

Alternative Community Education

Christian Life Centre, Sedgley Street, Blakenhall, Wolverhampton, West Midlands WV2 3AJ

Inspection dates

29 June 2022

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(a), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), and 4

- The proprietor has drawn up a basic curriculum policy that states that the proposed school will focus on academic and character development. Pupils are likely to be able to access a suitably broad range of subjects. Leaders propose that the curriculum will contain learning experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- The proprietor intends to provide a wide range of opportunities for pupils to develop their speaking, listening, literacy and numeracy skills. The proprietor is keen for pupils to be well equipped for further education, training and employment.
- However, there are no schemes of work in place for the different subjects of the curriculum. Leaders have not set out what pupils will learn and when they will learn it. Leaders have not thought about how the curriculum will be sequenced over time. They have not considered how the curriculum they intend to offer will build on what pupils know and can do already.
- Leaders have not fully considered how the curriculum will reflect the potential ages, aptitudes and needs of pupils that will possibly attend the school. It is not always made clear how the curriculum will be adapted to support pupils with special educational needs and/or disabilities.
- Leaders have not accounted for how physical education will be taught or incorporated into the curriculum. Leaders have ideas of how they will make use of facilities in the local community, such as a sports centre, but these have not been formalised or brought together in a written policy or scheme of work.
- Leaders have incorporated some limited teaching of relationships and sex education (RSE) into the scheme of work for personal, social, health and economic (PSHE) education. However, they have not paid due regard to the guidance under section 80A

of the Education Act 2002. For example, they have not developed a policy for RSE or considered how parents and carers will be consulted.

- Leaders do not have a coherent plan in place for careers education. They intend to invite in speakers from a local careers service but have not thought about the content of their careers programme for all pupils.
- As a result of the shortcomings in the proposed school's current plans for the curriculum, it is not likely that pupils will be supported to acquire new knowledge and make good progress according to their ability.
- There is very little information or planning for how teaching is going to be managed in the proposed school. There are no teachers currently appointed to the proposed school, although leaders have obtained details of two teachers they are considering employing. There are no well-thought-out plans about how the proprietor will ensure staff have the appropriate skills, knowledge and understanding to deliver the breadth of curriculum they intend to offer.
- Leaders have begun to consider the details of their assessment framework. They have developed an assessment policy setting out their principles of assessment. It includes provision for a baseline assessment when pupils enter the school. However, the rest of the framework is in its infancy. Leaders have not considered how pupils' work will be assessed regularly and thoroughly. They have not considered what assessment information they will need to ensure that teaching is planned effectively to enable pupils to make progress.
- It is not clear how teaching will be monitored and supported by senior leaders. The proprietor recognises that additional professional development is a key aspect of the provision, but no clear process is in place to ensure that lessons are well planned and utilise effective teaching methods.
- The proprietor has not yet decided how teaching areas will be organised or how or where teachers will take necessary breaks during the school day.
- There are currently very limited classroom resources available. Leaders have not considered the range of resources the school will require to support pupils with subjects such as reading or mathematics, for example. They are aware that considerable work is required in establishing the setting as a school.
- The proprietor has not ensured that these standards are likely to be met.

Paragraphs 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 3(h), 3(i) and 3(j).

- The proprietor proposes to provide a broad curriculum which will give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- The proposed curriculum will provide opportunities to develop pupils' speaking and listening skills.
- The proprietor understands his responsibility to ensure that the curriculum does not undermine fundamental British values nor discriminate against pupils contrary to Part 6 of the Equalities Act 2010.
- The proprietor has ensured that these standards are likely to be met.

Paragraphs 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)

- The proposed school's PSHE education plan provides opportunities for RSE, mental health and well-being, as well as preparation for real life, such as handling money. Leaders have considered the order in which the different aspects will be taught.
- The proprietor has a secure knowledge of the Equality Act 2010. As a result, the proposed PSHE curriculum is planned to ensure pupils learn about all groups who are protected by the act. The scheme of work 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. Leaders are passionate about pupils learning about respect for all
- The proprietor has ensured that these standards are likely to be met.

