

Rawdhatul Ilm Wal Huda

32 Moss Street, Blackburn BB1 5JT

Inspection dates

27 April 2022

Overall outcome

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

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 1–4

- This part relates to the intended curriculum for the proposed school.
- The proprietor body was unable to demonstrate the design and planned implementation of the curriculum. This was because the inspection had to be halted due to the condition of the premises for the proposed school.
- Inspectors were unable to evidence whether the independent school standard in this part is likely to be met.

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

Paragraph 5–5(d)(ii)

- This part relates to the development of pupils' spiritual, moral, social and cultural development.
- The proprietor body was unable to demonstrate how they intend to meet this standard. This is because the inspection had to be halted due to the condition of the premises for the proposed school.
- Inspectors were unable to evidence whether this standard is likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7–7(b)

- The proprietor body has ensured that there is a suitable policy in place to promote the health, safety and welfare of pupils. The policy takes account of the current legislation and guidance from the Secretary of State.
- The policy provides guidance for staff on how to recognise signs of abuse and the procedures to follow if staff have concerns about a pupil's welfare. The policy also stresses the importance of frequent and up-to-date training for staff.

- However, the condition of the premises would indicate that the proprietor body has not demonstrated their understanding of what constitutes a safe environment in which pupils can live and learn.

Paragraph 8–8(b)

- The arrangements to promote the safety and well-being of borders while they are accommodated at the proposed school do not comply with the national minimum standards for boarding.

Paragraph 9–9(c), 10

- The written behaviour policy provides guidance for staff on how to promote pupils' positive behaviour and conduct. The written policy for the prevention of bullying links closely with the behaviour policy. It provides information on the different forms that bullying can take. The policy also provides staff with guidance on the procedures to follow should bullying occur.
- Due to the halting of the inspection, the proprietor body was unable to demonstrate how any incidents of inappropriate behaviour will be recorded.

Paragraph 11, 12

- The proprietor body has ensured that there is a suitable health and safety policy in place. However, the condition of the premises during the pre-registration inspection would indicate that the proprietor body has not demonstrated their understanding of what constitutes a healthy and safe environment.
- The premises are still under the responsibility of the building contractor. Fire exits are still to be connected to the fire alarm system. Fire evacuation routes are obstructed by a number of hazards including building material, raised manhole covers and drainage ditches.
- The proprietor body has not ensured that the premises is compliant with the Regulatory Reform (Fire Safety) Order 2005.

Paragraph 13, 14

- The proprietor body has ensured that there is suitable first aid policy in place. The policy includes guidance on the timely administration of first aid by a suitably trained member of staff.
- The proprietor body has proposed a suitable pupil to staff ratio for the proposed school.

Paragraph 15

- Due to the halting of the inspection, the proprietor body was unable to demonstrate how the admissions policy for the proposed school complies with the Education (Pupils Registration) Regulations 2006.

Paragraph 16–16(b)

- The proprietor body has ensured that there is an appropriate risk assessment policy in place for the proposed school. The policy includes guidance for staff on how to mitigate risks to pupils. However, due to the halting of the inspection, the proprietor body was unable to evidence any examples of how the policy would be implemented. It was unable to share examples of completed risk assessments.
- The standards in this part are unlikely to be met.

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

Paragraph 17–18(2)(e), 18(3)

- The proprietor body has ensured that systems are in place to check the suitability of the proposed staff in the school. These include an enhanced criminal record check and checks on the right to work in the United Kingdom.

Paragraph 18(2)(f)

- There is no information to evidence that checks have been made on the suitability of staff for the proposed boarding provision in line with the national minimum standards for boarding schools.

Paragraph 19(1)–19(2)(d)(ii), 19(3)

- The proprietor body does not intend to use supply staff. However, in the event that additional staff are required, leaders understand the necessary checks that need to be completed before staff begin to work at the school.

Paragraph 19(2)(e)

- The proprietor body does not appear to have made any provision in the event that additional staff may be required for the boarding provision on a temporary arrangement.

