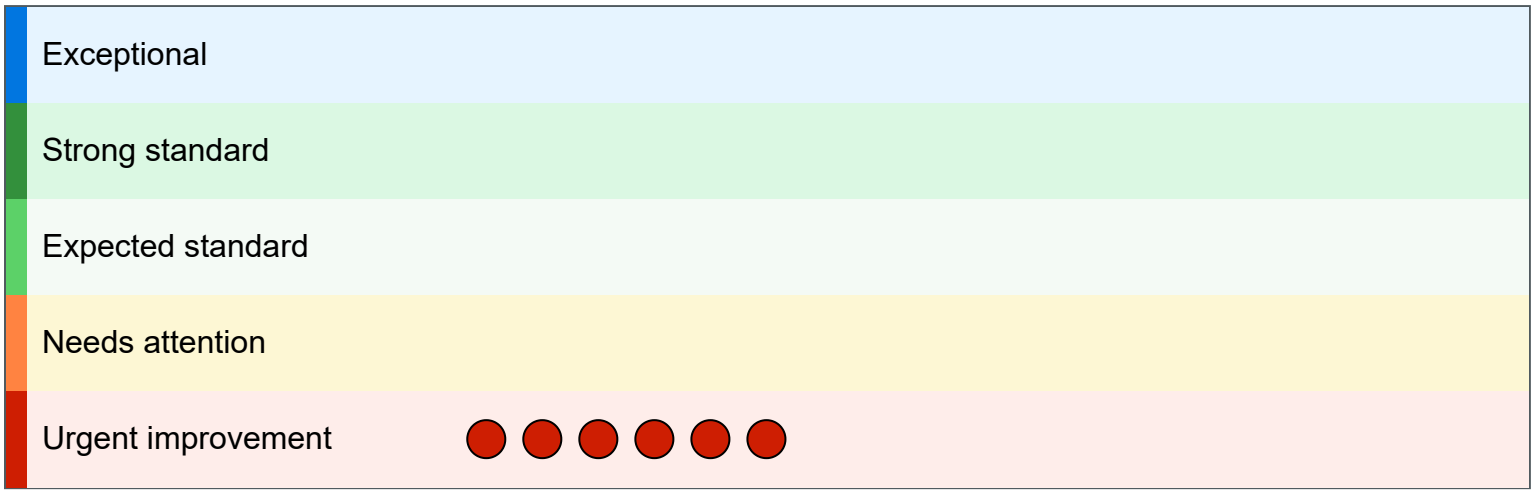
Supreme Education AP

Address: CSEP, 32-34 Sydenham Road, Croydon, Surrey, CR0 2EF

Unique reference number (URN): 150939

Inspection report: 24 March 2026



⊗ Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding that adequately protects pupils from harm. Therefore, standard 7 of the independent school standards is not met.

Leaders do not follow statutory safer recruitment processes. They have not completed all of the necessary pre-recruitment checks for a number of staff. Leaders lack knowledge of the pre-employment checks that are required for all staff. Leaders do not ensure that staff are suitably trained in safeguarding and supporting pupils to be safe. Many staff have not received any safeguarding training since joining the school and are unclear about their safeguarding responsibilities and procedures for reporting safeguarding concerns about pupils.

Leaders have not recognised that safeguarding risks may occur at any time. They have not assessed or mitigated the potential risks to pupils and staff that arise from educating pupils at home or in publicly accessible buildings. Leaders do not show the professional curiosity needed to follow up safeguarding concerns rigorously and identify help and protect pupils. Record-keeping in relation to safeguarding is weak. Procedures to follow up pupils' absence and check their welfare are not secure. Leaders do not actively promote pupils' wellbeing. For example, pupils are not taught how to stay safe, including online.

Neither of the 2 safeguarding policies available on the school's website meet the requirements of the statutory guidance.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Urgent improvement

Achievement **Urgent improvement**

The school does not track how well pupils progress in their learning. Teaching staff do not receive the important information they need to understand each pupil's needs or what might make learning more challenging for them. This means that teaching does not build on what pupils already know or can do. Leaders do not visit pupils in their off-site locations to measure their progress across the curriculum or look at their work. Because of this lack of oversight, they do not know how pupils' learning develops over time. As a result, leaders have only a limited picture of how well pupils progress across different ages or stages of

learning.

