

# Langley Hill Independent School

Langley Hill, Kings Langley, Hertfordshire WD4 9HG

**Inspection dates**

26–27 August 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

*Paragraph 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)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections, May 2019 and September 2019.
- Since the second pre-registration inspection in September 2019, leaders have continued to produce schemes of work that are in line with their ethos. Leaders strive to create a curriculum that they consider takes the 'best principles' of Waldorf education and the national curriculum. The most senior leaders and the proprietorial body do not have direct experience of Waldorf education.
- The school does not currently have an exemption from the learning and development requirements of the early years foundation stage (EYFS). Kindergarten classes 1 and 2 cover the ages of children in early years education. There are no plans to show how reading, writing and technology will be taught to the youngest children. Leaders' plans are insufficient to be likely to meet the statutory learning and development requirements of the EYFS.
- The proprietorial body has applied to teach pupils from age three to 14 years. Curriculum plans are not developed well enough to show how pupils across the lower school will be given the opportunity to make good progress in every subject. In the current plans for reading and writing, older pupils in the lower school will not be provided with sufficient opportunity to develop the knowledge and skills required for their age. Leaders do not have a high enough expectation for pupils in the secondary classes. Curriculum plans lack detail and rigour. Leaders state that they do not intend to teach secondary-age pupils in the first year of opening.
- Leaders have chosen an approach to teaching phonics and have trained staff appropriately. However, the teaching of reading using their chosen published scheme does not include Reception-age children. Equally, in the scheme of work for reading, there is no indication of what older pupils in the lower school will be taught so that these pupils can deepen their knowledge, understanding and skills.

- There have been developments in the curriculum since the previous pre-registration inspection and teachers' planning. The needs of pupils with special educational needs and/or disabilities (SEND) are now included. This is an improvement.
- Despite improvements since September 2019, there remain too many weaknesses in the curriculum plans and provision for children in early years, older pupils across the lower school, and for the teaching of reading and writing for all.
- It remains the case that this standard is unlikely to be met.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections, in May 2019 and September 2019.
- Senior leaders and some other teaching staff have been employed. Other staff, including teachers and teaching assistants, have been appointed but do not take up their positions until the school is open. The staff team also includes the member of staff who is responsible for pupils with SEND.
- As at the second pre-registration inspection, leaders have a plan for opening the school and how they will accommodate pupils and classes. Classrooms have been appropriately identified and set up for use. Some resources are available and suitable for use. Resources to implement the teaching of reading had not been purchased at the time of this pre-registration inspection.
- Leaders have designed an induction programme for all staff, which they intend to implement in September 2020. Many new staff are not specialists in Waldorf-inspired education. Phase leaders and teachers who were part of the school that was previously on this site, the Rudolf Steiner School Kings Langley (RSSKL), will lead the training on this aspect for all staff. The induction programme outlines how leaders will ensure that staff have a shared understanding of the ethos, aims, teaching, behaviour management and safeguarding approaches of the school.
- Leaders have ensured that staff already appointed have been trained in their chosen behaviour management system, the Hertfordshire Steps programme. Training for all other staff is included in the induction programme. The system for recording inappropriate behaviour is set up. This is an improvement on the inspection in September 2019, when the independent school standard for behaviour was not likely to be met.
- As identified in paragraph 2(1) above, there is limited evidence of how the ages of pupils will be considered in the planning of the curriculum, especially for literacy. Leaders say that they will assess pupils' knowledge and skills when they start. However, curriculum plans and progression documents show that adults' expectations of what pupils know and can do are too low. There is insufficient detail around how leaders will ensure that pupils can make good progress from accurate starting points.
- It remains the case that this standard is unlikely to be met.

*Paragraph 4*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.

- A framework is now in place to evaluate pupils' performance over time, which includes nationally recognised qualifications.
- This standard is likely to be met.