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

Paragraphs 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) and 5(d)(iii),

- The proprietor and headteacher demonstrate a deep commitment to supporting pupils' spiritual, moral, social and cultural development. They have mapped out how this will be threaded through policies and different subject areas.
- The equality and diversity policy explains how pupils are likely to be supported to develop respect for other people, cultures and traditions. The proprietor ensures that due regard is paid to the protected characteristics set out in the Equality Act 2010, by including these in many of the policy expectations.
- Although there are weaknesses in curriculum planning, there is clear evidence that the proprietor intends to actively promote the broad themes of British values, the rule of law, respect for public institutions, appreciation of other cultures and democracy.
- The proprietor has ensured that these standards are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- The proprietor has made arrangements to safeguard and promote the welfare of pupils through a written safeguarding policy. The policy provides information to ensure concerns that staff have about a pupil are appropriately reported, recorded and acted upon. However, it does not fully take account of the guidance issued by the Secretary of State. For example, it does not explain the school's approach to dealing with and reporting 'Sexual violence and sexual harassment between children in schools and colleges'.
- The proprietor has not ensured that these standards are likely to be met.

Paragraphs 9(a), 9(b), 9(c) and 10

- The proprietor has created a suitable policy to support behaviour management.
- The behaviour policy sets out a clear framework for managing and promoting good behaviour. It details the rewards and sanctions to be employed in the proposed

school. It includes examples of a behavioural log to record any incidents and how they will be dealt with by staff.

- The proposed school has a suitable anti-bullying strategy that includes support for staff in how to deal with any bullying incident.
- The proprietor and headteacher have experience in managing pupils' behaviour. They have a strong vision for how staff are likely to support pupils to take responsibility for their own behaviour.
- The proprietor has ensured that these standards are likely to be met.

Paragraphs 11, 12, and 13

- The proprietor has a suitable draft health and safety policy in place that covers the elements expected in such a policy. It takes account of the relevant legislation. The policy sets out roles and responsibilities for those involved in the proposed school.
- There is an appropriate fire policy in place. Leaders have set out when fire drills will take place and what fire training will be provided for staff.
- A fire risk assessment was carried out in March 2022 by a specialist company. A number of issues were highlighted that needed addressing. An action plan is in place to ensure all actions are completed by August 2022. This will ensure that the premises are fully compliant with the Regulatory Reform (Fire Safety) Order 2005.
- The proprietor has devised a suitable first-aid policy. Leaders intend for all staff to be trained in first aid.
- The proprietor has ensured that these standards are likely to be met.

Paragraph 14, 15 and 16(a) and 16(b)

- Leaders have begun to consider how best to supervise pupils while they are at the proposed school. However, there is no clarity about how many classes, how many teachers and how many learning support assistants will be required when the proposed school first opens and, over time, as the school grows. It is not yet clear how the proprietor will ensure that they have adequate supervision for the unconfirmed numbers of pupils on site when the school opens.
- The proprietor has ensured that there are policies for admissions and attendance. However, there is no admissions register currently in place and leaders were unsure what to include in such a register. They were unsure about the Education (Pupil registration) (England) Regulations 2006.
- There is a simple risk assessment statement included in the health and safety policy for the proposed school. However, leaders have only drawn up two simple risk assessments. These do not fully assess the risks or detail how leaders will mitigate any risks identified. Leaders understand that they have much to do if they are to fully consider the safety of pupils while involved in the full range of activities on and off the school site.
- The proprietor has not ensured that these standards are likely 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)(ii), 18(2)(c)(iii), 18(2)(d), 18(2)(e), 18(3), 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), 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) and 21(6)

- The proprietor does not have a full understanding of the checks that must be made on the suitability of staff supply staff, the proprietor and members of the governing body to work with children.
- The proprietor has not established a register or single central record to collate and record all of the required checks on staff and governors.
- The proprietor informed the inspector that some of the required checks had been undertaken by the Department for Education. However, the proprietor has no means of recording these checks in a register, as set out in the standards.
- The proprietor intends to employ supply staff, but does not have a means for recording the checks made either by himself or a third party.
- The proprietor intends to establish a governing body for the proposed school. However, he was unaware of the suitability checks that should be made, including a section 128 check, on those who will be on the governing body.
- The proprietor has not ensured that these standards are likely to be met.

