

Assess Education

187-193 Picton Rd, Wavertree, Liverpool L15 4LG

Inspection date

16 November 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a)-2(1)(b)(i), 2(2), 2(2)(a), 2(2)(d)-2(2)(e), 2(2)(e)(ii), 2(2)(h)-2(2)(i)

- At the standard inspection in March 2023, inspectors found that the curriculum lacked ambition. The range of subjects offered was narrow. Leaders had not designed suitable curriculums for the subjects that were taught. Leaders had given little thought to the different needs of pupils, including those with special educational needs and/or disabilities (SEND). Pupils did not achieve well.
- Personal, social, health and economic (PHSE) education was not taught between October 2022 and early March 2023. Shortly before the standard inspection, leaders had introduced a new programme to deliver PHSE education.
- At the time of the previous inspection, pupils were not provided with appropriate careers guidance. Pupils had no opportunities to visit local colleges or employers. Leaders did not organise work experience for pupils. Year 11 pupils only received information about careers options a few weeks prior to leaving school.
- In their action plan, leaders proposed actions to resolve some of the failings found at the standard inspection, for example introducing timetabled careers guidance sessions. Nonetheless, leaders did not propose actions to resolve all of the failings identified by inspectors. Moreover, leaders' proposed actions lacked clarity.
- During this inspection, inspectors found that leaders have broadened the range of subjects offered at key stage 4 to cover all the required areas of learning. They have implemented a suitable PSHE curriculum that meets the requirements of the independent school standards ('the standards'). However, in subjects other than English, mathematics and PSHE, the curriculum plans and schemes of work lack ambition. Moreover, leaders have not thought out the learning for pupils in key stage 3 or for students in the sixth form.

- Leaders have not put in place a planned careers programme. Only a few pupils in Year 11 have had a meeting with a careers adviser. Consequently, pupils do not have the knowledge that they need to make well-informed decisions about their next steps.
- Leaders have taken some action to improve the quality of education at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)-2A(1)(g), 2(A)(2)

- At the standard inspection in March 2023, pupils were not taught relationships and sex education (RSE). Leaders had not developed a RSE policy. As a result, leaders had not been able to consult with parents and carers in developing and reviewing the school's RSE policy, as required. Moreover, leaders had not informed parents of their right to withdraw their child from some or all of the sex education lessons.
- In their action plan, leaders proposed actions to resolve some of the failings identified by inspectors. They intended to provide pupils with RSE. However, leaders' planned actions were not well thought out. For example, leaders proposed to publish a RSE policy on the school's website but neglected to include an action to devise this policy.
- During this inspection, inspectors found that leaders have now consulted with parents and carers as part of the development of the RSE policy. They make sure that parents of prospective pupils are aware of the policy and their right to withdraw their child from sex education. Teachers now deliver a planned programme of RSE for key stages 3 and 4 pupils that meets statutory requirements. However, leaders have not put in place an RSE curriculum for students in the sixth form.
- Leaders have taken some actions to provide pupils with RSE at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 3, 3(a)-(h)

- At the standard inspection in March 2023, some teachers did not have strong subject knowledge. Most were inexperienced and were not subject specialists. They did not devise suitable activities that helped pupils to make sense of new learning. Teachers did not routinely check whether pupils had any gaps or misconceptions in their learning. Classroom resources were limited. Teachers did not use effective strategies to manage pupils' behaviour in lessons.
- Leaders proposed a number of actions to resolve the failings at the standard inspection. However, leaders' planned actions were not well thought out. Some actions lacked detail. For instance, leaders proposed to 'assess the suitability of staff and effect changes as necessary'. Leaders intended that this action would enable pupils to 'make better progress than at present'.
- During this inspection, inspectors found that teachers were confident and competent in the delivery of English and mathematics. However, leaders have not ensured that teachers have received the training and support required to deliver other subject curriculums confidently and competently. Moreover, leaders have not considered the considerable challenge to these teachers of delivering the full curriculum across three key stages.

- Teachers manage pupils' behaviour well so that lessons generally proceed without interruption. They work well with pupils to help them to meet the expectations for their behaviour in lessons and around school.
- Leaders have taken some action to improve teaching at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.
- The school does not meet all of the previously unmet standards in this part.