Leaders do not give teaching staff the information they need to support pupils' needs including for pupils who are, or have previously been, known to children's social care. Pupils are not prepared well for their next steps in education, employment or training.

Attendance and behaviour

Urgent improvement

Procedures to follow up pupils' absence and check their welfare are not effective. As a result, leaders do not have an accurate or complete understanding of pupils' attendance. They do not keep full or accurate attendance records for all pupils. Some pupils are not included on the school's attendance register. Systems used to record attendance at locations where pupils are taught are unreliable and do not consistently capture pupils' start and finish times. This means leaders cannot be certain whether some pupils are present and they are unable to monitor patterns of absence effectively and take action to remove barriers. This puts pupils' welfare at risk. The school does not work well with external agencies or with parents and carers to promote regular attendance or strengthen pupils' engagement in learning.

There is no coherent system for managing pupils' behaviour. The school's behaviour policy, including its anti-bullying strategy, is not reflected in practice. Teaching staff are generally unaware of the policy and do not apply it. Leaders do not ensure that teaching staff have the necessary skills to deal with pupils' behavioural needs. When they join the school, leaders provide teaching staff with insufficient training in behaviour management. Pupils with complex behavioural and emotional needs are not supported effectively because staff lack the strategies required to meet these needs. The school's records show that pupils often have negative attitudes to their learning as a result. Leaders do not analyse this information to identify trends or secure improvements.

Curriculum and teaching

Urgent improvement

The school does not provide the ambitious curriculum that is required by the independent school standards. It covers only a limited range of subjects which are typically English, mathematics and science, or support with specific GCSE subjects. The curriculum lacks breadth. Schemes of work are incomplete. The curriculum does not include important areas such as personal, social, health and economic education or relationships education. Learning is not well sequenced. Lesson tasks and resources are not carefully considered and do not support pupils' learning effectively. Leaders do not routinely check the curriculum or teaching that pupils experience. They lack an accurate understanding of curriculum and teaching quality, and do not ensure that pupils' needs are met. Staff receive little or no training or feedback on their teaching. They are not helped to develop their practice or to build knowledge of the subjects they teach.

Assessment systems are ineffective. Checks on pupils' knowledge in English and mathematics when they join the school are not used to adapt the curriculum and teaching to meet their needs. Information about pupils' prior learning is not routinely shared with teachers. Weekly reports from teaching staff on pupils' progress focus mainly on activities completed rather than what pupils have learned.

The school's curriculum policy does not reflect the school's actual practice. With no pupils on site in Croydon and teaching occurring in various remote locations, the described curriculum is not delivered.

Inclusion

Urgent improvement

The school shows little understanding of or regard for pupils' needs, including those with special educational needs and/or disabilities. Although the school gathers information on the range of barriers pupils may face to their learning, including from external professionals and pupils' families, leaders do not ensure that this essential information is shared with teachers. Staff receive minimal guidance or suitable training on pupils' individual needs or how to best support them to adapt teaching effectively. Pupils' individual learning plans do not provide staff with the specific strategies required to ensure that teaching and the curriculum are adjusted effectively and that pupils receive an appropriate level of support to meet their needs. Education, health and care plans are not routinely shared with staff. All this has a negative impact on pupils' learning, progress and wellbeing.

Many of the school's policies, such as the policy setting out how the curriculum is adapted to meet pupils' needs, are not tailored to cater for the pupils that the school serves. The accessibility plan is not specific to the school and does not meet the requirements of the Equality Act 2010.

Leadership and governance

Urgent improvement

The school does not operate as described or planned for in its pre-registration inspection. There are no pupils or teaching staff onsite in Croydon and have not been for some time. The school operates instead as an alternative provision for pupils in different locations across the country, receiving referrals from various local authorities in England. The proprietor coordinates a network of teaching staff to work with these pupils, usually in pupils' homes or in a publicly accessible building.

