

The Levels School

7 Bath Road, Ashcott, Somerset TA7 9QS

Inspection dates

14 July 2020

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2, 3, 4

- Leaders have constructed a curriculum that lacks clarity and quality. Plans are confusing because they have been collated from a range of settings, without their suitability being checked. Schemes of work are either poor or incomplete. Current curriculum plans contain vague end-goals, which make it difficult for teachers to plan teaching that meets pupils' needs and assess pupils' progress and attainment accurately.
- Leaders aim to prioritise giving pupils a broad curriculum that provides them with a solid grounding in English and mathematics. However, English and mathematics plans are poor in quality and lack ambition. In addition, leaders are yet to identify which phonics programme they intend to use and do not have the resources to support pupils' phonics and early reading skills.
- Personal, social and health education (PSHE) plans are confused. Curriculum documents lack cohesion and do not provide a clear sequence of learning for pupils as they move through the school.
- Plans in the following subjects are incomplete and do not cover the age range of pupils they intend to provide education for: physical education (PE); religious education (RE); mathematics; English; and computing. RE plans provide pupils with insufficient knowledge of different faiths and beliefs.
- In subjects such as history, geography and science, the scope of the curriculum is too narrow. While pupils will have plenty of opportunities to gain knowledge in one aspect of the subject, other areas are squeezed out. This will not prepare them for their future studies well enough.
- Leaders have plans in place to provide pupils with impartial careers advice. This will enable pupils to make informed choices about a broad range of career options.
- Overall, the standards in this part are not likely to be met.

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

Paragraph 5

- Leaders' plans to support pupils' social, moral, spiritual and cultural (SMSC) development are not supported by robust curriculum plans. While the school have a policy to outline their approach, incomplete schemes of work in RE will prevent pupils from developing an understanding of different faiths and beliefs.
- Leaders have plans to support pupils' understanding of right from wrong. These plans, alongside the school's behaviour policy, encourage pupils to take responsibility for their behaviour.
- Plans to actively promote fundamental British values are incomplete. While plans support pupils' understanding of democracy, the rule of law and individual liberty, these plans are incomplete. It is not clear how the school will promote respect and tolerance of those with different faiths and beliefs.
- Overall, the standards in this part are not likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) – (b)

- The arrangements for safeguarding pupils are not effective. Leaders have identified staff who will take responsibility for safeguarding, but these members of staff do not have the required training to fulfil their proposed roles and responsibilities.
- Leaders have policies in place to safeguard pupils. However, these policies lack precision. For example, the safer recruitment policy does not reference up-to-date guidance from the Secretary of State. In addition, the staff recruitment process is not robust enough. This underlines the lack of expertise among staff to help keep pupils safe.
- Leaders have recruited and offered contracts to staff. However, they have not completed the necessary recruitment checks. As a result, leaders cannot guarantee that the staff they have recruited are suitable to work with children.
- The standards in this paragraph are not likely to be met.

Paragraph 9, 9(a) – (c)

- Leaders have a behaviour policy in place that sets out the sanctions for misbehaviour. Leaders intend for staff to undergo an induction and receive ongoing training to ensure the policy is implemented effectively. They have plans to keep records of sanctions for serious misbehaviour.
- The standards in this paragraph are likely to be met.

Paragraph 10

- The proposed school has an appropriate anti-bullying policy. The policy includes the following: statement of intent; definition of bullying; the school's response to bullying; signs of bullying; preventative measures; procedures for dealing with reported bullying; and guidelines for teachers. The policy makes clear how the school will communicate incidents of bullying with parents or other external agencies, should this be required.

- The standard in this paragraph is likely to be met.

Paragraph 11

- Leaders have a health and safety policy in place. However, they have not ensured the policy relates to the site closely enough. It does not include control of substances hazardous to health (COSHH). Most rooms on site are mainly suitable for their intended purposes. However, some rooms require substantial work before pupils can access them safely.

- The standard in this paragraph is not likely to be met.

Paragraph 12

- Leaders have not yet had a fire risk assessment carried out. There is no equipment to extinguish a fire on site and there are modifications that leaders must make to the building to meet fire regulations, including installing fire doors. Leaders have emerging ideas about fire evacuation procedures, but these plans have not been formalised.

- The standard in this paragraph is not likely to be met.

Paragraph 13

- There is a first-aid policy in place. Leaders have staff who can lead on and administer first aid. However, leaders are yet to procure first-aid equipment. At the time of the pre-registration inspection, leaders had not decided the location of the medical room and had not procured the equipment for this designated space.

- The standard in this paragraph is not likely to be met.

Paragraph 14

- Leaders have plans in place to ensure that pupils are well supervised across the school site and premises, including during various times of the day and for specific activities. The proposed school's plans for the number of pupils and number of staff are suitable.