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

Paragraph 5, 5(a)-(b), 5(b)(ii)-5(b)(vii), 5(d)-5(d)(iii)

- At the standard inspection in March 2023, pupils had only very recently started to learn about the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance. Leaders' schemes of work were incomplete. Pupils were not taught about different cultures and faiths. There were no opportunities for pupils to be active citizens in their local community. Pupils did not access a range of experiences and activities that prepared them well for life in modern Britain.
- In their action plan, leaders proposed to deliver some learning about fundamental British values through the PSHE curriculum. They planned some other actions, such as the re-introduction of the school council, to give pupils some relevant experiences. However, leaders neglected to identify actions to address all of the failings found at the standard inspection.
- During this inspection, inspectors found that leaders have adopted a published PSHE curriculum. This curriculum includes learning about fundamental British values. Teachers were delivering this curriculum as intended. Added to this, teachers have taken pupils on some trips and visits to deepen their understanding of other faiths, such as Christianity and Islam. Pupils have supported a local food parcel project and raised money for charity. Teachers have introduced assemblies into pupils' timetables. Despite sixth-form students accessing some of the wider opportunities available to them, there is no planned PSHE curriculum for this key stage.
- Leaders have taken some action to improve the spiritual, moral, social and cultural development of pupils at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets the requirements in this standard.
- The school does not meet the previously unmet standard in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a)-7(b), 18(1)-18(2)(d), 18(3), 21(1)-21(3)(b), 32(1)(c)

- At the standard inspection in March 2023, inspectors found that the school's safeguarding arrangements were ineffective. Leaders were uncertain about their statutory duties for safeguarding. Leaders' lax approach to safeguarding put pupils at risk of harm. Leaders did not take swift action in response to known safeguarding concerns. Also, leaders did not ensure that pupils were taught how to keep themselves safe, nor did pupils learn about potential risks and dangers that they may face.

- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders have started to address some of the failings from the previous inspection. Leaders have brought in external support to help them with this aspect of their work. They were devising a new safeguarding and child protection policy but this was in draft form. Leaders have ensured that all staff have had relevant safeguarding training. They have appointed a deputy designated safeguarding lead. Leaders have also introduced a new online recording system.
- Nevertheless, leaders did not have sufficient oversight to reassure themselves that their safeguarding arrangements are effective. Some key staff were unsure about their roles and responsibilities. There were gaps in safeguarding records.
- At the standard inspection, leaders had carried out the required pre-employment checks on leaders and staff. During this inspection, inspectors found that leaders had not carried out the required pre-employment checks on some staff. They had not ensured that the single central record was up-to-date and accurate.
- At the standard inspection, the safeguarding policy was published on the school's website. At the time of this inspection, the school's website was not working. However, the safeguarding policy was available from the school on request.
- Leaders have taken some action to improve safeguarding arrangements at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 9, 9(a)-9(c)

- At the standard inspection, inspectors found that the behaviour policy was unclear. It did not set out leaders' expectations of pupils' behaviour or the sanctions to be adopted in the event of poor behaviour. Leaders had not established a system for staff to record any behaviour or bullying incidents. Leaders did not keep a record of behaviour or bullying incidents, nor did they analyse incidents of poor behaviour to check for patterns or bullying.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders were in the process of devising a new behaviour policy. There was an online system for staff to record any behaviour incidents. Staff have started to record outcomes following behaviour incidents, but there was no record of the sanctions imposed for serious misbehaviour. Leaders have not analysed the information about pupils' behaviour.
- Leaders have taken some action to meet the requirements of this standard. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 11

- At the standard inspection, inspectors found that the health and safety policy was not fit for purpose and did not reflect practice in the school. It was not specific to the school's premises or curriculum. For example, it made reference to appropriate clothing for staff

teaching art and design and design technology lessons, neither of which were in the school's curriculum. The policy had not been updated since the school moved premises.

- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders' health and safety policy was a generic policy that had not been adapted for this school. The policy could not be implemented as intended. For example, the policy set out the roles and responsibilities of the site manager. There was no site manager working at this school. Leaders' oversight of health and safety was lax. For instance, pupils could access rooms on site which contained heavy machinery, and were used to store cleaning equipment and had exposed wiring.
- Leaders have taken some action to improve health and safety arrangements at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 12

- At the standard inspection in March 2023, inspectors found that the proprietor had not ensured that the school complied with the Regulatory Reform (Fire Safety) Order 2005. For example, leaders had not ensured that fire-safety drills had been conducted.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders have carried out a fire-safety drill with pupils and staff earlier this term. Leaders have installed emergency lighting and a smoke-detection system. Fire extinguishers have been checked recently. However, there was no fire risk assessment in place. Leaders have not agreed the most suitable fire-assembly point. The fire-evacuation signage was unclear and contradictory. The labelled fire-assembly point closest to the classrooms was obscured by rolls of soft-play covering. Leaders were unsure whether the external light for the fire exit closest to the classrooms worked.
- Leaders have taken some action to improve fire-safety arrangements at the school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 15

