

Horatio House Independent School

Low Road, Shelton, Norwich NR15 2SD

Inspection dates

4 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

Paragraph 2, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- At the time of the standard inspection, pupils were not receiving their full entitlement to learning. Detailed schemes of work, taking into account the ages, aptitudes and needs of all pupils, were not in place across a wide range of subjects. Pupils' personal, health and social education (PSHE) was not effective.
- Pupils are still not receiving their full entitlement to learning. Some pupils do not receive a full-time education. The curriculum on offer is narrow. Leaders are currently providing tuition in art, English, mathematics and science. Leaders consider these subjects to be a priority given the significant gaps that exist in pupils' knowledge and understanding.
- Although plans are in place for the above subjects, these do not make clear how learning will be adapted to take into account the ages, aptitudes and needs of all pupils. Detailed schemes of work for all curriculum subjects were not available during this inspection.
- Leaders' monitoring indicates that, over time, adaptations to learning in mathematics have not ensured that less-able pupils acquire the numeracy skills that they should.
- Leaders have provided some PSHE education to pupils, with a focus on sex and relationships education. However, this aspect of the standard has not been met on a consistent basis. When pupils have been provided with tuition at home, this has not included PSHE-related instruction.
- These aspects of the standard remain unmet.

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

- At the time of the previous standard inspection, pupils received very little careers guidance information.
- Leaders have ensured that pupils receive individual careers guidance interviews. The advice pupils have been offered has helped them to understand what they will need to do to achieve their goals. Pupils are being supported well in making applications for courses of study or for jobs that are a good match for their skills, interests and aptitudes.

- During this inspection, pupils told the inspector about their ambitions, and how their desire to realise them had prompted them to make positive changes to their attendance and behaviour.

- These aspects of the standard are now met.

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

- At the time of the standard inspection in May 2019, teachers were not assessing pupils' progress accurately or using the information to plan the next steps in pupils' learning. Pupils' learning was not secure in subjects other than art, mathematics and science.
- For a significant period of time, owing to the closure of the school's previous site, pupils have been educated at home by tutors. Some pupils continue to be educated off-site. Leaders' monitoring information indicates that, too often, tutors have not routinely ensured that the work given to pupils is appropriate or helps them to build on what they already know.
- Leaders have taken steps to determine what pupils know and can do in English, mathematics and science. They have devised a means by which to track the progress pupils make through the curriculum in these subjects. It is too soon to determine the impact of this work.
- The curriculum offer is too narrow. The range of subjects beyond English, mathematics and science is very limited. Although leaders intend to offer a broader curriculum, staff have not had training in, or guidance about, the teaching of other subjects.
- The strengths noted at the time of the previous inspection in respect of most pupils' learning and progress in mathematics, science and art remain evident.
- These aspects of the standard remain unmet.

Paragraph 3, 3(h), 3(i), 3(j)

- At the time of the previous standard inspection, in too many lessons, pupils' behaviour slowed learning down or prevented it from happening. There was an absence of information about how leaders were ensuring teaching did not undermine fundamental British values or discriminate against pupils.
- Behaviour at the school has improved considerably. Teachers enjoy positive relationships with pupils, who they know well. Teachers typically de-escalate situations well and help pupils to stay focused on their learning.
- Leaders' monitoring of teaching is more systematic than was the case at the time of the previous inspection. Leaders' records do not indicate that any aspect of teaching undermines fundamental British values or is discriminatory.
- The school now meets these aspects of the standard.

Paragraph 4

- At the time of the previous standard inspection, there was no established assessment procedure in place. This meant that leaders were unable to determine how well pupils were doing.

- Leaders have recently established an assessment system whereby termly summative judgements will be made about how well pupils are doing. The criteria by which pupils will be assessed are clear, but the system is not yet fully in place.
- This standard remains unmet.
- Overall, paragraphs 2, 3 and 4 of the independent school standards remain unmet.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)

- At the time of the previous inspection, pupils' spiritual, moral, social and cultural education was underdeveloped. Pupils had a limited understanding of fundamental British values. They had little awareness of prejudice-based issues and people from different backgrounds.
- During this inspection, leaders provided evidence of work to promote pupils' understanding of the democratic process, and of the role of some of Britain's public institutions and services. When at school, pupils are encouraged to consider moral issues and current affairs, for example, which are discussed in assemblies.
- However, pupils have not benefited from engagement in such activities consistently. For a significant proportion of the period since the previous full inspection, pupils have received education at home in English, mathematics and science only.
- Although the school has now reopened, on its new site, some pupils continue to be taught at home. The arrangements made for their education do not promote these pupils' spiritual, moral, social and cultural development effectively.
- These aspects of the standard remain unmet.