Paragraphs 18(2)(c)(i), 18(2)(c)(iv), 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), 19(3),

- The proprietor understands the requirement to check the identity of staff and whether they have the appropriate qualifications. He understands that an enhanced Disclosure and Barring Service check is to be carried out in respect of each person he employs prior to their appointment.
- The proprietor demonstrated an understanding of how to secure evidence that the required checks had been carried out on any supply staff he engaged to work at the school. He knew how important it was to secure written evidence from the employment business prior to the supply staff starting work at the school.
- The proprietor understood that the enhanced Disclosure and Barring Service certificate is obtained not more than three months before the date on which the member of staff is due to begin work at the school.
- The proprietor has ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 25, 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)

- The proposed school is situated in a combined church and church centre. It is used by the church outside school hours. The site is surrounded by fencing with a gate that can be secured when the school is in operation.
- There is ample space across the whole building, providing various rooms of different sizes. Leaders are clear about how these will be used to meet pupils' needs in the most effective way. It also includes an office and staff and pupils' toilets. The staff toilet also serves as a disabled toilet. There is a well-equipped main kitchen where leaders propose that drinks and toast can be made each morning for pupils.
- There are appropriate toilet facilities that are well maintained. There is running hot and cold hot water. Leaders are in the process of having thermostatic mixing valves fitted to reduce the risk of scalding. They understand their responsibility to check the water regularly and keep a record of the temperature
- Leaders expect to provide drinking water to pupils in bottles. Taps that supply drinking water are in the process of being labelled as such.
- There are no shower facilities on site. Leaders intend for pupils to access changing facilities and showers at the sports centre where physical education will take place.

Paragraphs 24(1), 24(1)(a), 24(1)(b), 24(1)(c) and 24(2)

- A room has been identified as a medical room. It is a suitable space. Leaders have purchased a bed and a first-aid kit. It is next to a toilet facility. During the inspection, leaders contacted a plumber to arrange for a washing facility to be installed in the room. Leaders say that the room may be used for other purposes such as administration, depending on need, although this will not be for teaching.

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

- Accommodation throughout the building is of a good standard and meets all the requirements for the health, safety and welfare of pupils. It is clean and well maintained in good decorative order. There are suitable acoustics and lighting. Some rooms are carpeted while others have tiled floors. All teaching rooms have an acceptable source of natural light. There is ample and effective external and interior lighting.

Paragraphs 29(1), 29(1)(a) and 29(1)(b)

- The pupils will have access to outside space for social times and play. There is a substantial grassed area to the rear of the building, with several large trees providing shade. Leaders intend to separate off part of the car park to provide additional hard surface play space. The whole of the site is surrounded by appropriate fencing.
- The proprietor has ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraphs 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(d), 32(3)(f),

- During the inspection, the headteacher shared the website that is currently being built for the proposed school. It is beginning to be populated with the school policies that are in place. Leaders fully understand their responsibility to provide information to parents and external bodies.
- The proprietor has set out a curriculum policy that is available to parents. There is a clear ethos and vision statement to support this. Relevant contact details for the school and the proprietor are available.
- Leaders have put in place policies on admissions, health and safety, first aid, the management of behaviour and how exclusions will be handled.
- The proprietor has ensured that these standards are likely to be met
- *Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(1)(k), 32(3)(b), 32(3)(c), 32(3)(e) and 32(3)(g),*
- A safeguarding policy is available, but it does not have regard for guidance issued by the Secretary of State.
- Leaders have not considered how they will provide parents with an annual report of pupils' progress and attainment.
- There are no details available to explain the educational and welfare provision for pupils who speak English as an additional language.
- Leaders could explain the information they will provide to support the annual review of a pupils' education, health and care (EHC) plan. However, no formal procedures or policy for this process have been set out.
- There is currently no proposed proforma for the annual account of income received and expenditure incurred by the school in respect of any pupil wholly or partly funded by the local authority.
- There is currently no means for sharing the school's future academic performance.
- The proprietor has not ensured that these standards are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 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) and 33(k)

- The complaints procedure is comprehensive and easy for parents to follow should they ever need to raise a complaint. It includes appropriate timelines and the right for parents to be accompanied at any panel hearing. Leaders stress that they hope to address any complaints informally in the first instance.