- At the time of the standard inspection, leaders had not ensured that the school's admissions and attendance registers were maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. Leaders had not ensured that there were two emergency contacts for pupils. The attendance register was completed in pencil and some pupils' attendance information had been erased.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders could not provide them with the school's admission register.
- Leaders have set up an online attendance register. This is completed each morning and afternoon session by reception staff. These staff contact parents if any pupils do not

arrive at school. Staff make a note of these calls. Other staff carry out home visits to check that pupils are safe and well. Also, staff carrying out home visits record this information separately to the contact log maintained for telephone calls to and from parents and carers. This makes it tricky to track staff's responses to pupils' absences. Furthermore, teachers were unsure of which pupils are expected to attend their lessons.

- Leaders have taken some action to meet the requirements in this standard. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 16, 16(a)-16(b)

- At the time of the standard inspection, leaders had not ensured that risk assessments had been updated for the new premises. Leaders had also not completed risk assessments for the outdoor space to the front of the building, which was also used by a used-car garage and scaffolding company. Leaders had not identified possible risks to pupils' welfare, health and safety in this area.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders have taken some steps to reduce the most obvious risks posed by the school's location. The scaffolding company has moved out from the adjacent premises. The outdoor space used by the used-car garage was separated from the school by gates, although these were not secured. The path that pupils use to walk from the entrance to the main door was separated from the vehicle access by large planters.
- Leaders have not ensured that they have suitable risk assessments in place for the hazards posed by the school's premises, activities and pupils. They have not identified the hazards, assessed risks or made plans to control these risks. The lines of accountability for health and safety were unclear.
- Leaders have taken some action to reduce risks at this school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.
- The standards checked in this part remain unmet.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a)-23(1)(c)

- At the time of the standard inspection, the toilets in the school's new premises were not suitable and lacked cleanliness.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that there were insufficient girls' toilets for the school's registered capacity. There was one toilet with a sink for female pupils. This was lockable from the inside. The boys' toilet had one cubicle and two urinals. This also had a sink. All the toilets were clean. However, the boys' toilet contained no soap or hand towels.
- There were no showers or changing accommodation for pupils.

- Leaders have taken some action to improve the washing and toilet facilities for pupils at this school. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 24(1), 24(1)(a)-24(1)(b)

- At the time of the standard inspection, inspectors found that the proprietor had not ensured that there was a suitable medical room in the school's new premises.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders have set up a suitable medical room with a bed. This room had a sink and a toilet. It was available throughout the school day.
- Leaders have ensured that the school now meets this standard.

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

- At the standard inspection, leaders had not ensured that the school's new premises and accommodation were maintained to a standard that ensured that the health, safety and welfare of pupils were prioritised. Inspectors found that the premises were not fit for purpose. Building works were unfinished and the premises were cold.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that the building was heated sufficiently. The building works in the internal areas used by pupils were complete. The ceilings were fully tiled and there were carpets and vinyl flooring throughout the rooms. The lighting and acoustic conditions in the different spaces around school were appropriate. There was lighting by the main entrance to school so that people could safely arrive and leave in the hours of darkness.
- There were some unfinished areas in the building. These rooms were not used by pupils but the doors to these rooms were not locked nor was there signage to make clear that these rooms were out of bounds to pupils. These rooms contained heavy machinery, building and cleaning materials.
- Leaders did not have a robust cleaning and maintenance programme in place. For example, inspectors found a loose carpet. This was in a 'high traffic' area used by all staff and pupils. This posed a potential trip hazard. Also, leaders were unsure whether the external light over the door to the playground worked. This door was also the fire exit closest to classrooms.
- Leaders have taken some action to improve the school premises. However, leaders' actions lack the urgency and thoroughness required to ensure that the school now meets this standard.

Paragraph 28(1)-28(2)(b)

- Leaders ensure that pupils have access to drinking water throughout the school day. Usually, pupils are provided with bottles of water. However, during the inspection, supplies of bottled water had run out and leaders were awaiting a delivery. Nevertheless, leaders provided a large container of water and cups in the reception area for use by pupils.