Paragraph 5, 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- At the time of the previous full inspection, there was an absence of evidence about how leaders were preventing the promotion of partisan political views and ensuring that pupils were instead offered a balanced presentation of differing perspectives.
- Leaders' monitoring is now more careful and systematic, including of lessons taught in school and of teaching given by tutors at home. Leaders also make checks on the content of assemblies before they are delivered. They are taking reasonable steps to ensure that pupils do not receive a biased presentation of political views in any of the contexts in which they learn.
- These aspects of the standard are now met.
- Overall, paragraph 5 of the independent school standards remains unmet.

Part 3. Welfare, health and safety of pupils

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

- At the time of the previous full inspection, the school's arrangements for safeguarding were ineffective. Safeguarding records were poorly kept. Leaders were not ensuring that all alternative providers and work placements had procedures in place to protect pupils. Checks on where pupils were when they were absent from school were not rigorous enough. Temporary staff had not received sufficient safeguarding and other training.

- Leaders have reorganised the safeguarding files. These are now well kept. The information within them is arranged chronologically. Summaries in each file enable staff to see what has been done to safeguard an individual and to plan appropriate next steps.
- Scrutiny of files indicates that staff know the individual circumstances of pupils well, and that they are liaising in a timely and determined manner with relevant external agencies to ensure that pupils' needs are met.
- Leaders have undertaken the correct checks on the procedures used by external providers of education and work experience to protect pupils. Leaders make daily contact with all such providers to check that pupils are in attendance. Each pupil who works or learns off-site has an individual risk assessment in place.
- Proprietors, together with members of the improvement board, are taking steps to verify that procedures are fit for purpose. They review how individuals are being supported and the impact of that help. Those responsible for governance have also checked that leaders have made changes recommended by the local authority's audit of provision.
- Leaders have tightened their procedures for checking on pupils when they are absent. Daily contact takes place, as do very regular home visits. Leaders check any patterns of absence and use their understanding of a pupil's circumstances to identify when these are of concern. They take appropriate follow-up action.
- Attendance, though still too low, is significantly higher than it was at the time of the previous full standard inspection.
- Leaders have continued to ensure that staff receive effective and regular safeguarding training. The school no longer makes use of temporary staff.
- The single central record contains all the required information. Leaders check these records periodically and ensure that they are complete.
- The school's child protection policy is up-to-date, comprehensive and reflects statutory guidance appropriately.
- This standard is now met.

Paragraph 9, 9(b), 9(c)

- In May 2019, at the time of the previous standard inspection, behaviour was very poor. The school's behaviour policy was not implemented successfully.
- Leaders have made changes to the behaviour policy. Pupils and staff spoken with during the inspection said that behaviour has improved. Pupils are engaging with the behaviour system appropriately and positively. There has been a significant reduction in the incidence of serious misbehaviour.
- The incidence of fixed-term exclusion, declining at the time of the previous standard inspection, has fallen further because behaviour has improved. Fixed-term exclusion is now used very infrequently.
- This standard is now met.

Paragraph 11

- At the time of the previous standard inspection, pupils did not have a safe place in which to learn. Parts of the school building were unsafe. Health and safety checks were not routinely carried out.

- The new school site is a safe, secure and pleasant environment in which to learn. Pupils and staff spoke positively during the inspection about the difference this is making to their day-to-day experience.
- Leaders commissioned a full health and safety audit of the new premises, and acted on the recommendations made, prior to admitting pupils to the school. Leaders have put in place a system of daily premises checks and are recording these.
- This standard is now met.

Paragraph 12

- At the time of the previous standard inspection, leaders were not ensuring that all the necessary checks were made to ensure the school's compliance with fire safety regulations.
- Prior to the opening of the new school site, leaders commissioned a full fire safety audit. They have acted on the key recommendations, installing smoke alarms and fire-fighting equipment and replacing fire doors. Staff and pupils have been trained in the evacuation procedure. Leaders are making the relevant ongoing checks to ensure compliance with the regulations.
- This standard is now met.