- The standard in this paragraph is likely to be met.

Paragraph 15

- Leaders have admissions forms in place for pupils. Leaders intend to record this information on the admissions register, which meets the requirements set out in 'The Education (Pupil Registration) (England) Regulations 2016'.

- Leaders intend to operate a suitable electronic system for logging pupils' attendance at school.

- The standard in this paragraph is likely to be met.

Paragraph 16, 16(a) – (b)

- Leaders have adopted a risk assessment policy and have a risk assessment template, which they intend to use. However, they have not completed any risk assessments for the site and premises or curricular activities.

- The standards in this paragraph are not likely to be met.

- Overall, the standards in this part are not likely to be met.

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

Paragraph 18

- Staff recruitment checks to determine their suitability to work with children are weak. The following checks are incomplete: barred from regulated activity checks; prohibition order on teaching staff; the person's identity; section 128 on those in leadership positions; the person's right to work in the United Kingdom; and checks on staff who have lived and worked abroad.
- Leaders do not intend to use supply staff at the proposed school.
- The standards in this paragraph are not likely to be met.

Paragraph 20

- At the time of the inspection, the checks on the named person of the body of proprietors had not been confirmed.
- There is an additional member of the proprietorial body who has not had any checks to deem them suitable for their role. The incomplete checks are: barred from regulated activity checks; section 128 checks; enhanced DBS check; the person's identity and right to work in the United Kingdom; and checks on those who have lived and worked abroad.
- The standards in this paragraph are not likely to be met.

Paragraph 21

- The proposed school's single central register is not complete. The missing checks found in standards 18 and 20 are replicated in the single central record. In addition, several stakeholders do not feature, including one of the directors and members of the proposed school's governing body.
- The standards in this paragraph are not likely to be met.
- Overall, the standards in this part are not likely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23

- The premises provide boys and girls with suitable toilet and washing facilities. These can be secured from the inside and are intended for use by one pupil at a time. Most toilet facilities are adjacent to the spaces identified as classroom spaces but there are also facilities in communal spaces. There is an accessible toilet on the ground floor for those who have mobility restrictions.
- The premises do not have changing accommodation and showers for pupils. Leaders have some ideas about where these facilities will be, but plans are still in their infancy.
- The standards in this paragraph are not likely to be met.

Paragraph 24

- Leaders have not yet identified the room they wish to use as a medical room. They have considered several options to ensure the room has access to a washing facility, is near a toilet facility and can be readily available when needed.
- The standards in this paragraph are not likely to be met.

Paragraph 25

- The premises are impressive, but the school leaders have not yet had planning approval to change the building use from residential to school. Most of the site and premises are in good condition and will require little work. However, there are several spaces where significant improvements are needed before they can be used safely.
- The standard in this paragraph is not likely to be met.

Paragraph 26

- The acoustic condition and sound insulation of each room or other spaces are suitable.
- The standard in this paragraph is likely to be met.

Paragraph 27

- Inside the building, suitable lighting is in place. However, external lighting has not been installed around the site and premises to ensure safe access to and from the proposed school.
- The standards in this paragraph are not likely to be met.

Paragraph 28

- Leaders have plans in place to ensure pupils have access to drinking water facilities. These facilities will be readily accessible at all times and are in a separate area from the toilet facilities.
- Toilets and urinals have an adequate supply of cold water, and washing facilities have an adequate supply of hot and cold water. However, the temperature of the hot water is too hot and poses a risk of scalding.
- The standards in this paragraph are not likely to be met.

Paragraph 29

- The site boasts ample space to provide PE, with a large field and a multi-use games area, which includes a basketball court and tennis court. There is sufficient space for pupils to play outside.
- The standards in this paragraph are likely to be met.
- Overall, the standards in this part are not likely to be met.

Part 6. Provision of information

Paragraph 32

- The proposed school has an active website. This provides parents with contact details of the proposed school, including the address, telephone number and the name of the headteacher. There is also information about the directors and the governing body.
- The school has the following available to prospective parents: curriculum policy; behaviour policy; anti-bullying policy; health and safety policy; first-aid policy; safeguarding policy; and a complaints policy. However, at the time of the pre-registration inspection, the proposed school did not have an exclusions policy.
- The proposed school leaders have plans to provide a written report on pupils' progress and attainment to parents on an annual basis. Leaders have plans in place to show

how the provision will meet the needs of pupils with special educational needs and/or disabilities (SEND), and these plans are costed throughout.