- Leaders understand their responsibility to keep written records of any complaints and the action taken to deal with them. They have devised a series of proformas for this purpose.
- The complaints policy is available on the school website.
- The proprietor has ensured that these standards are likely to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor does not have a thorough understanding of the independent school standards. Consequently, there are many standards that are not likely to be met.
- Many policies, required to meet the independent school standards, have not been drawn up for the proposed new school. There is a lack of schemes of work to support the curriculum policy. There is a lack of preparation to prepare policies for the proposed new school.
- Leaders have not given enough consideration to recruitment processes for teaching and support staff. There is a lack of coherent and systematic planning by the proprietor to ensure that the proposed school is ready to open.
- Given the shortcomings in the safeguarding policy, health and safety and first-aid policies, the proprietor is not likely to ensure that the well-being of pupils is fully promoted.
- The proprietor has clear intentions and a vision for the school. He and the headteacher want to make a positive difference to pupils' lives and raise their aspirations for future learning and employment. However, they have not put in place appropriate policies and procedures to ensure that the independent school standards are likely to be met.
- The proprietor has not ensured that these standards are likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor has not drawn up an accessibility policy. He has not fully considered the accessibility strategy and plan pertinent to this school setting.
- The proprietor has not ensured that the requirements of Schedule 10 of the Equality Act 2010 are likely 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	149045
DfE registration number	336/6009
Inspection number	10232675

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 special school
School status	Independent special school
Proprietor	Alternative Community Education Ltd
Headteacher	Celandine Christie
Annual fees (day pupils)	£10,000 to £40,000
Telephone number	07888 669 858
Website	ace14-16.co.uk/
Email address	aceeducation1416@gmail.com

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	14 to 16	14 to 16
Number of pupils on the school roll	Not applicable	15	15

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	15
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	15
Of which, number of pupils with an education, health and care plan	Not applicable	15
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	15

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	2

Information about this proposed school

- Alternative Community Education plans to be an independent school for up to 15 boys and girls aged 14 to 16 years. The proposed school plans to offer full-time places.
- The proposed school intends to provide for pupils with an EHC plan. These pupils are likely to have a range of needs, including moderate learning difficulties and/or social, emotional and mental health needs.
- The proposed school does not intend to make use of any off-site alternative provision.

Information about this inspection

- This is the school's first pre-registration inspection.
- During the inspection, the inspector scrutinised a wide range of documentation, including documents associated with the curriculum, behaviour and safeguarding. She visited the proposed site of the school in Wolverhampton and toured the premises. Discussions were held with the proprietor and the headteacher. The inspector also met the school's finance officer.
- The inspector took account of arrangements for pupils' welfare and safeguarding. The inspection work included reviews of the safeguarding policy, the school's checks on the suitability of staff, the health and safety policy and the fire risk assessment.

Inspection team

Nicola Harwood, 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(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)(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)(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;
- 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 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.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 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(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or

unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-

- 20(6)(a) MB-
- 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
- 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB-
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
 - 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
 - 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(i) S's identity was checked;
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

- 21(5) The information referred to in this sub-paragraph is, in relation to supply staff-
 - 21(5)(a) whether written notification has been received from the employment business that-
 - 21(5)(a)(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and
 - 21(5)(a)(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,
 - 21(5)(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and
 - 21(5)(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
 - 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
 - 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
 - 32(1)(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(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
 - 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(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)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

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.

Schedule 10 of the Equality Act 2010

- The proprietor has not drawn up a suitable accessibility policy or plan for the proposed school. He has not made arrangements to meet the requirements of schedule 10 of the Equality Act 2010.

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