Paragraph 20(6)–20(6)(c), 21(1)–21(7)(b)

- All of the required checks for the proprietor body and leaders for the proposed school have been completed. These include all safeguarding checks and checks under section 128 of the Education and Skills Act 2008. The head of the boarding provision has yet to be appointed.
- The standards in this part are unlikely to be met.

Part 5. Premises of and accommodation at schools

Paragraph 23–23(1)(c)

- The proposed boarding school will be situated in a new purpose-built building which has been carefully designed to meet the requirements of the pupils who will attend the school. However, the building is not finished. It is at varied stages of construction and not all of the fixtures have been fitted both inside and outdoors. The building is over five floors. The lower ground floor, ground, first and second floors will be used for the proposed school. The third and fourth floors will be for the boarding provision. There is a lift to each floor. The stairwells and corridors are wide and well lit, with handrails and banisters at a suitable height.
- There will be a dedicated parking area for staff and visitors. The secure perimeter fence is at an appropriate height and all gates have a coded lock. The suite of offices will be accessed via the main entrance to the school, which is situated in the centre of the building. The offices are still incomplete. For example, they have concrete flooring, and there is clear evidence that cabling is still to be connected.
- Once finished, there will be dedicated toilets and washing facilities on each floor. There will also be suitable changing accommodation for pupils to use following physical education lessons. However, the toilets and washing and shower facilities are

not complete, including the installation of individual cubicles for the toilets and showers on some floors.

Paragraph 24(1)–24(1)(b), 24(2)

- There is a dedicated medical room on the ground floor. It has a bed, blanket, pillow and first aid kit. The room also has a sink with hot and cold running water. The room is near a toilet which is also suitable for use by people with a disability.

Paragraph 25, 26, 27–27(b), 28(1)–28(1)(d), 28(2)–28(2)(b)

- The building for the proposed school has been well designed. However, due to the current state of completion, it is not at a standard that will ensure the health, safety and welfare of pupils.
- Not all rooms have been completed. Inspectors are unable to evidence that the acoustic conditions and sound insulation are appropriate for the purpose for which the rooms have been designated. For example, some rooms are being used to accommodate building materials and equipment and the main prayer hall has a concrete floor.
- The proprietor body has ensured that some of the classrooms are suitably furnished for the proposed age of the pupils.
- The proprietor body has ensured that there is suitable outside lighting so that staff and pupils may enter and exit the premises safely. Not all of the internal rooms have light fittings installed, such as the kitchen.
- The proprietor body has ensured that pupils will have access to drinking water throughout the day. The drinking fountains on each floor are clearly labelled. However, the drinking fountains on the lower ground floor are still to be connected to a suitable water supply.
- The washing facilities are appropriately placed on each floor. However, they do not all have access to a suitable hot water supply.

Paragraph 29(1)–29(1)(a)

- There is a large open space to the front of the building. The area has an artificial surface which is suitable for physical education and for socialising.

Paragraph 30

- The proprietor body has not ensured that the accommodation for boarders is finished. Social areas are not yet equipped. Bathrooms are not finished, including bathroom and shower doors not yet fixed in place.
- There are no suitable areas for the hygienic preparation of meals or for boarders to receive meals. Boarding kitchens are not yet complete. The proposed boarders have no means to prepare snacks and meals at reasonable times.
- The standards in this part are unlikely to be met.

Part 6. Provision of information

Paragraph 32(1)–32(1)(b)

- The proprietor body was unable to evidence a prospectus for the proposed school. This was because the inspection was halted due to the condition of the premises.

Paragraph 32(1)(c)

- There is a suitable policy for the handling of complaints available on request and this is included on the website for the proposed school.

Paragraph 32(1)(f)–32(1)(g)

- The proprietor body was unable to provide an example of the format for the admission and attendance registers for pupils who will attend the proposed school. This was because the inspection was halted due to the condition of the premises.