## 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), 5(b)(viii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- As in the previous two pre-registration inspections, in May 2019 and September 2019, the proprietorial body has a series of appropriate plans about how leaders intend to support pupils' spiritual, moral, social and cultural development.
- The proprietorial body's plans demonstrate how it will be actively promoting British values and respect for other cultures.
- This standard is likely to be met.

## Part 3. Welfare, health and safety of pupils

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

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- There is a safeguarding policy that refers to up-to-date legal guidance. The proprietorial body has ensured that this is a bespoke policy that is relevant to the school.
- The seconded executive principal is the designated safeguarding lead (DSL), along with another member of staff who is the deputy DSL. Both have relevant training to hold this position. They have a good understanding of the risks to pupils in the local area.
- In the proposed induction programme, all staff will undertake safeguarding training. Staff currently working on site are clear about safeguarding and child protection procedures at the school. They know what to do if they are concerned about the welfare of pupils.
- Arrangements for access to the site, contained within the lease agreement, compromise the safety and well-being of pupils, staff and visitors (see below for paragraph 16 for details).
- It remains the case that this standard is unlikely to be met.

*Paragraph 9, 9(a), 9(b), 9(c)*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- The Hertfordshire Steps programme underpins the school's behaviour management policy and is the same policy that was in place at the previous pre-registration inspection. The policy reflects up-to-date legal guidance. It includes details of the rewards and sanctions that staff will use.

- Staff who are currently working in the school have been trained. Training for all staff is outlined in the induction programme and leaders intend to train new staff in September 2020.
- Leaders now have a system in place for the recording of misbehaviour.
- This standard is likely to be met.

#### *Paragraph 10*

- The proprietorial body has reviewed and updated its anti-bullying policy. It lays out the school's anti-bullying strategy.
- This standard is likely to be met.

#### *Paragraph 11*

#### *Paragraph 12*

- These two independent school standards were not likely to be met at the first and the second pre-registration inspections in May and September 2019.
- The project manager, who is commissioned through Avanti Foundation Ltd, continues to oversee the work on the premises and health and safety. The project manager and site manager have worked diligently since September 2019 to provide a safe and secure environment for pupils. Documents and records of checks were seen to demonstrate that there is greater and stricter oversight of health and safety. Unlike in September 2019, the requirements of health and safety are now likely to be met.
- Fire safety checks and arrangements in all buildings, whether in use or 'out of bounds', are suitable. Fire marshals are appropriately trained and in place.
- Security fencing has been put in place to ensure that pupils are safe and secure when on site.
- These two standards are likely to be met.

#### *Paragraph 13*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- First-aid training is up to date and is an improvement on the previous inspection. Staff are trained, and the policy is appropriate. Provision for first aid is available in the kindergarten building.
- This standard is likely to be met.

#### *Paragraph 14*

- The clarity around numbers of staff required for adequate supervision of pupils remains in place, as seen in the previous inspection.
- Classrooms are fit for purpose for pupils, including the areas that they will access for playtimes and lunchtimes.
- This standard is likely to be met.

#### *Paragraph 15*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- Leaders have implemented their online system for attendance and admissions. Staff responsible have sufficient understanding of the legal guidance around attendance and admissions to check that the system is fit for purpose.
- This standard is likely to be met.

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

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- There is a written risk assessment policy and leaders have identified risks appropriately for when pupils start at the school. The project manager oversees many of the risk assessments and ensures that these documents are regularly reviewed.
- The lease agreement remains unacceptable. Leaders have a risk assessment that insists the landlord must gain permission from leaders to physically enter the site. However, the lease agreement provides no assurance that this is the case. It specifically states, in sections 4.1 and 4.2 of the agreement, that the landlord has 'unfettered right to the Property on foot and in cars'. There is a long list of service rights to which the landlord has access and rights to 'enjoy at any time during the term'. Leaders say that the freehold of the premises is currently being transferred to Langley Hill Independent School (LHIS). The new lease provided to inspectors was neither dated nor signed by the landlord. The details and risks identified at the time of the previous pre-registration inspection remain the case.
- It remains the case that this standard is unlikely to be 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 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(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)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)*