- Overall, the standards in this part are not likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proposed school has an appropriate complaints policy in place, which is in writing. Leaders have made the policy available to parents on the website. The policy sets out clear timescales for the management of a complaint.
- The policy allows the complainant to initially make an informal complaint. Should the complainant remain dissatisfied with the school's response, they can escalate their complaint to a formal written stage. If the complaint is not resolved at this stage, a complaints panel will be assembled. The panel will consist of three people who were not directly involved in the earlier consideration of the complaint, including one person independent of the management and running of the proposed school. The policy makes clear a friend or relative can accompany the complainant at a panel hearing. The panel will make findings and recommendations, which they will provide to the complainant and make available for inspection on the school premises.
- Leaders will keep a written record of all complaints, whether they were resolved following a formal procedure or proceeded to a panel hearing. The record will also include the action taken by the proposed school because of those complaints. Leaders will keep records confidential but these will be made available for the purposes of an inspection.
- The standard in this part is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders have insufficient knowledge of the independent school standards to ensure they are met in full. The proprietors aim to build a governing body who have the needed expertise, but these plans are still in their infancy and governance structures are yet to be confirmed.
- Leaders do not have a firm grasp of the proposed school's curriculum, policies and processes. Leaders acted hastily to create policies and schemes of work but did not check on their quality. In addition, they are yet to have planning approval on the site and premises. This led them to apply prematurely for registration as an independent school. As a result, a significant number of independent school standards are unlikely to be met.
- The standard in this part is not likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school does not have an accessibility plan in place. Leaders intend to adjust the physical environment to make it accessible for all pupils, but this is not in writing. In addition, leaders have not considered how they intend to increase the extent to which pupils can participate in the school's curriculum.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147989
DfE registration number	933/6014
Inspection number	10154376

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	The Levels School Ltd
Chair	Bradley Middleton
Headteacher	Caroline Cook
Annual fees (day pupils)	From £19,500
Telephone number	01458 258190
Website	www.thelevelsschool.co.uk
Email address	info@thelevelsschool.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	8-16	8-16
Number of pupils on the school roll	Not applicable	100	100

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	100
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	100
Of which, number of pupils with an education, health and care plan	Not applicable	28
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	28

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- The proposed school intends to provide education for up to 100 pupils aged eight to 16 years. It is anticipated that pupils will either be allocated by local authorities or privately funded.
- The proprietor is The Levels School Ltd. They do not run any other schools.
- Fees will vary from pupil to pupil, depending on the age of the pupil and whether they will require additional support.
- The proposed school is not currently operating.
- The proposed school intends to provide education for pupils with an education, health and care plan (EHCP), specifically for those with: cognitive and learning needs; specific learning difficulties (SpLD); communication and interaction needs; speech, language and communication needs (SLCN); autistic spectrum disorder (ASD); and sensory and/or physical needs.
- The proposed school does not have any religious character.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Secretary of State for Education. It was carried out under section 99 of the Education and Skills Act 2008.
- This was the proposed school's first pre-registration inspection.
- This inspection was commissioned by the Department for Education during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The inspector held discussions with members of the body of proprietors, the headteacher, the leaders responsible for safeguarding and the leader responsible for pupils with SEND. The inspector also had a telephone discussion with the proposed school's chair of governors. The inspector undertook a tour of the proposed school's site and premises.
- The lead inspector considered leaders' curriculum documentation and schemes of work to determine whether Part 1 of the independent school standards are likely to be met.
- The lead inspector considered leaders' plans and schemes of work to promote pupils' spiritual, moral, social and cultural development to determine whether Part 2 of the independent school standards is likely to be met.
- The lead inspector considered documentation such as policies, safeguarding records, and plans in place to maintain pupils' safety. These included behaviour and risk assessment policies and supporting evidence to confirm effective implementation. This, among other activity, helped to determine if standards within Part 3 of the independent school standards are likely to be met.
- The lead inspector evaluated the complaints policy to determine whether standards in Part 7 of the independent school standards are likely to be met.
- The lead inspector had a tour of the site and premises, both internally and externally, to determine if Part 5 of the independent school standards is likely to be met.
- The lead inspector checked the proposed school's single central record and several staff recruitment files to determine whether Part 4 and elements of Part 3 and 8 of the independent school standards are likely to be met.

Inspection team

Nathan Kemp, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 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(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

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

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.
- 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[12].

- 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.
- 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, supply staff, and proprietors

- 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)(iii) the person's right to work in the United Kingdom; 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.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-
 - 20(6)(a) MB-
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and

- 20(6)(a)(ii) does not carry out work, or intend 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;
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB-
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
 - 20(6)(b)(ii) checks confirming MB’s identity and MB’s right to work in the United Kingdom; and
 - 20(6)(b)(iii) where, by reason of MB’s living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB’s suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
 - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 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(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
 - 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)(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),
 - 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.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

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; and
 - 24(1)(c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.
- 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).
- 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.
- 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

- 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(3) The information specified in this sub-paragraph is-
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;

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.

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 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 <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