

## Cumbric

Springwell Community Hub, Lanchester Avenue, Gateshead, Tyne and Wear NE9 7AL

**Inspection date**

10 December 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)(g), 2(2)(h), 2(2)(i)*

- Based on their experience of operating an alternative provision, leaders' intention is to arrange a highly individualised and bespoke curriculum for each pupil. Consequently, they have not, as yet, set out a detailed curriculum model, timetable or schemes of work for the subjects they intend to offer. Leaders have prepared a generic curriculum policy and have identified the broad areas of learning they intend to teach within subjects for pupils in years 7 to 9. This includes teaching within mathematics, English, history, art, religious education and physical education. However, it is not clear from their documentation how content will be sequenced or assessed.
- Leaders have no documentation to show how scientific knowledge will be taught.
- Leaders have no documentation prepared to show what subjects will be taught in Years 10 and 11 or for pupils above compulsory school age. Leaders intend to provide a range of GCSE courses and vocational training for pupils up to the age of 16 and beyond, that reflect each pupil's individual aptitudes and interests. However, no schemes of work have been prepared. Furthermore, it is not clear how the curriculum will be adapted for pupils with special education needs and/or disabilities.
- In discussion, it was clear that leaders have experience and ideas about how they will provide for pupils' personal, social, health and economic (PSHE) development. However, there is no scheme of work in place showing, for example, how leaders intend to foster respect for other people or develop an awareness of the protected characteristics set out in the Equality Act 2010.
- The lack of curriculum planning, particularly for pupils in Years 10 and 11 and those above compulsory school age, means it is currently unlikely that pupils will have the opportunity to learn and make progress or receive the preparation they need for the opportunities, responsibilities and experiences of life in British society.

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

- Leaders intend to integrate up to five work experience opportunities for each pupil into their programme of learning. They also intend to arrange for impartial guidance from the Connexions service. However, this is yet to be organised. Furthermore, there is no scheme of work in place to show how pupils will develop employability skills or an understanding of potential career options. Consequently, it is not clear how pupils will be supported sufficiently to fulfil their potential.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- The proprietor has not yet appointed any teachers.
- The gaps in curriculum planning mean there is not enough guidance prepared for teachers on what to teach.
- The premises do not, as yet, have sufficient furniture, equipment or teaching resources available to support the effective delivery of the curriculum.
- The lack of planning for pupils' personal development means that it is not clear how teaching will promote fundamental British values or develop pupils' awareness of issues such as discrimination or how to stay safe.
- The proprietor has put in place policies relating to the management of behaviour. These provide suitable guidance for teachers in managing classroom discipline.
- While leaders have put in place an assessment policy, it is too general and does not make clear how leaders will assess pupils' learning or report on their progress to parents and carers.
- It is unlikely that the standards in Part 1 will 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(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- In discussion with members of the proprietor board, it is clear that they have relevant experience and a passionate commitment to improving the life chances of young people who have lost their way in mainstream education. However, they have not prepared the necessary framework of documentation to ensure that pupils' spiritual, moral, social and cultural development is catered for effectively.
- Leaders have a citizenship policy in place that sets out the responsibilities of leaders and teachers in fostering an appropriate culture in which pupils' personal development is catered for. However, the policy is not a scheme of work. It does not make clear the content to be taught or the experiences to be provided for pupils. Therefore, it is not clear how the school will foster tolerance and respect for others, or support pupils to contribute positively to the lives of those living and working in the locality or to society more widely.
- Leaders do not have a PSHE scheme of work in place. Consequently, it is not clear how leaders will support pupils to develop an understanding of right and wrong, the rule of law, diversity, discrimination or relationships and sex education.

- Leaders have developed a policy to ensure that appropriate checks are made on visitors to the school and that they will be accompanied by staff members. They have a policy to ensure that pupils receive a balanced view of material presented to them.
- It is unlikely that the standards in Part 2 will be met.

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

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

- The proprietor's policy for safeguarding and child protection was last reviewed in February 2020. It is not up to date with the most recent government guidance. The policy does not include some information such as the contact details for the local authority front door services or for their designated officer for safeguarding. Copies of the policy are available to parents in paper format. The proprietor is in the process of developing their website so that they will be able to share policies and other information digitally.
- The headteacher has appropriate training to act as the school designated safeguarding leader. The headteacher has also undertaken safer recruitment training.

#### *Paragraphs 9, 9(a), 9(b), 9(c), 10*

- The proprietor has a policy in place governing pupil behaviour and discipline and a policy covering anti-violence, aggression and anti-social behaviour. Much of the content of these policies is appropriate. However, the policies do not set out clearly enough the sanctions to be used in the event of pupil misbehaviour. For example, there is no mention of how exclusion will be used.
- The proprietor has a suitable anti-bullying policy in place.