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

- Leaders were not assessing risks carefully, including potential risks to pupils' well-being when absent or attending alternative providers.
- As is made clear in respect of paragraph 7 of the independent school standards, above, leaders are now meeting this requirement of the standard.
- This standard is now met.

Part 4. Suitability of staff, supply staff and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)

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

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

- These standards were met at the previous standard inspection. They were also checked as part of this inspection.
- Leaders carry out all appropriate checks on staff, governors and members of the proprietorial body. These are well recorded and maintained on the school's single central record.
- Staff files are well maintained and demonstrate that thorough checks are made on staff prior to their appointment.
- Leaders have ensured that these standards remain met.

Part 5. Premises of and accommodation at schools

- At the request of the DfE, the inspector checked the school's compliance with each paragraph within this part of the independent school standards. This was because the school moved to a new site, a former primary school, subsequent to the May 2019 full standard inspection.

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

- Suitable toilet and washing facilities are provided for pupils.
- This aspect of the standard is met.

Paragraph 23(1), 23(1)(c)

- Suitable changing accommodation and showers are not provided for pupils.
- This aspect of the standard is not met.

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

- First aid supplies are available within the school's medical room, which contains a sink and is near to a toilet. However, the medical room does not contain a bed, so it is not suitable accommodation to cater for pupils' short-term medical needs.
- This standard is not met.

Paragraph 25

- Leaders have ensured that the new school site is maintained to a standard that ensures the health, safety and welfare of pupils. Electrical and other safety checks have been carried out, as have any necessary improvements.
- This standard is met.

Paragraph 26

- The acoustic conditions and sound insulation in each room are sufficient to enable learning and other activities to take place without hindrance.
- This standard is met.

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

- Classrooms and other internal spaces are suitably lit. Automatic external lighting is in place to the extent that pupils and staff can safely enter and leave the school premises.
- This standard is met.

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

- Pupils have access to drinking water, which is clearly labelled as such, during the school day. The temperature at which hot water is provided does not present a scalding risk.
- This standard is met.

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

- The school's grounds are well maintained. They provide sufficient space for pupils to play outside and to take part in physical education.
- This standard is met.

Part 6. Provision of information

Paragraph 32, 32(1), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(j), 32(3), 32(3)(d), 32(3)(e), 32(3)(g)

- At the time of the previous inspection, in May 2019, the school's leaders were not making key pieces of information available to parents and others, as required.
- Subsequent to the full standard inspection in May 2019, leaders ensured that general information about the school, together with details of the school's admissions, behaviour, curriculum, child protection and other policies, were accessible via the school's website.
- Leaders made this information available to parents via letters and email communications following the closure of the school's previous site, because the website was not available during this period.
- During this inspection, leaders showed the inspector the school's new website, which was under construction. Leaders have populated the website with the required information.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(c)

- At the time of the previous inspection, leaders were not ensuring that arrangements for safeguarding and for otherwise promoting pupils' well-being were effective.
- Leaders, including those responsible for governance, are now meeting their statutory duties relating to the safeguarding of pupils. Arrangements at the school promote pupils' well-being.
- This aspect of the standard is now met.

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

- At the time of the previous inspection in May 2019, leaders were not ensuring that all of the independent school standards were met. Leadership was unstable. Leaders were not analysing key information, including in respect of attendance and behaviour, or using this analysis to make appropriate improvements. There were no procedures in place for reviewing pupils' education, health and care plans.
- Leadership is now more stable. Leaders, aided by the school's new proprietors and the recently appointed executive headteacher, have managed the school's transition to a new site well.
- Leaders have established stronger systems by which to monitor aspects of the school's work and its impact, including on pupils' behaviour, attendance and safety. In each of these respects, the school is more effective than previously.
- Leaders are reviewing pupils' education, health and care plans and improving provision for pupils with special educational needs and/or disabilities (SEND). Leaders, assisted by the local authority, are working well to ensure that the remaining pupils on roll move on to appropriate educational or work placements by the time of the school's closure at the end of the current academic year.
- The school's improvement board continues to provide thorough scrutiny of the school's work and the actions taken to improve it. This scrutiny is being supplemented through

that of members of the highly knowledgeable and experienced proprietorial body, some of whom serve on the recently established advisory board.