- As at both previous pre-registration inspections, the school has a service level agreement with Avanti Foundation Ltd. The latter provides human resource support and oversees the work related to the safer recruitment of staff. Consequently, there is a thorough understanding of the required pre-employment checks to ensure the suitability of staff employed to work with children.
- As at the previous pre-registration inspection, the proprietorial body is going to be responsible for governance. The body has identified two further individuals to add

capacity and educational expertise to the proprietorial body. Suitability checks are currently being undertaken.

- Records of employment checks on staff are in place and well kept.
- These four standards are likely to be met.

## Part 5. Premises of and accommodation at schools

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

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)*

- The requirements for suitable showers for pupils aged 11 years and over who receive physical education remain in place.
- The medical room continues to be appropriate to provide for the short-term care of sick pupils.
- Leaders have put in place stringent measures for the current COVID-19 (coronavirus) pandemic. Their measures are in line with current government guidance.
- These two standards are likely to be met.

*Paragraph 25*

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- At the previous pre-registration inspection, there were works planned to close off expansive areas of the site. These works have been implemented. Rooms have been prepared for the proposed opening of the school. Suitable health and safety measures are in place.
- A house previously belonging to the landlord that sits between the main school field and the kindergarten has been sold. Access to the kindergarten is for emergency vehicles only. There is greater security fencing around the school site than in both previous pre-registration inspections. Gates that provide access from the house and residential properties were locked.
- At the previous two pre-registration inspections, neither inspectors nor the Department for Education (DfE) were made aware that the kindergarten was not part of the lease. The lease to the kindergarten was released from RSSKL to LHIS in July 2020.
- Secure fencing has been placed around the boundary of the site. Locked gates and restricted access are in place. Visitors and members of the public need to have permission to enter the school premises.

- This standard is likely to be met.

*Paragraph 26*

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

- Acoustic conditions, sound insulation, and internal and external lighting are appropriate.
- These two standards are likely to be met.

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

- This independent school standard was not likely to be met at the second pre-registration inspection in September 2019.
- Drinking water is available and labelled as such.
- Suitable toilets are in place and have a supply of hot and cold water. The issue of a lack of cold water in the gym has been rectified. There is cold and hot water available in the gym.
- This standard is likely to be met.

## Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)*

- The school's website is live. To access policies currently, parents and carers have to be given a password. Leaders intend to make more parts of the website freely available when they open the school. The school safeguarding policy is available.
- Leaders understand what is required to be published on the website. Currently, they communicate with parents of prospective pupils by email.
- There are templates available showing the reports that leaders intend to send to parents regarding pupils' achievements.
- This standard is likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- There is a complaints policy in place. The details of the policy remain the same as at the previous inspection. The policy meets requirements.
- This standard is likely to be met.

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

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

- This independent school standard was not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- The proprietorial body applied to the DfE requesting a third pre-registration inspection in December 2019. The proprietorial body provided curriculum plans and applied to provide education for pupils aged three to 14 years old. There remain some standards that are not likely to be met.