#### *Paragraphs 11, 12, 13, 14, 15*

- The proprietor has a suitable health and safety policy in place.
- Although the proposed site is leased from Gateshead Council, the proprietor has full responsibility for the site's fire safety arrangements. They have a fire safety policy in place. The fire alarm, fire extinguishers and other fire safety equipment, including automatic shutters and emergency lighting, was serviced in October 2020. The fire risk assessment was completed in March 2020. Records show the fire alarm is tested once a week and that an evacuation drill is held every half-term. Both of the members of the proprietor board I met with are trained as fire marshals.
- The proprietor has a suitable first-aid policy in place, and there are basic first-aid kits located in several places on the site.
- Leaders have suitable plans in place to supervise pupils across the day, including when pupils make use of outside spaces.
- The proprietor has appropriate admissions registers, attendance registers and accompanying policies in place.

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

- A written risk assessment policy is in place. The proprietor has a secure understanding about hazard identification and the implementation of control measures.

- Several risk assessments were seen during the inspection. These include using equipment and off-site visits. All were found to be appropriately assessing and minimising risks to staff and pupils.
- The standards in Part 3 are unlikely to be met.

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

*Paragraphs 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), 19(2), 19(2)(a), 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), 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)*

- The proprietor has established systems to ensure that all the necessary checks are carried out on staff before they take up their posts, to ensure they are safe to work with children.
- The members of the proprietor board I met with stated that they may have agency supply staff working at the school. In discussion, they demonstrated a secure understanding of their responsibilities for checking that supply staff have been vetted by the agency and establishing their identity.

*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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)*

- There is a single central register in place. The register records all of the necessary checks, including section 128 checks on the proprietor board.
- The standards in part 4 are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1)(b), 28(1)(d)*

- The proposed school is located in a community hub building owned by Gateshead Council. The building is used by the community in the evening. The site currently has a hair salon within which is used by members of the public during the day. The main entrance to the site is secured with a magnetic lock. Access is controlled via an intercom system. The site is fully accessible by disabled people. Members of the proprietor board stated that they intend to create a separate entrance to the hair salon to improve safeguarding arrangements.
- The proposed school has separate male, female and accessible toilets. The toilets have suitable washing facilities, with hot and cold running water. The water does not present a scalding risk.
- The proposed site does not have suitable changing or showering facilities. Leaders were not clear about how pupils might get access to such facilities at other sites.

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

- At the time of the inspection, the site did not have a suitable medical room. Leaders did identify a room that they could adapt for this purpose, adjacent to the toilets. However, the proposed room did not have suitable accommodation to cater for pupils' medical needs, such as a daybed and a sink.

*Paragraphs 25, 26, 27, 27(a), 27(b)*

- The proposed site is relatively small. There is a main hall and some smaller breakout rooms that are suitable for teaching in small groups. The proprietor intends to use the main hall as an additional teaching space. Although this space can be zoned off with fold-out walling, the proposed number of up to 20 pupils is likely to present acoustic problems in such a space. The inspector's recommendation is that paragraph 26 of the independent school standards is likely to be met if the school roll is set at up to 12 pupils.
- At the time of the inspection, the external lighting was not working.

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

- The proprietor has provided fridges with suitable, bottled drinking water that is clearly labelled. These fridges will be available to pupils at all times.

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

- The proposed school has a suitable indoor hall in which physical education can be provided. The site is equipped with a range of equipment for sports and games. There are also suitable outdoor areas, which are grassed and fenced, that provide further space to play games.
- The proprietor also plans to make arrangements with other local schools to access their sports facilities, on occasions.
- Without further works to the premises, the standards in Part 5 are unlikely to be met.

**Part 6. Provision of information**

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

- The proprietor is in the process of developing a website for the proposed school. However, this is not yet up and running.
- The proprietor has just begun to create a brochure for prospective parents and pupils. At the time of this inspection, the brochure was not ready. In discussion, leaders became clear as to what information they are required to make available.
- The school's safeguarding and child protection policy is available to parents in hard copy on request. Leaders intend to place the policy on their website in the future.
- The proprietor intends to admit pupils who have special education needs, including pupils who have an education, health and care plan (EHC plan). However, the proprietor has not, as yet, established systems to report an annual account of income received and expenditure incurred by the school to placing local authorities. The proprietor also does not have systems in place to provide local authorities with information for the annual review of EHC plans.
- The standards in Part 6 are unlikely 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(i), 33(i)(i), 33(i)(ii), 33(j)(i), 33(j)(ii), 33(k)*

- The proprietor has ensured that a complaints policy is in place. Timescales are clearly mapped out alongside explanations of each stage of the school's complaints procedure.
- The complaints policy is available to parents upon request.