Paragraph 32(2)(b)(ii)–32(4)(c)

- The contact details for the proprietor body are available on the school's website.
- The proprietor body has set out a clear and aspirational vision for the proposed school and shared this with inspectors at the start of the inspection. However, they were unable to provide any information about the curriculum and how their vision for pupils will be achieved. There is no curriculum information on the website for the proposed school.
- The website does include information about the behaviour policy and first aid policy for the proposed school. However, the website does not explain how proposed pupils' admission to the school will be facilitated.
- The standards in this part are unlikely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33–33(k)

- The proprietor body has ensured that there is a suitable written policy in place for the handling of complaints. The policy clearly sets out the process to be followed should there be a complaint. This includes the steps to be followed should there be any complaints raised concerning the boarding provision.
- The policy includes appropriate timescales. It also includes the need for an independent member of the panel hearing and the right of the complainant to attend should they so wish.
- The policy is available on request for parents and carers, staff and pupils, including boarders.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)–34(1)(c)

- The inspection was halted due to the condition of the premises. The site is still under construction. The proprietor body does not have a confirmed completion date from the contractor. The proprietor body has not demonstrated an understanding of the registration process nor of the independent school standards.
- The proprietor body was unable to demonstrate the planned curriculum for the proposed school. Consequently, inspectors were unable to evidence if the curriculum will be suitable to meet the academic and emotional developmental needs of the pupils who will attend the proposed school.

- The proprietor body has not been able to demonstrate well enough their understanding of all the standards relating to the safety and welfare of pupils and staff.
- The standards in this part are unlikely to be met.

Schedule 10 of the Equality Act 2010

- The inspection was halted due to the condition of the premises. The proprietor body was unable to demonstrate how they have ensured that there is a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010.

Boarding provision

The likely overall experiences and progress of children and young people

- The boarding facilities are unfinished and unfurnished. Furnishings for some bedrooms are available on site, in readiness for the building being completed. In those bedrooms there was good-quality furniture set up in readiness for children to move in.
- Social areas are not yet equipped. Bathrooms are not finished, including bathroom and shower doors not yet fixed in place.
- There are no suitable areas for the hygienic preparation of meals or for boarders to receive meals. Boarding kitchens are not yet complete, boarders have no means to prepare snacks and meals at reasonable times.
- Children's privacy is compromised due to large vision panels inset to all bedroom and bathroom doors. CCTV is installed and planned to capture images on boarding corridors, without a specific safeguarding function.
- All doors in the boarding provision are lockable, including bedrooms. Leaders confirmed that children would not receive keys to these bedrooms and so would have no means of independent entry or exit should the doors become locked.
- Children are unable to contact an independent person to the school, as an independent listener has not yet been identified. This limits the children's opportunity to share any concerns outside of the school.
- Children will have an opportunity to use their personal mobile phones for permitted periods of time, in order to contact their families if they wish to.
- The standards in this part are unlikely to be met.

How well children are likely to be helped and protected

- The school is not yet safe for boarders. The school building remains unfinished and largely unfurnished. Both internally and externally there is clear evidence of contractors continuing to work in the school, this includes flammable materials and liquids. The whole school is dusty and dirty, due to the ongoing work on site. This does not create a homely environment for children to feel safe and comfortable in.
- There is a satisfactory health and safety policy in place. However, the environment is not yet safe, due to the ongoing building work. Toilets and showers are not fully functional and hot water is not available throughout the boarding provision.
- Fire safety arrangements are not judged as robust, as there is not yet a fire safety certificate in place.

- Safer recruitment practice was not evident in the recruitment files reviewed for the senior leadership team. For example, the executive head of boarding's recruitment information related to his previous employment. Additionally, there was a lack of rigour in identifying the suitability of referees being recorded on recruitment files.
- The standards in this part are unlikely to be met.

