not being implemented effectively and is not making a difference.

- Staff have told school leaders that they lack confidence in using the school's behaviour management system to report incidents. Conscientious leaders are doing all they can to support staff with this. However, the system is not fit for purpose. Proprietors have planned to review the system's effectiveness. Leaders responsible for oversight admit that the system is 'clunky', hard for staff to manage and does not provide the necessary overviews they need.
- These standards remain unmet.

Paragraph 9(a), 16(a) and 16(b)

- Leaders have drawn up a behaviour policy that clearly sets out sanctions in the event of misbehaviour.
- Leaders have drawn up a risk assessment policy and take appropriate action to reduce any risks identified.
- The standards in these paragraphs are now met.
- Overall, the standards in this part are not met.

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

Paragraph 18(2), 18(2)(a)–(e), 18(3), 19(2)–19(2)(d)(ii), 19(3) and 21(3)–21(3)(a)(b)

- Leaders have ensured that staff recruitment procedures meet statutory requirements. The school's single central record is completed accurately.
- The emergency inspection in December identified that missing safety checks mean that the health, safety and welfare of pupils on the premises cannot be assured. Trustees have put into place the actions on the school's plan, but a lack of rigour and oversight mean that weaknesses remain. Leaders have an overoptimistic view that systemic weaknesses have been tackled.
- The standards in this part are now met.

Part 5. Premises and accommodation at schools

Paragraph 25

- The emergency inspection in December identified that missing safety checks mean that the health, safety and welfare of pupils on the premises cannot be assured. Trustees have put into place the actions on the school's plan, but a lack of rigour and oversight mean that weaknesses remain. Leaders have an overoptimistic view that systemic weaknesses have been tackled.
- The standards in this part remain unmet.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(2), 32(2)(a)

- Leaders have ensured that the school's website now displays the school's address and contact details of the headteacher.
- Overall the standards in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1)–34(1)(c)

- Trustees have failed to secure strong leadership. The school continues to perform badly. Pupils do not receive an acceptable standard of education.
- The progress of school improvement has been hindered by turbulence in staffing. In addition, trustees have been lax in their responsibilities. Leadership capacity remains weak with interim, part-time, temporary leadership. Trustees have acted to bring about some stability with the permanent appointment of a deputy headteacher. The newly formed school leadership team is making some positive inroads. The interim headteacher has gained the respect of staff.
- The emergency inspection conducted in December identified that trustees and school leaders had not had the training they need to understand the independent school standards (ISS). Trustees have sought guidance but still do not have a secure understanding of the independent school standards. Consequently, many of the standards that were unmet at either the November or December 2019 inspections are still not met.
- Minutes of trustee meetings show that very basic systems are absent. Trustees do not gather the information that they need to gain suitable oversight of the school's work. There is little evidence of trustees holding school leaders to account.
- The school's action plan lacks the necessary detail to bring about improvement. Timescales are unrealistic or inappropriate. Success criteria are too vague. The plan lacks milestones and confuses who is taking the action with who is checking the action.
- Although some actions have been taken to remedy the specific points identified during previous inspections, systemic weaknesses remain. Leaders have not established the systems and structures needed to meet, monitor and maintain the ISS. School leaders have clarified the roles and responsibilities of teaching staff as a starting point to holding staff to account. However, trustees have failed to clarify the roles and responsibilities of senior leaders. There is an overlap in some aspects of monitoring and an absence of checks in others.
- New leaders are attempting to complete the actions in the school's action plan. However, the lack of rigorous scrutiny and recording previously means that progress is slow, has not been sustained or is non-existent. The proprietor's oversight of school improvement is weak. They have an optimistic and inaccurate view of the success of their actions.
- Leaders have attempted to strengthen the oversight of welfare, health and safety of the premises. However, staff are not suitably skilled and experienced to fulfil their leadership roles.
- The standard in this part remains unmet.

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	146524
DfE registration number	916/6023
Inspection number	10146398

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 special school
Age range of pupils	8 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	3
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Orbis Education and Care Ltd
Chair	Mike Currier
Headteacher	Michelle Stone
Annual fees (day pupils)	£70,000 to £95,000
Telephone number	07539 123080
Website	www.orbis-group.co.uk/abbey-rose-gloucester
Email address	lucy.pottinger@orbis-group.co.uk
Date of previous standard inspection	5–7 November 2019

Information about this school

- Abbey Rose School is operated by Orbis Education and Care Limited. The proprietor also operates four schools in Wales.

- The school offers education for pupils with a formal diagnosis of autism spectrum disorder or associated needs. All pupils have an education, health and care plan or are about to have one. All are placed at the school by their respective local authority.
- The school was registered and opened on 14 March 2019. The first standard inspection of the school was carried out on 5–7 November 2019, when the school was judged to be inadequate.
- An emergency inspection took place in December 2019, as a result of concerns regarding pupils' welfare and safety.
- The school uses one alternative provision. It checks the safety and welfare of pupils in this provision.
- There are currently no pupils in the sixth-form provision.

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 took place with no notice.
- The registration authority required the school to prepare an action plan as a result of non-compliance with the independent school standards. Ofsted evaluated this plan. The DfE rejected the action plan. Inspectors evaluated the revised action plan as part of this inspection.
- Inspectors met with senior leaders, staff and trustees. They also met with pupils to ascertain their views of the school and the changes that have taken place.
- Inspectors visited a lesson. They looked at pupils' records of achievement and scrutinised assembly books.
- Inspectors reviewed a range of documentation including safeguarding and behaviour records, the school's action plan, staff development records and minutes of meetings.

Inspection team

Tracy Hannon, lead inspector

Martin Bragg

Her Majesty's Inspector

Ofsted 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(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)(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)(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(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(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 principles are actively promoted which—
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) 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 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 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.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 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)(d) personal, social, health and economic education which—
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 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;

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

- The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage 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; and
- 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 in attendance at the 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, or
- 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

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- 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 4. Suitability of staff

- 18 (2) The standard in this paragraph is met if—
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person—
 - 18(2)(c)(i) the person's identity;
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(c)(iv) where appropriate, the person's qualifications;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal

record certificate is obtained before or as soon as practicable after that person's appointment;

- 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 19(2) The standard in this paragraph is met if—
 - 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received—
 - 19(2)(a)(i) written notification from the employment business in relation to that person—
 - 19(2)(a)(i)(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;
 - 19(2)(a)(i)(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check;
 - 19(2)(a)(i)(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
 - 19(2)(a)(i)(dd) that, where that person is one for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State; and
 - 19(2)(a)(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;
 - 19(2)(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
 - 19(2)(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);
 - 19(2)(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—
 - 19(2)(d)(i) the notification referred to in paragraph (a)(i); and
 - 19(2)(d)(ii) a copy of any enhanced criminal record certificate which the employment business obtains, in respect of any person whom the employment business supplies to the school;

- 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is—
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—
 - 21(3)(a)(i) S’s identity was checked;
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S’s right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e), including the date on which each such check was completed, or the certificate obtained; and
 - 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

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(2) The information specified in this sub-paragraph is—
 - 32(2)(a) the school’s address and telephone number and the name of the head teacher.

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