*Paragraph 33(g), 33(h), 33(j)*

- The complaints policy does not comply with all of the independent school standards in part 6. For example, the policy does not state that, at stage 3 of the complaints process, the complaints panel will include someone independent of the school. The policy does not include arrangements for the complainant to attend the panel hearing and to be accompanied if they wish. Furthermore, the policy does not state that a written record will be kept of all complaints.
- Without modifications to the complaints policy, the standards in Part 7 are unlikely 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)*

- The proprietor has experience of running an alternative provision for pupils who are at risk of exclusion or have been permanently excluded from mainstream schools. Members of the proprietor board can clearly articulate their aims and philosophy. However, they are at an early stage in establishing the necessary arrangements needed to be likely to meet the independent school standards.
- The proprietor intends to appoint a board of governors to bring in further experience and expertise and to provide suitable accountability of school leaders.
- Members of the proprietor board are developing their understanding and appreciation of the independent school standards. They recognise they have more to do to set out their plans for the curriculum, so that prospective pupils can make the progress they should and achieve positive outcomes. This includes providing a better planning framework to support pupils' spiritual, moral, social and cultural development.
- Members of the proprietor board give pupils' welfare and safety a high priority. They recognise that they have more to do to ensure their policies and curriculum are robust enough to cater for pupils who have lost their way in mainstream education.
- These standards are unlikely to be met.

## Schedule 10 of the Equality Act 2010

- The proprietor has ensured that there is a relevant and up-to-date plan in place to improve access to the curriculum, physical environment and written materials for pupils with a disability.

## **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	147962
DfE registration number	390/6017
Inspection number	10172059

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	Cumbric (NE) Ltd.
Chair	Eric Baker
Headteacher	Eric Baker
Annual fees (day pupils)	£10,000–£12,500
Telephone number	0191 4870169
Website	<a href="http://www.cumbric.co.uk">www.cumbric.co.uk</a>
Email address	<a href="mailto:cumbric@outlook.com">cumbric@outlook.com</a>
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	11 to 18	11 to 18
Number of pupils on the school roll	Not applicable	20	12

### *Reason for inspector's recommendations*

- The proposed building is relatively small. The main teaching space is an open-plan hall which is likely to provide challenging acoustic conditions for pupils to learn in separate small groups. There are some small break out spaces for others to be taught, but space is limited. Reducing the proposed number of pupils on roll would be appropriate, given the size and potentially challenging acoustic conditions in the building.



## 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	Up to 20
Number of part-time pupils	Not applicable	Up to 10
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 20
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 20
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 20

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	Up to 4
Number of part-time teaching staff	Not applicable	Up to 5

## Information about this proposed school

- The proposed school is located in a community hub building within the Springwell estate in Wrekenton, Gateshead. The building is owned by Gateshead Council and leased to trustees of Springwell Community Hub. The site is a relatively modern, single-storey building with enclosed grounds incorporating a garden area. Currently, there is a hairdressing salon located within the building.
- The proposed school is currently operating as an alternative provision.
- The proposed school intends to cater for secondary-age pupils who have been permanently excluded from mainstream schools. The school intends to admit some pupils who have special educational needs and/or disabilities, including some pupils who have an education, health and care plan. In line with the proprietor's application to the Department of Education, the pupils admitted to the proposed school may have cognitive and learning needs, moderate learning difficulties, behavioural, emotional and

social development needs, behavioural, emotional and social difficulties or a diagnosis of autism spectrum disorder.

- The school will be staffed by a headteacher, up to six full-time equivalent teachers and an administration assistant.
- The proposed school expects to take referrals from local authorities.
- Leaders may use alternative education provision, if required.

## Information about this inspection

- This was the proposed school's first pre-registration inspection. The 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 inspection was carried out with two days' notice.
- I held online meetings with two members of the proprietor board, one of whom is also the headteacher.
- I visited the site to check the school premises against the independent school standards.
- I reviewed a range of policies and documents associated with the independent school standards.

## Inspection team

Chris Smith, 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)(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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;

- 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(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
  - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 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.

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
  - 9(b) the policy is implemented effectively; and
  - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

## 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).
- 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.

## Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
  - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector[14], the Secretary of State or an independent inspectorate[15];
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
  - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may

reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and

- 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(2) The information specified in this sub-paragraph is-

- 32(2)(a) the school's address and telephone number and the name of the head teacher;
- 32(2)(b) either-
  - 32(2)(b)(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
- 32(2)(d) a statement of the school's ethos (including any religious ethos) and aims.

■ 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;
- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
- 32(3)(c) particulars of the policy referred to in paragraph 2;
- 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
- 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

## **Part 7. Manner in which complaints are handled**

- 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
- 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
- 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e).

## **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.

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