The proprietor lacks understanding of statutory duties and does not fulfil these. There are many unmet independent school standards (ISS). The proprietor has no procedures to check that the ISS are met, with the mistaken belief that these do not fully apply given the changed circumstances of the school. Decisions made by leaders are not in the best interests of pupils. The proprietor does not ensure that pupils are well cared for and taught by well-trained and suitable teaching staff.

Inspectors found significant weaknesses in all evaluation areas. There is a clear gap between the school's polices and what happens in practice. Leaders do not have a systematic process for checking the quality of curriculum and teaching, inclusive practice and the progress that pupils make. Arrangements for monitoring pupils' attendance and behaviour are disjointed. Safeguarding standards are not met. Due to poor oversight, leaders had not identified these weaknesses and have therefore not taken timely or effective action to address them. There are no systems in place to hold leaders to account or check the effectiveness of their work.

Leaders do not provide staff with regular, appropriate professional development. This is particularly pertinent for teaching staff who are geographically distant from the school.

Teaching staff receive little or no induction when they join the school. There is no ongoing training provided for staff, including training related to pupils with special educational needs and/or disabilities or to develop staff's skills in working with the vulnerable pupils on roll. As a result, the school does not meet pupils' needs.

Leaders do not have effective organisational oversight of the school. They provide inaccurate and inconsistent information, such as for the number of pupils on roll, pupils' geographical off-site education locations and staffing arrangements. Many school policies, including those for first aid and health and safety are not appropriate or specific to this school. Overall, record-keeping is poorly managed. Staff do not report to leaders their concerns about their workload or their wellbeing. There is a lack of communication between staff and leaders that stems from the school's lack of organisation.

In their current state, the school premises are not suitable for use by pupils. This is due to damage caused by a recent flood. The proprietor was unaware of the scale of the damage because the school does not make use of the registered premises in Croydon currently. Many classrooms have been filled with items moved from flood-damaged areas, leaving insufficient room for the classrooms to be used for education were any pupils to be taught at the site. Pupils' toilets are unsuitable due to flood damage. There is dust and debris in the worst-affected parts of the premises and some electric lights have been damaged. The medical room is not suitable. The proprietor does not comply with regulations of the fire safety order. School staff have not been trained on fire safety, regular fire evacuation drills are not conducted, several fire alarms are damaged and checks on electrical equipment have not been completed. There is no suitable area for pupils to play outside. Leaders say that the local park they planned to use is not suitable. There are no showers or changing facilities on the school's site. Leaders have not made arrangements for pupils to use a local leisure centre for physical education. This is because they do not intend to educate pupils at the registered site in Croydon.

Personal development and wellbeing

Urgent improvement

There is no personal development programme for pupils. While there are policies in place, including for relationships and sex education (RSE), these are not implemented and are not specific to this school. The school does not offer personal, social, health and economic education and RSE is not taught. Leaders do not understand their responsibility for ensuring that pupils receive suitable personal development, including RSE. This includes for pupils who receive all their education from this provider. As a result, pupils do not learn about essential topics such as online safety, consent and healthy, respectful relationships. This limits their knowledge of how to stay safe and to avoid risks.

The school does not offer pupils the chance to develop interests and talents or to broaden their horizons. There are no extra-curricular or enrichment activities. Leaders do not plan opportunities for pupils to develop an understanding of fundamental British values, different cultures, values or beliefs. This leaves pupils ill-prepared to participate fully in modern British society. There is no careers programme in place. Occasionally, the school is commissioned to provide support for pupils with, for example, college applications. However, pupils do not routinely receive any careers guidance or help with their next steps. Older pupils are not well prepared for adulthood.

Some parents and carers reported positively on the emotional support that teachers provide for their children. There is evidence that in some cases teaching staff provide effective pastoral support for pupils' wellbeing and emotional needs.

What it's like to be a pupil at this school

Pupils do not attend or receive teaching at the school's registered premises in Croydon. They do not build a sense of belonging within a school community. Teachers and pupils are geographically dispersed across the country. Pupils are taught individually by school staff in publicly accessible locations, such as libraries, or in pupils' homes. There are no plans for pupils to move from off-site to the school's Croydon premises over time.