- Since the second pre-registration inspection, there has been a change in the leadership of the school. At the time of the second pre-registration inspection, there was a newly appointed principal. This person is no longer in post.
- In January 2020, the education director was seconded from Avanti Foundation Ltd to undertake a temporary executive principal role. She is no longer supporting the proprietorial body, but reports directly to them. The terms of the secondment are until August 2021, but can be cancelled at any point. The lack of certainty and detail regarding the secondment of the executive principal raises concern about the longevity of the leadership arrangements of the school.
- Many of the improvements seen in this pre-registration inspection have occurred under the current, but temporary, leadership structure.
- Very recently, during August 2020, the proprietorial body recruited a new principal to lead and manage the school. The new principal has experience of successful leadership in mainstream primary schools. The intention is for the new principal to work on a supply basis initially. At the time of this pre-registration inspection, the new principal had not started working at the school. Currently, employment and recruitment checks are in process. A flexible period of transition is intended between the appointment of the new principal and the current leadership arrangements with the seconded executive principal.
- The lease agreement between LHIS and RSSKL is unchanged and remains unacceptable to the DfE. It does not allow leaders to fully control their own safeguarding arrangements because the terms of the lease allow the landlord free access to the site. During this inspection, there was insufficient evidence to demonstrate that the situation of the lease had changed. The terms of this lease remain unacceptable to the DfE.
- Currently, five of the standards are unlikely to be met, and the requirements of the EYFS are not likely to be met. These standards and requirements were unlikely to be met at the previous two pre-registration inspections in May 2019 and September 2019.
- There remain weaknesses in leadership and management of the proprietorial body. The proprietorial body does not present convincing evidence that it has taken sufficient consideration of the past extensive failings of the previous school on the site. It has not ensured that the lease has been altered and is uncertain about the potential risks to pupils.
- It remains the case that this standard is unlikely to be met.

#### Schedule 10 of the Equality Act 2010

- There is an appropriate accessibility plan in place.
- The proprietorial body has ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely to be met.

### Statutory requirements of the Early Years Foundation Stage

- The requirements of the EYFS were not likely to be met at the first and the second pre-registration inspections in May 2019 and September 2019.
- There is no exemption in place from meeting the learning and development requirements of the EYFS. The current plans for teaching phonics and early reading, writing and technology as part of understanding the world are not sufficient to meet the statutory requirements.
- The quality of the curriculum and plans has not improved enough since the previous inspection for children in the early years part of the kindergarten. Leaders do not demonstrate how they will meet the statutory requirements for supporting literacy and technology for three- and four-year-olds well enough.
- Most of the areas of the learning and development requirements are likely to be met. This is an improvement from the previous pre-registration inspection. However, literacy and understanding the world in relation to technology, the curriculum, aspiration for children in these areas, and resources to support learning and development are lacking.
- There are no examples of suitable toys or equipment for children to develop knowledge, understanding or skills to use current technology. This will not prepare them well for the expectations for their age.
- There is no evidence that children will have opportunities to access a wide range of reading materials. The school's curriculum refers to the early learning goals and activities to help children read. These are planned for kindergarten class 3, where children would be aged six and equivalent to Year 1. The EYFS requirement is for children to reach these goals by the age of five. Consequently, the curriculum will not prepare children for the next stage of their learning, development and progress.
- It remains the case that the statutory requirements of the EYFS are unlikely to be met.

## **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	147699
DfE registration number	919/6014
Inspection number	10146994

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	Independent
School status	Independent school
Proprietor	Langley Hill Independent School
Chair	Yuvrajsinh Rana
Headteacher	Usha Sahni (Executive Principal)
Annual fees (day pupils)	£9,900
Telephone number	01923 262505
Website	<a href="http://www.langlehill.org.uk">www.langlehill.org.uk</a>
Email address	<a href="mailto:info@langleyhill.org.uk">info@langleyhill.org.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	3–14	None
Number of pupils on the school roll	N/A	232	None

### *Reason for inspector's recommendations*

- Five of the independent school standards are unlikely to be met in the: quality of education provided; welfare, health and safety of pupils; and the quality of leadership in and management of schools. The requirements of the EYFS are unlikely to be met.
- The school remains unlikely to meet some independent school standards around curriculum planning and progress of pupils. This is particularly the case for the youngest and the oldest pupils for which the proprietorial body has applied.

## Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	N/A	232
Number of part-time pupils	N/A	Not yet determined
Number of pupils with special educational needs and/or disabilities	N/A	Not yet determined
Of which, number of pupils with an education, health and care plan	N/A	Not yet determined
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Not yet determined

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	5
Number of part-time teaching staff	N/A	8
Number of staff in the welfare provision	N/A	N/A

## Information about this proposed school

- The proprietorial body seeks registration with the DfE for an independent school to cater for pupils between the ages of three and 14 years, serving as a kindergarten and lower school.
- The proprietorial body, LHIS, consists of three members: Yuvrajsinh Rana, Kirti Butkovic and Sonal Singh.
- The school proposes to provide full-time education for pupils as a day school. Children in the kindergarten are not expected to attend full time until they are part of class KG3, which is equivalent to Year 1.
- The proprietorial body seeks capacity to provide education for up to 232 pupils.

- The site was previously used for an independent school provision, the RSSKL. The school faced enforcement action and was removed from the independent schools register in March 2019. The enforcement action followed serious and ongoing failings in safeguarding pupils, and leadership and management.
- The trustees of RSSKL remain the owners of the land. The proposed proprietorial body has undertaken to lease the premises from the landlord, RSSKL.
- The proposed proprietorial arrangements will be a proprietorial body. The role of governance when the school opens will be retained by the proprietorial body.
- The proposed school has strong links with the Avanti Schools Trust. There are service level agreements in place with the subsidiary company, Avanti Foundation Ltd. The services of the project manager, human resources director and the currently seconded executive principal are commissioned and can be terminated at any time.
- In the previous inspection, the education director had left Avanti Schools Trust and was working for Avanti Foundation Ltd. Currently, there is a secondment agreement for the education director to operate full time as an executive principal. This agreement has been in place since January 2020 and runs formally until August 2021, although the arrangements can be terminated at any time.
- There has not been a substantive principal employed since December 2019. The proprietorial body has had an advertisement available on the website. In August 2020, the proprietorial body recruited a principal, who has not yet started the leadership role.
- The site manager and phase leaders have previously worked for the landlord. These staff now work directly for the proprietorial body, LHIS.
- Two pre-registration inspections have taken place previously.
  - At the first pre-registration inspection in May 2019, 13 independent school standards were unlikely to be met. The requirements of Schedule 10 of the Equality Act 2010 were not likely to be met. The requirements of the EYFS were not likely to be met.
  - At the second pre-registration inspection in September 2019, 13 independent school standards were unlikely to be met, mostly the same standards as those unlikely to be met at the first pre-registration inspection. As at the first pre-registration inspection, the requirements of the EYFS were not likely to be met.

## Information about this inspection

- This is the third pre-registration inspection of the proposed school. The inspection was conducted at the request of the DfE to consider the school's application to open an independent school registered for pupils aged three to 14 years. The school is currently not operating.
- This inspection was commissioned by the DfE during the COVID-19 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.
- Three inspectors visited the proposed school to undertake a tour of the premises with relevant staff, and to check employment and safeguarding arrangements. Socially

distanced meetings were held with leaders. Inspectors met with teaching and administrative staff.

- Two inspectors held online meetings with the proprietorial body as well as the senior leaders, who along with the headteacher have oversight of curriculum planning.
- The inspectors scrutinised school policies relating to the independent school standards, documentation relating to the curriculum and the single central register of employment checks.

## Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Michelle Winter	Her Majesty's Inspector
Cheryl Langley	Early Years Senior Officer

## **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)(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.
- 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(f) utilises effectively classroom resources of a good quality, quantity and range.

### **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.
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(b) appropriate action is taken to reduce risks that are identified.

### **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 is unlikely to meet the following statutory requirements for the early years foundation stage**

**Section 1 – The learning and development requirements**

Paragraphs 1.2, 1.4, 1.5 The areas of learning and development

**Section 2 – Assessment**

Paragraphs 2.6, 2.7, 2.8, 2.9, 2.10 Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

**Section 3 – The safeguarding and welfare arrangements**

**Risk assessment**

Paragraph 3.64 Assessing, managing, removing and minimising risks

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