The likely effectiveness of leaders and managers

- The leadership team demonstrated a lack of understanding of the requirements for registration. Social care inspectors had given leaders the opportunity to defer this visit, prior to their arrival. Leaders wanted to carry on with the visit. Leaders acknowledged during the visit that they were not fully prepared to meet the requirements.
- The leadership team was receptive to the observations and comments of inspectors and was keen to identify solutions to prepare for a future registration visit at the school.
- The leadership team available during the inspection presented their clear and aspirational vision for the school and the boarding arrangements. However, this vision was not implemented in the school and boarding arrangements that inspectors saw.
- Staffing arrangements were unclear and incomplete. There is no appointed head of boarding or any other additional welfare staff. Staffing ratios have yet to be agreed by the leadership team.
- Policies and procedures were generic and did not always contain reference to boarding. For example, the staff disciplinary policy wrongly referenced a local authority as part of their procedure. The behaviour policy failed to take account of the boarding provisions. The CCTV policy also failed to address the boarding arrangements for the recording of live images in communal corridors.
- The standards in this part are unlikely to be met.

Compliance with regulatory requirements and national minimum standards for boarding schools

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

Proposed school details

Unique reference number	148966
Social care unique reference number	2684768
DfE registration number	889/6017
Inspection number	10229907

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Independent
School status	Independent boarding school
Proprietor	Rawdhatul Ilm Wal Huda
Chair	Muawiyah Ahmed
Headteacher	Aysha Ahmed
Annual fees (day pupils)	£1,400
Annual fees (boarders)	£2,400
Telephone number	01254673105
Website	www.rawdha.org
Email address	info@rawdha.org
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 19	11 to 19
Number of pupils on the school roll	Not applicable	450	450

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	400
Number of part-time pupils	Not applicable	None
Number of boarders on roll	Not applicable	200
Number of pupils with special educational needs and/or disabilities	Not applicable	As required
Of which, number of pupils with an education, health and care plan	Not applicable	As required
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	As required

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	30
Number of part-time teaching staff	0	15
Number of staff in the welfare provision	0	25

Information about this proposed school

- The proposed boarding school will cater for 450 girls from 11 to 19 years of age.
- Up to 200 pupils will be boarders at the proposed school.
- The proposed school will be in a new, purpose-built building which will incorporate both the school and the boarding provision.
- The boarding provision will be on the top two floors of the new building.

Information about this inspection

- This was an integrated inspection with school and social care inspectors.
- The inspection was commissioned by the Department for Education to determine if the school is likely to meet the independent school standards and the national minimum standards for boarding, prior to opening as a registered boarding school.
- This is the school's first pre-registration inspection. During the notification call and the follow-up call with the social care inspector, the representative for the proprietor body stated that the building was not quite ready. Both inspectors gave leaders the opportunity to defer this inspection, but leaders wanted to carry on with it.
- During the inspection, inspectors met with representatives from the proprietor body.
- Inspectors reviewed a range of documentation relating to the independent school standards and the national minimum standards for boarding. This included policies relating to safeguarding and the procedures in place for the recruitment of staff for the proposed school and boarding provision.
- The inspectors carried out a tour of the premises for both the school and the boarding provision. Documentation about the suitability of the school's welfare, health and safety procedures and documentation relating to the reduction of risk were also reviewed.
- The inspection was halted due to the condition of the site and premises of the proposed school, including the boarding provision.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

Louise Redfern

Regulatory Inspection Manager

Denise Jolly

Senior officer, Regulation, Social Care Policy

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 part 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)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country
 - 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)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
 - 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.
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education

- 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
- 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
- 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)
- 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; 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.

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
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - 5(d)(i) while they are in attendance at the school
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
- they are offered a balanced presentation of opposing views.

Part 3. Welfare, health and safety of pupils

- 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.
- 8 Where section 87(1) of the 1989 Act[11] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that–
- 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
- 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools.
- 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[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.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 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 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if–
 - 18(2)(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with.

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)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and
 - 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.
- 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.
- 26 The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.
- 27 The standard in this paragraph is met if the proprietor ensures that–
 - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(a) suitable drinking water facilities are provided
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such; and
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if–

- 28(2)(a) they are readily accessible at all times when the premises are in use; and
- 28(2)(b) they are in a separate area from the toilet facilities.
- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

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)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise
- 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)(c) particulars of the policy referred to in paragraph 2.

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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