- The standard in this paragraph is met.

Paragraph 29(1), 29(1)-29(1)(b)

- At the time of the standard inspection, inspectors found that leaders had not ensured that there was a curriculum for physical education. Pupils also did not have a suitable space to play outside at the school's new premises. The area to the rear of the new school was in a poor state of repair. The playground surface was uneven and unkempt. This space was also not suitable for organised physical activity.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that leaders now offer pupils a programme for sport and fitness that enables them to work towards accreditation. Teachers use the local park to deliver the practical elements of this programme.
- Leaders are in the process of improving the outdoor play space. This work is unfinished. They have purchased furniture so that pupils can sit outside. They have built a fence to separate off an area that they propose will be used by pupils for gardening. Leaders have purchased rolls of soft-play covering to improve the playground surface. These have been delivered but are stored so that they block the signed fire-assembly point. There is a gate from the play area to the used-car garage. This was not locked. There was rubbish on the play area.
- Leaders have taken some action to improve the outdoor space. However, leaders' actions lack the thoroughness required to ensure that the school now meets this standard.
- The new school premises do not meet all the previously unmet standards in this part.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(1)(g)-32(1)(i), 32(3)-32(3)(b)

- At the standard inspection in March 2023, leaders did not provide information for annual reviews for pupils with education, health and care (EHC) plans or for those children looked after. Moreover, leaders did not provide inspectors with the annual account of income and expenditure for children looked after, information on commissioning arrangements with placing schools, or records for pupils with SEND. Furthermore, inspectors were unable to establish which member of staff was responsible for leading the SEND provision in the school.
- Leaders had proposed some actions to resolve the failings found at the standard inspection. Nonetheless, leaders neglected to propose actions to resolve all of the failings in this part.
- During this inspection, inspectors found that leaders have published policies on admissions, misbehaviour and exclusions. However, the admissions policy did not match the school's registration agreement with the Department for Education (DfE). This policy did not set out clearly the school's criteria for admissions and the admissions process.
- Leaders have devised a commissioning form. This has not yet been implemented. This absence of information about pupils on entry has led to a lack of clarity about the registration status of pupils on roll. Staff were unclear whether pupils are single registered or dual registered. They were unsure of who has oversight of those pupils on

roll who attend alternative provision, or receive learning online, for the entirety of their education.

- Leaders have very recently appointed a SEND coordinator. The new SEND coordinator prioritised the annual reviews for all pupils with EHC plans. These were carried out in the summer term. This leader was in the process of reviewing the school's SEND policy.
- Leaders did not provide inspectors with the annual account of income and expenditure for pupils wholly or partly funded by a local authority.
- Leaders have taken some action to improve the provision of information. However, leaders' actions lack the thoroughness required to ensure that the school now meets this standard.
- The school does not meet all the previously unmet requirements in this part. This standard is not met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a)-33(k)

- At the standard inspection in March 2023, inspectors found that the complaints policy was not fit for purpose. This policy would not work effectively in practice because all complaints were to be heard by the headteacher.
- In their action plan, leaders set out their intention to review and update the complaints policy. However, they did not set out all the actions needed to resolve the specific failings identified by inspectors. For example, leaders did not set out any actions to secure an independent panel member to be involved at step three of leaders' complaints process.
- During this inspection, inspectors found that leaders have drawn up a suitable complaints procedure that meets the requirements of the standard.
- The standard in this part is met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a)-34(1)(c)

- At the school's standard inspection in March 2023, this standard was unmet. Inspectors found that the proprietor had failed to ensure that the standards were met and that she had not fulfilled her statutory responsibilities, including in relation to keeping pupils safe. Inspectors noted that the proprietor did not have the knowledge or skills to improve the school.
- Leaders neglected to submit an action plan, nor did they propose any actions to resolve the failings identified by inspectors.
- During this inspection, inspectors found that the proprietor was in the process of setting up a governing body to challenge and support school leaders to improve the school. In the meantime, the local authority required leaders to draw up an action plan. The local authority has monitored the school's progress in carrying out the agreed actions. It has provided some support to the school. The proprietor has also appointed an external provider for safeguarding advice and guidance.
- The proprietor has taken some action to address the failings at the standard inspection. However, the pace of change has not been sufficient to ensure that standards are now met. The proprietor has not ensured that there are appropriate policies matched to this

school that are understood and implemented by all staff. Moreover, some staff were unclear about their roles and responsibilities and they were not held to account sufficiently for their work.