- Leaders have not ensured that all of the independent school standards are met. Some of the standards have remained unmet at successive inspections.
- The independent school standard remains unmet.

Schedule 10 of the Equality Act 2010

- Leaders have not produced an accessibility plan for the school's new site.

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	143081
DfE registration number	935/6009
Inspection number	10126729

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	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	18
Number of part-time pupils	None
Proprietor	NCC HH Limited
Chair	Chris Snudden
Headteacher	Mrs Alice Redfearn
Annual fees (day pupils)	£18,000
Telephone number	01508 531 172
Website	www.sheltonhh.org.uk
Email address	office@sheltonhh.org.uk
Date of previous standard inspection	14–16 May 2019

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.
- At the time of the previous full inspection, the school was based at Lound Campus, Church Lane, Lound, Lowestoft, Suffolk NR32 5LL. In November 2019, education on that site ceased when the school's then proprietor, Great Yarmouth Community Trust, went into receivership. The local authority found places in other educational establishments for many of the school's pupils.

- The current proprietorial body, NCC Horatio House Limited, was set up by, and is run by, employees of Norfolk local authority. NCC Horatio House Limited arranged for home tuition to be provided for the remaining pupils while a new site was found and adapted for the school's use.
- The current site opened and began to admit pupils on 27 January 2020.
- The proprietor has ceased admitting new pupils to the school. Plans are in place to secure appropriate placements at other schools for the remaining pupils on roll, all of whom are in Year 10 and Year 11, by the end of the current academic year. It is anticipated that the school will close by the end of July 2020.
- Pupils at the school have social, emotional and behavioural needs and many did not attend regularly before joining the school. Nine pupils have an education, health and care plan.
- The school uses alternative provision for pupils, provided by: 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.
- Evaluations of the school's proposed action plan were carried out in October 2017 and February 2018. The action plans submitted were found to be not acceptable on both occasions. A third evaluation was conducted in July 2018, which deemed the plan acceptable, subject to modifications.
- In October 2018, Ofsted conducted a progress monitoring inspection. The inspection judged that the independent school standards not met at the time of the June 2017 standard inspection remained unmet.
- Following the October 2018 progress monitoring inspection, the school submitted an action plan to outline how they were to address the failings in meeting the independent school standards. This plan was judged as not acceptable.
- A full standard inspection of the school was carried out in May 2019. The inspection judged the school's overall effectiveness to be inadequate. A significant number of the independent school standards were not met.
- Following the full inspection in May 2019, a further action plan was submitted by the previous proprietor. This plan was judged as not acceptable. At the time of this inspection, the new proprietor had yet to produce a revised action plan.

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.
- This is the first monitoring inspection since the full standard inspection in May 2019, when the school did not meet all of the independent school standards.
- The DfE commissioned Ofsted to conduct this progress monitoring inspection without notice.

- The inspector met with the executive headteacher, the headteacher, other members of staff and members of both the improvement board and advisory body. The inspector spoke with representatives of the proprietorial body, and with a representative of the local authority with responsibility for safeguarding. The inspector spoke with a small group of pupils and considered other information about pupils' views.
- The inspector considered a wide range of documentation, including curriculum plans, the school's self-evaluation and information relating to the school's safeguarding arrangements. Information about the school's premises and the school's promotion of health and safety was also considered.
- The inspector visited classes to observe learning and scrutinised work in pupils' books.

Inspection team

Jason Howard, 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 un-met 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 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;
 - 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)(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;
 - 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.

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.

Standards that were met at the previous inspection, but are now judged not to be met at this inspection:

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

The school now meets some parts of the independent school standards

- 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 them to fulfil their potential.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 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.
- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

- 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.
- 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 the relevant health and safety laws are complied with by the drawing up and implementing of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that–
- 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.
- 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 and safety and welfare of pupils are assured.
- 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 in this paragraph is met 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.
- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 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.

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/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 looked after children, 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 <http://reports.ofsted.gov.uk/>.

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.gov.uk/ofsted

© Crown copyright 2020