There are widespread, significant failings across many aspects of the school's work. Leaders do not prioritise pupils' safety or their wellbeing. When recruiting staff, leaders do not have due regard for safe recruitment practices. They do not ensure that teachers have the necessary skills and experience to teach pupils with special educational needs and/or disabilities. Pupils needs are not taken into account and they are not helped to thrive here. Pupils who receive all their education from this school do not experience a broad curriculum. Pupils are not prepared for life beyond school because leaders have not put a personal development programme in place. As a result, pupils do not benefit from personal, social, health and economic education, statutory relationships education or careers advice and guidance. They do not have access to extra-curricular activities. Pupils experience an overall poor quality of education and do not achieve as well as they should from their starting points.

Leaders do not have a reliable or comprehensive picture of pupils' attendance. Not all pupils are recorded on the school's attendance register. Leaders do not use information about pupils' attendance, behaviour and wellbeing to identify any patterns of behaviour, monitor absence or to determine and take action where pupils need support to improve. Pupils who struggle to engage with their learning do not receive effective help to study effectively, develop their talents and interests or manage their emotions. In a few cases, pupils build positive relationships with teaching staff.

Next steps

- The proprietor must improve the school's safer recruitment processes to ensure that all required pre-employment checks are completed and recorded accurately on the single central record.
- The proprietor must improve the school's approach to safeguarding so that leaders and staff are well trained in recognising and reporting concerns about pupils. They must ensure that safeguarding concerns are followed up rigorously, and that record-keeping shows a clear chronology of actions taken. Leaders must ensure that risks to pupils and staff are identified and managed effectively.
- The proprietor must strengthen its knowledge and oversight of the independent school standards (ISS) to ensure that all the requirements are met.

- The proprietor must improve the school's systems to assess and review the support provided to pupils with special educational needs and/or disabilities, those known to social care and other vulnerable groups, ensuring that all staff have the knowledge and skills to meet pupils' varied needs effectively.
- The proprietor must establish systems to check the quality of teaching and the curriculum and provide targeted and high-quality professional development to teaching staff so that the curriculum is well planned for pupils' needs, teaching is effective and pupils achieve well.
- The proprietor must develop processes to monitor pupils' attendance and behaviour effectively so that the school can identify and address where improvements are needed.
- The proprietor must ensure that pupils receive an appropriate personal development programme, including personal, social, health and economic education, relationships and sex education and careers guidance, which is appropriate to their age and needs so that pupils know how to stay safe and healthy and are well prepared for life in modern Britain.
- The proprietor must ensure that the premises at the school fully meet the requirements of part 5 of the ISS and that a suitable accessibility plan that is specific for this school is prepared and implemented in line with schedule 10 of the Equality Act 2010.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the operations manager and other leaders. Inspectors held telephone discussions with teachers, parents and carers and representatives from 2 local authorities. An inspector visited several teaching sessions taking place in Nottinghamshire.

No pupils attend the school site. Inspectors were not able to speak to most pupils on this inspection.

At the time of this inspection, there were less than 5 post-16 students on roll. Inspectors did not therefore give a separate evaluation grade for post-16 provision.

There are discrepancies about the identity of the proprietor. The head of school said that he is the sole proprietor and that the name of the proprietor is Supreme Education Ltd, which differs from what is recorded on Get Information About Schools which records the proprietor as Supreme Education AP.

The fees currently charged are from £40,000 to £53,625.

The email address of the school is info@supremeeducation.org

The inspectors confirmed the following information about the school:

The school caters for pupils with special educational needs and/or disabilities, including autism and social, emotional and mental health needs.

The school premises are located at Croydon Supplementary Education Project, 32–34 Sydenham Road, Croydon CR0 2EF.

The school is registered to admit 50 pupils. The school is operating beyond its registration agreement with the Department for Education (DfE). The school has admitted pupils who are younger than the school's registered minimum age range. It has not notified the DfE of this.

Pupils are taught exclusively off-site in a variety of premises in a wide range of locations. No pupils attend the school's registered premises for any part of their education and there are no plans to move pupils from off-site provision to learning in school over time. The school has not notified the DfE of these changes.

A variety of local authorities in different parts of the country commission the school to deliver alternative provision for pupils who are unable to attend mainstream schooling. School staff teach the pupils in public buildings such as libraries or in their homes.