- The proprietor has not ensured that the school provides an acceptable quality of education for all pupils, including those in key stage 3 and the sixth form. The proprietor has not fulfilled her statutory responsibilities in order to ensure the welfare, health and safety of pupils at the school. Moreover, she has not adhered to the registration agreement with the Department for Education (DfE).
- The proprietor has not devised a suitable accessibility plan that meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The proprietor has taken some action to improve leadership and management at the school. However, the proprietor's actions lack the urgency and thoroughness required to ensure that the school now meets this standard.
- The standard in this part is unmet.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	138878
DfE registration number	341/6003
Inspection number	10314484

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	14 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	27
Number of pupils in the sixth form	5
Proprietor	Dena Robinson
Headteacher	Dena Robinson
Annual fees (day pupils)	£10,963
Telephone number	0151 735 0036
Website	www.assessededucation.co.uk
Email address	info@assessededucation.co.uk
Dates of previous standard inspection	28 to 30 March 2023

Information about this school

- The school's previous standard inspection was 28 to 30 March 2023.
- The school's registered premises is at 260 Picton Road, Wavertree, Liverpool L15 4LP. However, the proprietor moved premises to 189-193 Picton Road, Wavertree, Liverpool L15 4LP prior to the previous inspection. The proprietor did not notify the DfE of this material change.
- The school has admitted pupils below the registered age range. The school website stated that the school admits pupils from Year 9 to Year 13. Pupils in Year 9 are 13 and 14 years

old. The school is registered for pupils aged 14 to 18. There is also a Year 7 pupil on roll. The proprietor did not notify the DfE of this material change.

- Pupils' places at the school are commissioned by two local authorities and local secondary schools.
- A few pupils receive their learning online.
- Some pupils have an EHC plan. Most pupils have social, emotional and mental health needs. Some pupils have autism. Some pupils are currently looked after.
- School leaders make use of one unregistered alternative provision. There are some post-16 students placed full time in this alternative provision. All these students have EHC plans.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's previous standard inspection was 28 to 30 March 2023. At this inspection, the school was judged to not comply with the standards.
- This was the school's first progress monitoring inspection.
- The DfE required the school to prepare two action plans. Both plans were statutory. Ofsted evaluated the first plan on 5 June 2023. The second plan was evaluated on 7 July 2023. The DfE rejected both of these action plans.
- The DfE commissioned a material change inspection as part of this inspection. The focus of this material change inspection was to evaluate the suitability of the school's new premises and accommodation. The DfE commissioned Ofsted to check relevant standards in parts 3, 5 and 8.
- This inspection was conducted without notice.
- The DfE requested that some additional, previously met standards in Part 7 were also checked in this inspection.
- The inspectors met with senior leaders and staff. The lead inspector also spoke with two members of the newly formed governing body. The lead inspector also met with a representative of the local authority.
- An inspector spoke with leaders from some of the schools that had commissioned places for their pupils.
- The inspectors reviewed policies, plans and schemes of work. They looked at pupils' work, and also visited some lessons.
- An inspector spoke with pupils about their learning and wider experiences in school.
- The inspectors examined documents, including the safeguarding policy, curriculum documents and those documents relating to leadership and management.
- The lead inspector conducted a tour of the premises.

Inspection team

Pippa Jackson Maitland, lead inspector

His Majesty's Inspector

Amanda Downing

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 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)(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.
- 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.

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)(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(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.
- 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.
- 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].

- 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 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)(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.
- 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.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
 - 29(1)(b) pupils to play outside.

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)(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.

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 arrangements made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Standards that were met at the previous inspection, but are now not judged to be met at this inspection

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
 - 18(2)(c)(i) the person's identity;
 - 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(c)(iv) where appropriate, the person's qualifications;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
 - 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.
- 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)(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.

Part 5. Premises of and accommodation at schools

- 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.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 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)(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];
- 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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 5. Premises of and accommodation at schools

- 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.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and

Part 6. Provision of information

- 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)(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.
- 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.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(a) is in writing;
 - 33(b) is made available to parents of pupils;
 - 33(c) sets out clear time scales for the management of a complaint;
 - 33(d) allows for a complaint to be made and considered initially on an informal basis;
 - 33(e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 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(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-

- 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
- 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
- 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
- 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

The school’s change to its premises

The school has not met all the relevant standards

Part 3. Welfare, health and safety of pupils

- 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].
- 16 The standard in this paragraph is met if the proprietor ensures that-
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