The number of hours of education provided varies between pupils. Pupils who receive all their education from this school receive up to 18 hours tuition per week. In other cases, the school is commissioned to provide pupils with between 2 and 5 hours tuition per week.

The school also offers outreach work to support pupils with reintegration to mainstream education.

The school was registered by the DfE on 30 October 2024. This is the school's first standard inspection.

The proprietor also runs Supreme Education tutoring service and holiday club services. Supreme Education’s registered office is 1433A London Road, London SW16 4AQ.

The school uses no alternative provision.

Head of school: Geoffrey Opoku

Independent school standards

Independent school standards are either met or not met for each category.

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1. Quality of education provided — Standards not met

The following standards have not been met:

Paragraph 2(1)

The standard in this paragraph is met if–

(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

(b) the written policy, plans and schemes of work–

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

(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;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(d) personal, social, health and economic education which–

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[1];

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

(h) that all pupils have the opportunity to learn and make progress; and

(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Paragraph 2A(1)

The standard in this paragraph is met if the proprietor–

(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,

(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),

(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,

(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),

(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and

(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.

Paragraph 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.

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

(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;

(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;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(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;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(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;

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

Paragraph 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.

2. Spiritual, moral, social and cultural development of pupils Standards not met

The following standards have not been met:

Paragraph 5

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

(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;

(b) ensures that principles are actively promoted which–

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(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;

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(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;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(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;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–

(i) while they are in attendance at the school,

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(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.

3. Welfare, health and safety of pupils Standards not met

The following standards have not been met:

Paragraph 7

The standard in this paragraph is met if the proprietor ensures that–

(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

(b) such arrangements have regard to any guidance issued by the Secretary of State.

Paragraph 9

The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–

(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;

(b) the policy is implemented effectively; and

Paragraph 10

The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Paragraph 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.

Paragraph 12

The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[1].

Paragraph 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.

Paragraph 14

The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

Paragraph 15

The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Paragraph 16

The standard in this paragraph is met if the proprietor ensures that–

(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

(b) appropriate action is taken to reduce risks that are identified.

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4. Suitability of staff, supply staff, and proprietors Standards not met

The following standards have not been met:

Paragraph 18(2)

The standard in this paragraph is met if–

(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;

(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;

(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;

and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.

Paragraph 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.

Paragraph 21(3)

The information referred to in this sub-paragraph is–

(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–

(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;

(v) an enhanced criminal record certificate was obtained in respect of S;

(vi) checks were made pursuant to paragraph 18(2)(d);

including the date on which each such check was completed or the certificate obtained; and

(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.

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5. Premises of and accommodation at schools Standards not met

The following standards have not been met:

Paragraph 23(1)

Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–

(a) suitable toilet and washing facilities are provided for the sole use of pupils;

(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.

Paragraph 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–

(a) accommodation for the medical examination and treatment of pupils;

(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

Paragraph 24(2)

The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

Paragraph 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.

Paragraph 27

The standard in this paragraph is met if the proprietor ensures that–

(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; and

Paragraph 29(1)

The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–

(a) physical education to be provided to pupils in accordance with the school curriculum; and

(b) pupils to play outside.

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6. Provision of information Standards not met

The following standards have not been met:

Paragraph 32(1)

The standard about the provision of information by the school is met if the proprietor ensures that–

(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;

(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;

Paragraph 32(3)

The information specified in this sub-paragraph is–

(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

(c) particulars of the policy referred to in paragraph 2;

(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;

(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and

7. Manner in which complaints are handled Standards not met

The following standards have not been met:

Paragraph 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–

(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;

(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;

(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;

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8. Quality of leadership in and management of schools Standards not met

The following standards have not been met:

Paragraph 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–

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

(c) actively promote the wellbeing of pupils.

Lead inspector:
Jude Wilson, His Majesty's Inspector

Team inspectors:
Teresa Neary, Ofsted Inspector
Karen Kent, His Majesty's Inspector
Simon Hollingsworth, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 24 March 2026

Total pupils

17

School capacity

50

Pupils with an education, health and care (EHC) plan

4

Pupils with special educational needs (SEN) support

5

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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